



DFSCAL Strategic Plan 2013-8

Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University

Table of Contents

Introduction	5
University Strategic Plan	5
College of Arts and Letters Planning.....	5
Values of the College	6
State of the College.....	8
Implementation and Annual Review	10
Timeline for Strategic Plan Drafting and Review	10
Goal One: Enriching Education, Enabling Careers, and Preparing the Whole Citizen	11
Transforming Students into Informed Citizens	11
1.1 <i>Student Enrichment Initiatives</i>	11
1.1.1 Foster enhanced creative inquiry, expression, and undergraduate research.....	11
1.1.2 Expanded Academic Service Learning.....	12
1.1.3 Expanded study abroad and study away programs.....	13
1.1.4 Expanded internship programs.....	14
1.2 <i>Diversifying Student Access to Programs</i>	14
1.2.1 Developing more mixed format and online course offerings.....	14
1.2.2 Develop workforce-oriented market based programs	15
1.2.3 Transitioning to the new core curriculum.....	16
1.3 <i>Strengthening Graduate Programs</i>	16
1.3.1 Reinvigorated PhD program.....	17
1.3.2 Support and promote MA programs by fostering an intellectual environment for graduate level research and creative achievement.....	18
1.3.3 Support and promote MFA programs by fostering an intellectual environment for graduate level research and creative achievement.....	19
Goal Two: Promoting Cultures of Inquiry and the Production of Knowledge..	20
Fostering an Intellectual Environment and Collaborative Research Partnerships	20
2.1 <i>Faculty Retention and Research Support</i>	20
2.2 <i>Collaborative Faculty Research Initiatives</i>	21
2.3 <i>Increased Undergraduate and Graduate Student Support</i>	22
2.4 <i>Grant Support</i>	23
2.5 <i>Identify and Support College-Level Signature Themes</i>	23
Goal Three: Connecting the College to its Communities	26
Enhancing Student and Faculty Engagement	26
3.1 <i>Student Engagement</i>	26
3.1.1 Connecting students to community	26
3.1.2 Connecting community to students	27
3.2 <i>Faculty Engagement</i>	27
3.2.1 Connect faculty to community.....	28
3.2.1 Connect community to faculty.....	28

DFSCAL Strategic Plan

3.3 <i>Promote Partnerships with Community and Industry</i>	29
3.3.1 Nurture existing partnerships.....	30
3.3.2 Development of new partnerships.....	30
3.3.3 Increase engagement of College Board of Advisors	31
Goal Four: Sustaining and Strengthening our Resources	33
Preserving the Past and Preparing for the Future	33
4.1 <i>Facilities and Environmental Management Plans</i>	33
4.1.2 Accommodating enrollment growth.....	34
4.1.3 Maintaining and upgrading instructional resources	35
4.1.4 Environmental stewardship	36
4.2 <i>College Personnel</i>	37
4.2.1 Hire necessary staffing.....	37
4.2.2 Enhance staff compensation.....	38
4.2.3 Enhance staff recognition and development opportunities.....	38
4.3 <i>Faculty</i>	38
4.3.1 Create College hiring plan for growth in faculty	39
4.3.2 Budget allocations for faculty searches.....	39
4.3.3 Enhance faculty retention efforts.....	39
Appendix One: Points for Future Consideration	41
<i>Renaming the College</i>	41
<i>Discipline Specific Doctoral Programs</i>	41
<i>Considering New Degree and Certificate Programs</i>	41
<i>CUE: The Center for Undergraduate Entrepreneurship</i>	42
Appendix Two: DFSCAL Strategic Plan Metrics	43
Goal One: Enriching Education, Enabling Careers, and Preparing the Whole Citizen....	43
1.1 <i>Student Enrichment Initiatives</i>	43
1.1.1 Foster Enhanced Creative Inquiry, Expression and Undergraduate Research.....	43
1.1.2 Expanded Academic Service Learning	44
1.1.3 Expanded Study Abroad and Study Away Programs.....	44
1.1.4 Expanded Internship Programs.....	45
1.2 <i>Enhancing Student Access to Programs</i>	45
1.2.1 Developing more mixed format and online course offerings	45
1.2.2 Develop Workforce-Oriented Market Based Programs	46
1.2.3 Distributed Foundations in Writing.....	46
1.3 <i>Strengthening Graduate Programs</i>	47
1.3.1 PhD program.....	47
1.3.2 MA program.....	47
1.3.3 MFA program.....	48
Goal Two: Promoting Cultures of Inquiry and the Production of Knowledge	48
2.1 <i>Faculty retention and research support</i>	48
2.2 <i>Collaborative Faculty Research Initiatives</i>	49
2.3 <i>Increased Undergraduate and Graduate Student Support</i>	49

DFSCAL Strategic Plan

2.4 Grant Support	49
2.5 Identify and Support College-Level Signature Themes.....	50
Goal Three: Connecting the College to its Communities.....	51
3.1 Student Engagement	51
3.1.1 Connecting Students to Community	51
3.1.2 Connecting Community to Students.....	51
3.2 Faculty Engagement.....	51
3.2.1 Connect Faculty to Community	51
3.2.1 Connect Community to Faculty.....	52
3.3 Promote Partnerships with Community and Industry	52
3.3.1 Nurture Existing Partnerships	52
3.3.2 Development of New Partnerships	52
3.3.3 Increase Engagement of College Advisory Board.....	53
Goal Four: Sustaining and Strengthening our Resources	53
4.1 Facilities Maintenance and Management Plans	53
4.1.2 Accommodating enrollment growth.....	53
4.1.3 Maintaining and upgrading Instructional resources	54
4.1.4 Environmental Stewardship.....	54
4.2 College Personnel	54
4.2.1 Hire necessary staffing.....	54
4.2.2 Enhance Staff Compensation	55
4.2.3 Offer Staff Development Opportunities	55
4.3 Faculty.....	56
4.3.1 Coordinated plan for growth in faculty.....	56
4.3.2 Budget allocations for faculty searches.....	56
4.3.3 Enhance Faculty Retention Efforts	56

Florida Atlantic University

Dorothy F. Schmidt College of Arts and Letters

Strategic Plan

2013-2018

Introduction

University Strategic Plan

In March 2012, Florida Atlantic University adopted a Strategic Plan for the years 2012-17. Titled “Making Waves: Celebrating and Cultivating Discovery, Diversity, and Distinction,” the plan identifies four principle goals to help guide University direction and strategy:

- I: Enrich the educational experience
- II: Inspire research, scholarship and creative activity
- III: Increase FAU’s community engagement
- IV: Leverage momentum toward achieving FAU’s strategic goals by being good stewards of its human, technological, physical and financial resources

In addition, the plan outlines three “Signature Themes” intended to raise awareness and attention to areas of possible University specialization and distinction. The themes are:

- Marine and Coastal Issues
- Biotechnology
- Contemporary Societal Challenges

College of Arts and Letters Planning

At the beginning of the Fall 2012 term, Interim Dean Heather Coltman assembled a College Strategic Planning Committee. Composed of members drawn from across the College, the committee included faculty representing the Arts, Humanities and Social Sciences. It included an undergraduate and graduate student, all ranks of professor from assistant to eminent scholar, three chairs, a member representing the satellite campuses, and a member of the College staff. The committee met weekly during the Fall 2012 and Spring 2013 semesters. The committee considered the College’s history, values, and potential; assessed the research and creative activity produced by faculty and students; evaluated the College’s engagement with the community; considered College resources and the state of its facilities; and discussed initiatives that might enhance and add distinction to College units.

Committee members visited each academic unit to describe the planning process and to invite recommendations for enhancing the College's health. Meetings were also held with graduate students, department chairs, and a number of Deans and Vice-Presidents from across the University to solicit input. To engage further the members of the College, the Committee crafted and subsequently launched a set of online surveys that elicited responses from faculty, staff, and students. A total of 164 undergraduate students, 98 graduate students, 47 faculty members, and 11 staff members completed the surveys. Finally, in April a draft version of the plan was made available for public comment. Several open and teleconferenced forums were scheduled and the plan was presented for comment at the final Faculty Assembly session of the Spring term.

Drawing from its meetings with stakeholders inside and outside the College; the online surveys completed by the students, staff and faculty; and data culled from Institutional Effectiveness and Analysis reports, we offer the following Strategic Plan (2013-2018) based on the College's values, its current health, and the goals and initiatives we believe it ought to pursue.

Values of the College

The Dorothy F. Schmidt College of Arts and Letters (DFSCAL) is regionally, nationally, and internationally recognized for the outstanding educational experience it offers, the creativity showcased by its performing and visual arts, and the energizing role it plays in the community. It prepares students to mindfully and productively engage the world and workforce challenges of the 21st Century and works toward the betterment of the region, nation, and world through the significance of its research production and the imaginative and critical thinking fostered by its creative work.

The following values unify our efforts, provide a gauge by which we measure ourselves and our students, and inform programs and initiatives that guide us into the future:

Creative inquiry and expression are the hallmarks of an education in the arts, humanities, and social sciences in the Dorothy F. Schmidt College of Arts and Letters. A dedicated faculty of distinguished scholars, researchers, and artists across 16 academic programs offers 22 bachelor's degrees, 17 minors, 12 certificate programs and 19 graduate degrees – including a PhD in Comparative Studies – that combine the best of a traditional and liberal arts education with cutting-edge instruction in emerging fields. The College features award winning authors, Guggenheim Fellows, Lannan Foundation Fellows, Kingsley Tufts Poetry Award winners, O. Henry and Pushcart award recipients, South Florida Cultural Consortium recipients in visual and media arts, Grammy award recipients, and critically acclaimed artists and performers.

As the third largest College¹ in the University, the DFSCAL represents one of the most diverse and productive faculty² at Florida Atlantic, generating **research and scholarship** on nearly every aspect of the human experience. The College is home to five eminent scholars, award winning researchers, Fulbright scholars, and both Royal Historical Society and Woodrow Wilson Society fellows. In recent years faculty in the College have gained recognition for discovering a previously unrecorded species of monkey in the Democratic Republic of Congo (Anthropology), received national and international acclaim as the recipient of the prestigious Foreign Policy Association Medal (Political Science), received a grant from the Department of Education for Expanding Asian Studies (Asian Studies, Language, Linguistics and Comparative Literature), and have been recognized by the Florida Commission on the Status of Women for their outstanding scholarship and contributions to help improve the lives of women (Center for Women, Gender, and Sexuality Studies).

The College provides a rich **educational experience** for the students in its degree and certificate programs. Our undergraduate degrees have prepared over 22,000 students for successful advanced study and careers in fields as diverse as law, archaeology, museum curatorial work, international business, and journalism. Study in the College's programs prepares these students to lead lives of greater aesthetic richness, civic purpose, resilience and reflection, multicultural sensitivity, and personal challenge. In addition to their classroom based education, students may choose to attend archaeology or culture and language field schools in Sicily and Ecuador; participate in study abroad programs with faculty; participate in the multi-year award winning diplomacy program which trains students in the art of diplomacy, conflict resolution, and debate; work in an on-campus commercial recording studio and recording label; assist in a web-based classical radio station; help conduct linguistic studies in our multicultural community; work with internationally known visual artists; participate in internships; or perform chamber music with concert artists.

Because they are essential to the health and success of the College, we take great care to provide thoughtful **stewardship of our human and physical resources**. The College of Arts and Letters includes many public performance and exhibition spaces. Performance spaces include the 500-seat University Theatre and two smaller theatres. Annually, these venues present, on average, more than 30 concerts, six to eight different theatre productions, three dance productions and numerous public lectures. There are also two galleries on campus – the Schmidt Center Gallery and the Ritter Art Gallery – each presenting four to six exhibitions during the academic year featuring work from both students and well-known visual artists. In 2010, Living Room Theaters partnered with the College and its School of Communication and Multimedia Studies to build four

¹ IEA Headcount Report for 2011-2012

² IEA FTE/Productivity Report for 2011-2012

49 seat theaters that are used for classes in the day and that are open to the public at night. The College also respects its human resources through its focus on supporting students in their research, performances, and exhibitions; its ongoing mentoring program for junior faculty; and its efforts to consider better ways to train and integrate staff into academic governance.

Finally, the College prides itself on a long and rich tradition of fostering **transformational community engagement and partnership**. The College provides unparalleled engagement with the community and the approximately 50,000 members of the public who visit FAU campuses annually to attend one of our performances, exhibitions, screenings, or public lectures. Whether it is nurturing talent and young lives through music education programs, stimulating civic dialogue through the Jack Miller Forum, or striving to usher in a more peaceful world by inviting esteemed guests such as Jane Goodall, Madeleine Albright, or the Dalai Lama to campus, DFSCAL and its units represent the face of Florida Atlantic University and serve a vital role in fostering an engaged and empowered community.

State of the College

Across the state, nation, and globe institutions of higher learning are encountering conditions that present academic units with profound challenges. These include: declining public funding in higher education; increased competition for public, private, and non-profit grants and research opportunities; growth in educational alternatives available to prospective students such as industry specific training initiatives, non-traditional and internet based institutions, and the proliferation of junior, state, and technical Colleges; changing student expectations of a University experience including the explosive growth of demand for distance learning; expanding interest in extra-curricular programs and opportunities and a growing desire for specialized executive, certificate, and graduate programs that add distinction while also accommodating and responding to workplace necessities; and, finally, a series of broad social, economic, and political pressures that, taken together, challenge academic institutions to become more accountable, responsive, and engaged with community and workforce opportunities and needs. In short, it is clear that higher education will respond to these challenges and that existing models for education, research, and creative excellence will need to undergo innovative and thoughtful transformation if academic institutions are to remain both critical and relevant.

The size and scope of the College exposes it to a great number of these mounting pressures. As the College that hosts the most points of contact with undergraduate students at Florida Atlantic University, the DFSCAL fosters curiosity and the urge to share in the discovery of all aspects of the human and social condition. Those efforts, however, have been made increasingly trying in an era of budget austerity and shifts toward STEM-driven initiatives which, taken together, threaten to erode what should be

one of the University's most cherished points of pride – endangering the College's ability to provide fundamental academic skills and learning practices that are the very precondition of success for all majors.

While the following plan is both forward-looking and optimistic in its slate of initiatives, it is nonetheless necessary to note that many members of the College have expressed concern over the health of the College (and the University more broadly) because of those aforementioned budget cuts. Faculty have been asked to do much more with much less. Most have experienced increased workloads over the last five years as course sizes and service expectations have grown. Drop-offs in morale have accompanied perceived losses in program autonomy and a declining voice in University decision-making. Many faculty surveys express alarm that the University goal of doubling research has been made less – not more – likely with recent cutbacks in resources for research and travel support.

These concerns are echoed by students who voice significant dissatisfaction with growing class sizes and decreased access to an overworked faculty that does not have the time to engage and support them as it once did. Students also note concern over the lack of mentoring and internship programs and, at the graduate level, the inadequacy of graduate teaching assistant stipends as well as the insufficient research and travel support most College units are able to provide their graduate students.

College staff are likewise concerned about their expanding workload and job duties, the lack of merit raise opportunities, and a perceived lack of voice in College and University planning.

Some of the College's physical facilities, on which so much of the College's activities depend, are in need of renovation and expansion. Though the College has taken steps to identify these issues and has created some initiatives to redress safety concerns, facilities maintenance (both short and long term) must become a higher priority and will require elevated financial commitments from both the College and University.

Even with these concerns, however, the diversity of the College's offerings and the astounding success its administration, staff, and faculty have already demonstrated in adapting to these challenging times strongly indicate that with thoughtful planning and the necessary University support the DFSCAL will be uniquely positioned to continue to lead the University into the future.

Indeed, recent years demonstrate cause for optimism. Already the third largest College in the University, the DFSCAL has experienced a 25% increase in student credit hours over the last 5 years while only receiving 3.5% growth in faculty over the same period. It is the second highest destination for First Time in College (FTIC) students and has enjoyed a 15% growth in its undergraduate student body. It is also the second highest

degree awarding College in the University. It is, by a wide margin, the largest (and most cost efficient) producer of SCH in the University.

The challenges ahead are daunting and will take clear vision, the political will to institute the changes necessary to preserve and promote programs of distinction, and both resources and University support to ensure all of those efforts continue into the future.

Implementation and Annual Review

Implementation of the College Strategic Plan will require the efforts of all units, faculty, and staff within the College. In consultation with University administration, program chairs/directors, and the Faculty Assembly, the Dean's office will establish priorities and performance targets toward reaching the goals outlined in the Strategic Plan. The Dean will appoint a strategic plan assessment committee tasked with monitoring the College's progress in meeting those goals; receiving and evaluating feedback from students, faculty and staff; and recommending enhancements and/or adjustments to the plan if appropriate or necessary. Annual progress evaluations will be conducted and updates will be provided to the University, members of the College, and interested stakeholders.

Timeline for Strategic Plan Drafting and Review

September-December 2012	Committee reviewed strategic plans, met with stakeholders inside and outside the College
January 2013	Online surveys posted for undergraduate and graduate students, faculty, and staff.
February 2013	Draft plan submitted to Dean
February 2013	Draft plan presented to College Advisory Board
March 2013	Draft plan posted online for review by faculty, staff, and students
March-April 2013	Strategic Plan revised and finalized
April 2013	Strategic Plan submitted to Dean

Goal One: Enriching Education, Enabling Careers, and Preparing the Whole Citizen

The initiatives proposed under this goal principally support the University Plan's (UP) Goal I ("Educational Enrichment") and build on existing efforts to amplify the role that the College plays in providing humanistic and productive dimensions to students' education. Fostering skills such as critical thinking, habits of learning, and creative expression that serve students throughout their careers at FAU and beyond is a significant opportunity for the College's growth over the next five years.

Transforming Students into Informed Citizens

The College provides essential foundational skills in writing, communication, critical thinking, and creative achievement (UP I.A.4; I.A.8). These foundations not only enable students to succeed in their disciplines, majors, and careers but, more importantly, they add a holistic dimension to disciplinary knowledge, an understanding not simply of culture but of the ways in which knowledge circulates across jobs and careers and into a larger society, one that is increasingly global and always human. Comprehending current events within the contexts provided by history, political science, philosophy, sociology, and anthropology provides students firmer ground for making decisions and shaping the world around them. Receiving diverse cultural traditions through music, theater, dance, art, languages, and literature broadens students' understanding of human values, creative production, aesthetics, and beauty while stimulating intuitive, reflective, and innovative thinking. We value our responsibility to prepare students to become engaged citizens and we believe that this responsibility becomes only greater with technological complexity, intercultural conflict, and worldwide connectedness.

1.1 Student Enrichment Initiatives

1.1.1 Foster enhanced creative inquiry, expression, and undergraduate research

The College is committed to expanding supervised and mentored undergraduate research and creative inquiry (supports UP Goal II; II.E.1&2). This commitment will require developing opportunities for student participation in faculty research, performances, and exhibitions; for faculty to develop research-based curricular offerings; and for the College to develop events that showcase undergraduate research accomplishments (supports UP I.D.8).

We propose:

- Accessing Distinction through Discovery: Undergraduate Research and Inquiry (U.R.I.) (formerly QEP) funding in order to expand undergraduate student research and mentoring so as to support programs that provide significant opportunities for establishing the U.R.I. culture within the College (supports UP I.D.8)

- Rewarding faculty participation in U.R.I. research and mentoring programs by incorporating it into promotion and tenure reviews (supports UP I.E.1)
- Coordinating more closely with the Honors College to help facilitate a dynamic and non-redundant curriculum
- Promoting the revised Honors in the Majors program and recognizing faculty mentoring of honors students (supports UP I.A.3)
- Establish a competitive travel grant program for undergraduate students attending academic conferences and symposia
- Improving outreach to prospective University applicants that enhances expectations of Florida Atlantic University as a site of inquiry and research (supports UP I.A.1)

Necessary Allocations

The Distinction through Discovery initiative has been allocated a multi-year, multi-million dollar budget. Much of the development of undergraduate research opportunities will be dependent upon accessing these funds. The College can aid this initiative with dedicated funds for individual student research projects and for events that showcase the products of such work, like departmental research symposia and conferences that include student participation. The College should provide small incentive stipends to faculty who propose U.R.I. initiatives. The College must also assist the University in recognizing the accomplishments of students in the arts, and assist in developing showcases that are appropriate to those students.

1.1.2 Expanded Academic Service Learning

Academic Service Learning (ASL) helps students apply classroom instruction to the world around them and enhances their connections to the community. Currently, ASL courses are offered in various departments within the College; however, the College could more strenuously promote these courses and in some cases provide incentives for their development (supports UP I.D.3). Therefore we propose the following initiatives:

- Support chairs and faculty in promoting ASL within their programs
- Work with the Director of Academic Services to both track and promote course offerings
- Nurture existing relationships with the Weppner Center for Civic Engagement & Service
- Engage the College Community Advisory Board to expand community connections for ASL opportunities
- Showcase successful ASL outcomes via College website and events

Necessary Allocations

The College should seek donor funding to support student and faculty costs associated with ASL projects (supports UP II.F.1). Such funding could support transportation

stipends for travel to off-campus sites, incidental materials costs, etc. As the College's ASL program grows, the College should consider recognition of faculty commitment in promotion and tenure reviews, teaching load assignments, and the support of an annual public showcase event.

1.1.3 Expanded study abroad and study away programs

The College is actively engaged in developing international experiences for its students through a number of study abroad programs and unique domestic "study away" programs (supports UP I.D.3). Currently, College-sponsored, faculty-led programs take place in South America, Europe, and Africa. The College should deepen its commitments to study abroad in currently existing programs as well as foster an environment that makes possible new venues built on faculty strengths. In addition to summer programs, the College should more actively encourage students to study abroad at foreign universities for semester and academic year periods. To achieve these goals, we propose:

- Increasing exposure to study abroad opportunities
- Creating development or funding campaigns to raise funds for scholarships
- Establishing reasonable enrollment numbers for new programs so that the work and time invested in developing them is not lost due to slow startups
- Hosting an annual College showcase event to share study abroad and study away experiences with the University community
- Recasting study "abroad" as study "away" to develop lower-cost domestic programs that might attract greater numbers of students and take advantage of the political, cultural, and economic resources of Florida, the Southeast region, and the greater United States. These programs could build upon the success of Political Science and Visual Arts and Art History, as each has formerly offered such domestic study "away" programs.

Necessary Allocations

Most study abroad programs are self-supporting and require no College allocation of resources beyond what would ordinarily be devoted to the offering of a summer course. Thus the development of new programs requires little new money but does require significant time for advertisement and recruitment events by faculty and departments. It is clear, however, that in order to expand the program new monies (possibly through development or funding campaigns that raised money for scholarships) and new rules (such as those listed above) should be considered. The College should also actively pursue domestic partnerships as well as explore hosting students from domestic and international institutions as a way of providing alternative means of putting our students into contact with students from different life and collegiate experiences (supports UP II.F.1).

1.1.4 Expanded internship programs

The College is actively engaged in fostering experiential learning through internship programs (supports UP I.D.3). Students participate in an increasing number of local and global internships in a variety of host institutions, including U.S. Congressional offices, the Office of the State Attorney, the Department of the Interior, the League of Women Voters, and Genocide Watch. These programs could be augmented by pursuing the following goals:

- Developing more internship opportunities for undergraduate and graduate students
- Enhancing the College's community and industry partner ties through internship programs
- Eliciting feedback from community partners to inform future internship development
- Tracking student post-internship employment placements

Necessary Allocations

Most costs associated with internships relate to faculty investments in developing community contacts, advising and supervising students, and assessment. The College should recognize this faculty commitment in assignments, annual evaluations, and promotion and tenure reviews. The College should seek partner and donor funding to support student and faculty incidental costs associated with internship participation.

1.2 Diversifying Student Access to Programs

1.2.1 Developing more mixed format and online course offerings

In order to provide greater access to our curriculum, improve student-learning outcomes, and manage costs by effective use of educational technology for course delivery, the College is partnering with the University's Center for eLearning to ensure excellent distance education is delivered by our own highly qualified faculty (supports UP I.D.4; I.D.9). As of Spring 2013, 24 faculty across the College have gone through the Center for eLearning training program and many have designed state-of-the-art, on-line and hybrid classes representing all of our disciplines. College goals for the continued development of distance education include:

- Assurance of quality curricula designed and taught by our faculty under the supervision of department chairs and directors and certified by the Center for eLearning
- Development of College policies concerning eLearning issues. Currently e-trained faculty could contribute to the development of these policies either informally or through a taskforce
- Promote leading edge use of e-learning technologies in order to get ahead of current national use trends (e.g. mixed format and stand-alone online degree

programs including interdisciplinary programs – such as a social science degree – that would repackage streaming video from various elements of the College into more customizable and vibrant plans)

- Exploration of on-line degree program opportunities
- Promotion of resources available to faculty through the Center for eLearning
- Work with the Center for eLearning on devolution of tuition revenue to our College and Departments

Necessary Allocations

The College has assigned eLearning issues to an Associate Dean who will lead faculty on addressing policy issues and curricular development. Of special concern will be developing assessment standards native to e-learning formats and platforms.

1.2.2 Develop workforce-oriented market based programs

Academic institutions are being challenged to offer more professionally oriented and workforce based programs. Market-based programs offer working professionals certifications that improve vocational performance and enhance career mobility. The College at present offers no such programs, but may develop programs that would appeal to working adults. These programs would not replace existing degree programs. Offering additional courses at night or weekend hours that better serve working professionals would greatly enhance the feasibility and desirability of an FAU degree to this population (supports UP I.A.8; I.D.4; I.D.10). Examples include but are not limited to:

- The Department of English is exploring a program in technical and professional writing and currently offers a Master of Arts in Teaching program for educators working in secondary schools.
- The Department of Anthropology is exploring a certification in Public Archaeology.
- The Department of Languages, Linguistics, and Comparative Literature is developing an English-language immersion bridge program which will prepare international students for academic success at FAU
- The School of Communication and Multimedia Studies is exploring Strategic Communication as a potential undergraduate certificate program and/or Master's Degree.

Necessary Allocations

By definition, market-based programs are envisioned as existing “off the books” for both expenses and revenues. The College may wish to devote startup funds to a limited number of such programs (e.g. to fund faculty salaries, potential materials costs, advertising and promotion). In addition, because these programs require auxiliary accounts, the creation of which requires a certain amount of institutional capital, the

College must work with the University to develop necessary funding and compensation models.

1.2.3 Transitioning to the new core curriculum

At the time of this writing the core set of State and University required courses is undergoing wholesale revision. The College can assist in this transition by implementing changes that help distribute the existing and coming workload across its units. While annual reviews of the strategic plan can better adjust these distributions once the contours of the new core become clear (such as accommodating a likely requirement of an “Introduction to Philosophy” course) in this plan we can begin this process by identifying ways to better deliver and diversify the workload associated with College Writing.

Currently, most training in first year academic writing is offered through ENC 1101 and ENC 1102 College Writing I and II. Consistent FAU’s Strategic Plan’s objective (UP I.A.4) to “support the development of writing skills in students,” the College should diversify and expand these offerings to allow students to tailor these requirements and objectives in ways that better match their own personal and professional interests (supports UP I.D.1; I.D.4). We propose the College:

- Collaborate with the University WAC Committee to identify ENC 1102 equivalent courses and to remove barriers such as the prohibition against these courses being taught by GTAs and adjuncts.
- Identify and assist departments in the College and throughout the University that wish to develop ENC 1102 equivalent courses.
- Work with FAAS and advisors within our College and across the University to promote these alternative courses.
- Coordinate with the Director of Writing Programs to adjust ENC 1102 offerings in proportion to equivalent course offerings from other programs.

Necessary Allocations

The WAC program currently funds the development of new courses, which will provide the monies for course development. However, additional GTA funds should be needed as alternative course offerings expand. Departments that offer writing equivalents must be allocated additional funding for GTAs or adjuncts. All other components of this initiative should require minimal allocations.

1.3 Strengthening Graduate Programs

Given recent developments in the South Florida higher education environment in which the State College system is offering more undergraduate degrees at a mandated lower cost, and more private institutions expand their Baccalaureate offerings, the College believes that graduate programs will increasingly distinguish FAU from its regional peers and competitors. Post-baccalaureate degrees continue to increase in value as a way

for citizens to differentiate themselves in the job market and for future educators and researchers to advance toward doctoral education. South Florida needs more residents with advanced degrees to take leadership roles and to contribute to all aspects of our society. Therefore, it is a College priority to strategically invest in our MA, MFA, and PhD programs (supports UP I.B).

1.3.1 Reinigorated PhD program

The College reinstated the PhD in Comparative Studies subsequent to completing internal and external reviews, and restructured the program to meet regional, national, and international demand for interdisciplinary scholars in the Humanities. The Cultures, Languages, and Literatures Program is designed as an interdisciplinary and multidisciplinary course of study that enables doctoral students to develop expertise within traditional disciplines and across disciplinary and cultural boundaries. At the heart of the program is the recognition that cultures, languages, and literatures are most fruitfully understood through comparative modes of analysis that include an ever-changing landscape of theory and methodologies. This program is both interdisciplinary (the integration of different fields) and multidisciplinary (the comparative analyses of different fields). Primary areas of strength for this broadly based program include studies of literature and migration; rhetoric and composition; U.S. multiethnic literatures; early modern literatures; gender, sexuality and embodiment; modernity and postmodernity in literature; space and place in literature; and postcolonial literature and culture (supports UP I.B.3). The curriculum also draws from such disciplines as Anthropology, Art History, Communication, History, Media Studies, Peace Studies, Philosophy and Religion, Political Science, Sociology, and Women, Gender and Sexuality Studies, among others. Program goals include

- Recruitment, admission, and support of high-quality PhD students
- Delivery of a rigorous curriculum to prepare our students to produce advanced research and scholarship
- Fostering an intellectual climate that complements and draws from South Florida's cosmopolitan communities
- Placement of our graduates in tenure-line faculty positions and compelling non-academic jobs that value scholars from our fields

Necessary Allocations

The most urgent need for the growth of the PhD program is for the University to return the funding for the PhD Graduate Teaching Assistantships that were cut from the College budget over the last three years. In order to re-open for Fall 2013, the Departments of English and Languages, Linguistics, and Comparative Literature committed 6 PhD level assistantships to fund the first cohort for four years. The Jupiter Life Long Learning Society has generously committed to fund one assistantship for four years. In order to continue the program in year 2 (2014-15), we will need the University

to contribute recruitment funding of \$15,000/year for cohorts of six GTAs, who will teach 3 courses a year in LLCL or English. This plan restores the PhD funding in stages, as each new cohort is accepted, to restore what was returned to the University as part of budget cuts in 2009, 2010, 2011.

For 2014-2015: GTA funding for 6 GTAs at \$15,000 each for total of \$90,000.

For 2015-2016: GTA funding for 6 GTAs at \$15,000 each for total of \$90,000.

For 2016-2017: GTA funding for 6 GTAs at \$15,000 each for total of \$90,000.

This plan will guarantee continuous funding for four cohorts of students, committing to their support for four years each student. The total investment from the University in the PhD program would be \$270,000 over three years. As each cohort graduates the permanent level of funding must be maintained to support future students.

1.3.2 Support and promote MA programs by fostering an intellectual environment for graduate level research and creative achievement

The College is committed to supporting departmental MA programs by funding and promoting research and creative initiatives (supports UP I.B.2). Those initiatives will enhance the educational experience of our graduate students who engage in their disciplines with research-active faculty. The College will also pursue these goals:

- Advocate for the retention, replacement and growth of tenure-line faculty to teach and mentor the growing graduate student population in our College
- Assist department chairs and graduate directors with the recruitment of top-quality students
- Provide better assessment of the merits of MA programs and strategically distribute resources in order to advance programs of highest distinction
- Communicate grant and scholarship opportunities to our students through a centralized web portal specific to our disciplines
- Contribute to the planning and hosting of guest speakers, colloquia, symposia, performances, and conferences in which graduate students have an opportunity to share their research and/or interact with the latest scholarship and creativity in their fields
- Promote greater recognition of our graduate students' accomplishments through College showcase events, publications, and press releases
- Host workshops for professional development of our students

Necessary Allocations

The College will need to allocate program support funds for guest speakers, colloquia, symposia, exhibitions, and conferences. In addition, fundraising efforts can target donors for support of these programs. The College should provide support for editorial

activities for student journals and other creative endeavors that raise the profile and contribute to the intellectual climate of our College.

1.3.3 Support and promote MFA programs by fostering an intellectual environment for graduate level research and creative achievement

Representing the largest number of terminal degrees offered by the College, MFA programs deserve particular attention and support. The College is committed to providing that support by funding and promoting research and creative initiatives (supports UP I.B.2). These initiatives will enhance the educational experience of our graduate students who engage in their disciplines with research-active faculty. The College will also pursue these goals:

- Advocate for the retention, replacement, and growth of tenure-line faculty to teach and mentor the growing graduate student population in our College
- Work toward adding distinction to MFA programs by supporting their curriculum as well as promoting their status as terminal degrees (e.g. in commencement ceremonies)
- Assist department chairs and graduate directors with the recruitment of top-quality students
- Provide better assessment of the merits of MFA programs and strategically distribute resources in order to advance programs of highest distinction
- Communicate grant and scholarship opportunities to our students through a centralized web portal specific to our disciplines.
- Contribute to the planning and hosting of guest speakers, colloquia, symposia, performances, and conferences in which graduate students have an opportunity to share their research and/or interact with the latest scholarship and creativity in their fields
- Promote more recognition of our graduate students' accomplishments through College showcase events, publications, and press releases
- Host workshops for professional development of our students

Necessary Allocations

The College will need to allocate program support funds for guest speakers, colloquia, symposia, exhibitions, and conferences. In addition, fundraising efforts can target donors for support of these programs. The College should provide support for editorial activities for student journals and other creative endeavors that raise the profile and contribute to the intellectual climate of our College.

Goal Two: Promoting Cultures of Inquiry and the Production of Knowledge

Fostering an Intellectual Environment and Collaborative Research Partnerships

The initiatives in this goal principally support the University Plan (UP) Goal II (“inspire research, scholarship and creative activity”). Research, scholarship, and creative inquiry are the foundations of the liberal arts education that DFSCAL offers its students and community. Faculty strive to create a culture of critical thinking that leads to the production of knowledge and a deeper understanding of our society, culture, and world. The College has built a superlative faculty by recruiting and retaining professors from top-tier research institutions across the country and internationally. In alignment with the University Strategic Plan Goal II (“inspiring research, scholarship and creative activity”), the College should continue to nurture and support this talent in their on-going research and creative agendas.

Good teaching requires a faculty engaged in their discipline and in the production and dissemination of knowledge and the creation of artistic and performance works. In order to sustain and cultivate the research and creativity of the College, we must invest in resources to support faculty and student efforts. The College is committed to promoting collaborative faculty research initiatives, involving undergraduate and graduate students, which ideally will lead to more grant applications, scholarly publications, and creative activities. In order to engage the University’s Signature Theme on Societal Challenges, the College will promote collaborative community research projects to address major social issues.

In order to continue our rise to Carnegie classification RU/VH: Research Universities (very high research activity) status (formerly known as “Research 1”), the most pressing priority is for the University to provide more resources to support faculty research and creative achievement. Resource enhancements to support this goal include the maintenance and growth of tenure-line faculty, increased support of faculty research programs, and providing competitive stipends and benefits to graduate students as well as offering competitively selected travel grants to support undergraduate research.

2.1 Faculty Retention and Research Support

In order to support faculty research we propose:

- Prioritizing the retention, replacement, and growth of tenure-line faculty positions so that service and teaching are distributed effectively in line with student growth, allowing research-faculty time to devote to their scholarship and creative activities (supports UP II.A.2; II.A.3; I.C.2)

- Creating more course releases that allow professors the time to dedicate most of their assigned effort to a major research project. Awards should be distributed based on the merit of competitive proposals presented (supports UP II.A.4)
- Offering summer research support in lieu of summer teaching that can provide professors uninterrupted time to advance their research agendas. Incentive dollars returning to the College could be invested in this initiative (supports UP II.A.4)
- Increasing Faculty Travel Awards to present papers at conferences. In addition to the base-line awards currently dispersed, the College will offer competitive awards for additional conference travel or for supplements for international travel to international conferences (supports UP II.A.4)
- Giving special consideration to supporting faculty research projects tied to the U.R.I. initiative (supports UP I.D.8)
- Promoting faculty success by improving the communication and showcasing of important scholarly and creative achievements (supports UP II.C.1)
- Supporting faculty-edited research journals
- Supporting faculty-hosted symposia, exhibitions, performances and conferences
- Creating a College webpage presence for promoting faculty success (supports UP II.C.1)

Necessary Allocations

In line with need, university growth, and the multi-year College plan for hiring for new and replacement lines, the College will request positions from the Provost's office. In order to fund other initiatives listed the College should seek donor funds (and University funds for research projects that are tied to the U.R.I. initiative) that could be allocated to support increased faculty travel funds, faculty-edited research journals, and faculty-hosted symposia and conferences (supports UP II.F.1). The College can collaborate with departments to streamline summer course offerings linked to support for summer research by faculty who can use their summer to conduct research.

2.2 Collaborative Faculty Research Initiatives

In order to foster both field-specific and interdisciplinary research and creative activity by leveraging our faculty talent and experience to meet today's complex and global challenges, we encourage the creation and recognition of clusters of research activity and excellence (supports UP II.D.1). Specifically, we propose:

- Creating teams of faculty and students encouraged through supplemental support to bring faculty and student researchers together around common topics (supports UP.E.1). Activities could include, among others:
 - Develop joint research proposal/projects

- Workshops
- Reading groups
- Colloquia
- Stipend support for participants
- Interdisciplinary projects related to contemporary societal issues
- Interdisciplinary projects that engage U.R.I. initiative
- Seeking external grants

Necessary Allocations

The College will need to fund topical clusters to a total expenditure of \$20,000 annually. Faculty groups would submit applications, with proposed budgets, each Spring for activities in the following year.

2.3 Increased Undergraduate and Graduate Student Support

Students are the lifeblood of any educational institution. While the College has a vast array of support and development programs in place it is clear that even further resources are needed in order to remain competitive with other institutions and to offer our students maximum development. We propose:

- Increasing stipends for GTAs in order to attract higher quality graduate students (supports UP I.B.6)
- Increasing the number of stipends for graduate students to allow for growth of MA and MFA programs (supports UP I.B.6)
- Funding PhD stipends as outlined in 1.3.1
- Providing a small stipend to students for U.R.I. participation (supports UP I.D.8; II.E.1)
- Providing faculty rewards and recognition for U.R.I. participation (supports UP I.D.8)
- Developing and supporting “students as mentors” program with graduate students mentoring other graduate and undergraduate students as part of U.R.I. initiative participation (supports UP I.D.8; II.E.1)
- Promoting student success by improving the communication and showcasing of important scholarly and creative achievements by supporting undergraduate and graduate student research journals, symposia, exhibitions, performances, and conferences and by creating a College webpage presence for promoting student success

Necessary Allocations

The College will need to work to secure funding for increasing GTA stipends by 5% annually until competitive in Florida as well as for increasing the number of stipends and tuition waivers per year in line with the University growth plan. Currently the growth plan anticipates 4% growth, so the College should secure funding to cover a 4%

growth in GTA and waivers for each of the next 5 years. Additionally, as outlined above, the College should secure University funding for the support of 6 PhD students per year for a minimum of 4 years.

2.4 Grant Support

In order to support the faculty's research endeavors and meet College scholarship and creative achievement goals, the College will increase its pursuit of extramural grant funding (supports UP II.A.1) by

- Prioritizing faculty research proposal applications through assignment structure, release time, and financial awards
- Acquiring a College grant facilitator to seek additional funding opportunities and to assist faculty in preparing and submitting grant proposals (supports UP II.A.2)
- Charging the Associate Dean of Research and Graduate Studies to work with the Division of Research to enhance the support afforded to DFSCAL faculty pursuing grant opportunities. Faculty are to be encouraged to work with the Division of Research's newly established grant facilitators
- Seeking, in conjunction with its Community Advisory Board, a NEH Challenge Grant
- Creating a stable web-based data bank of grant opportunities germane to our College's disciplines

Necessary Allocations

We propose five releases per semester for grant proposal writing and application, (\$15,000 total per academic year) as well as five awards for proposal writing at \$1,000 each (\$5,000 per academic year). The College may also add a full-time grant writer by year five (\$65,000 per academic year by year five).

2.5 Identify and Support College-Level Signature Themes

The committee recognizes how strongly University Strategic Plan Signature Theme Three "Contemporary Societal Issues" aligns with the College and its academic units, programs, and values. We also recognize the fruitful possibilities of having the College establish its own set of signature themes to provide added definition to the College as well as to create, through prioritization of initiatives and the fostering of an climate of inquiry, a more vibrant and interconnected College that would garner enhanced recognition as a destination for its strength of commitment to selected vital issues.

Based on an assessment of the values, pragmatic strengths, and research interests represented by College faculty, we suggest themes related to:

- **Peace, Justice and Human Rights:** Units across the College have long demonstrated resolute commitment to the advancement of human rights,

justice, and peace. Drawing on the success of the Peace Studies program and its broad focus on developing curriculum, fostering research and scholarship, and engaging the community to seek a more just and pacific world, the College can gather its diverse interests into a more collected focus.

- **S.T.E.A.M. (Science, Technology, Engineering, Art, and Mathematics):** The College should pursue initiatives that support and demonstrate the role that innovation, creativity, arts of expression, writing, speaking, design, presentation, performance, measurement, quantitative and qualitative methods, and statistical analysis play in conveying STEM ideas and fields to the public and governmental bodies as well as in fostering the conditions necessary for the work of scientists, technology experts, and mathematicians.
- **International Education and Cultural Diversity:** Through both the local and international context, the College brings the world to the classroom. Indeed, much of the DFSCAL faculty research and scholarship is focused on international issues that impact our society. The College represents the University's repository for students of all majors to gain understanding of the many peoples and cultures of the world, how such peoples represent themselves through their many arts and literatures and histories, as well as how they are organized and are governed today. Faculty research at all levels investigates cultural and ethnic diversity in our local communities and international arena.
- **Emerging Technologies and Society:** Emerging technologies are transforming the landscape of the 21st Century. The work of digital arts and humanities lies at the intersection of traditional art and humanistic studies and advancing technology. Several vectors of inquiry emerge from this confluence, ranging from data visualization and data mining for social science or humanities research to the use of digital media in creating art. Units across the College could situate themselves at the forefront of these advancements that considers the societal implications of these innovations.
- **Literacy and Expression:** Although historically understood as the practical ability to read and write, "literacy" has taken on broader meanings in contemporary society, meanings which closely link it to various modes of both expression and consumption. Digital literacy, cultural literacy, and statistical literacy are, at the minimum, skills which students need today in order to succeed in a globally networked world and in racially and ethnically diverse local communities. This theme would draw from the College's

strengths in the areas of both the consumption and expression of thought, emotion, and humanism.

In order to ensure the success of these themes, we also propose:

- Supporting the signature themes through necessary faculty and staff hires, roundtables, and curriculum (supports UP II.D.1). Examples could include: speaking, writing, and creative expression contests; symposiums, colloquia, and performances/installations/productions and/or a guest lecture series
- Holding annual showcase events that recognize students and faculty achievement in areas related to signature themes (supports UP II.C.1)

Necessary Allocations

The cost of employing signature themes to define the College and to shape its priorities rises and falls depending on how vigorously the themes are supported, how extensively they are disseminated across the College, and how enthusiastically students and faculty engage in theme-driven curriculum and events. Initial outlays will be modest to non-existent and course offerings can be done under existing budget projections (e.g. through a course already cycling through as a special topic). As with many initiatives, however, success depends on personal, institutional, and financial investments that are not entirely calculable at this time. Nevertheless, given the potential benefit we believe that in this case the more the College invests in supporting the themes the more the educational experience will be enriched for students and the more likely it is that a climate of research and creative inquiry will flourish.

Goal Three: Connecting the College to its Communities

Enhancing Student and Faculty Engagement

The initiatives in this goal principally support the University Plan (UP) Goal III (“increase FAU’s Community Engagement”). The College’s mission includes community outreach, which contributes to the intellectual and creative enrichment of the University and broader community through music, theatre, and visual arts events as well as films, lectures, conferences, and symposia. Our units and programs are uniquely qualified to inform, inspire, and interact with the University and broader community. Our internationally acclaimed faculty, visiting scholars, and artists engage in events that foster an environment of educational enhancement and cultural growth.

The College actively pursues collaborative relationships and outreach programs with cultural, educational, and community organizations and has established a strong reputation as a major cultural and educational entity in our community, while satisfying the community’s cultural, intellectual, and societal needs.

3.1 Student Engagement

We have already addressed increasing student engagement through opportunities linked to academic coursework or degree requirements (such as internships, academic service learning, grant programs, or other class activities) in the initiatives listed under Goal One. However, we believe that engagement, by its very nature, extends beyond the sphere of academics and the classroom. Thus, to supplement these opportunities for student engagement with the community, we propose:

3.1.1 *Connecting students to community*

As suggested by Goal III.A.3 of the FAU Strategic Plan, we believe both students and the community benefit from volunteerism that extends beyond Academic Service Learning. Thus we propose:

- Promoting non-academic volunteer opportunities offered through the Weppner Center for Civic Engagement and Service, particularly those affiliated with arts and culture³
- Continuing to offer student performances within the community
- Supporting and expanding disciplinary clubs and societies with community service components such as the Anthropology Club and Anthropology Graduate Student Union, the English Graduate Student Society, Phi Alpha Theta, Kappa Kappa Si, Sigma Alpha Iota, and Sigma Tau Delta

³ See <http://www.fau.edu/volunteer/Volunteer/VolunteerOpportunities.php#arts>

Necessary Allocations

Promoting non-academic volunteerism to students can be accomplished through the College's advising office with minimal costs and can be tracked through the Weppner Center. Disciplinary clubs and societies are already funded through Student Involvement and Leadership. Since these organizations have faculty or staff advisers, these advisers can be tasked with promoting volunteerism within each group and with tracking this volunteerism.

3.1.2 Connecting community to students

Engagement is bidirectional; even as we work to connect students to the community we believe that the College should work to invite our communities to connect to our student populations. Thus we propose:

- Enhancing College and alumni databases to better track post-graduation employment as well as alumni accomplishments (supports UP I.D.11). In particular, an alumni section should be added to the College website
- Using community experts as career mentors for students, as suggested by FAU's Strategic Plan, Goal III.A.1
- Partner with FAU career day opportunities to promote Arts and Letters graduates

Necessary Allocations

Costs associated with this initiative are minimal. While the College has some information on alumni, its expansion and its use for fundraising and attendance at events should be prioritized and maximized. Likewise community experts might well participate for free or for a small honorarium. Finally, career events can be shared with other Colleges or the College can more effectively participate in the University sponsored events.

3.2 Faculty Engagement

The College is committed to supporting and enhancing faculty engagement with the community in accordance with the FAU Strategic Plan, Goal III.B.3: "leverage FAU's presence and engagement in the community to foster private-public partnerships and maximize the value of the University's expertise to its various communities." In addition to the many cultural and educational activities we participate in—both on and off campus—the faculty of the DFSCAL are prominent speakers in the Lifelong Learning Society on the Boca and Jupiter campuses. Additionally, the DFSCAL faculty experts contribute commentary and analysis to local, national, and international news media on important and emerging events.

In order to enhance the DFSCAL's community outreach, we propose:

3.2.1 Connect faculty to community

The DFSCAL faculty can benefit from the abundance of opportunities the community has to offer, some of which may directly help faculty with their teaching and research. Thus we suggest:

- Encouraging faculty researchers to embed their research projects in community organizations and initiatives (both locally and globally) to address contemporary societal challenges (supports UP II.D.1; III.C.1)
- Formalizing opportunities for collaborative faculty research initiatives (see 2.2) with the community. These initiatives could be further prioritized to align with the University signature theme of promoting consideration of contemporary societal issues. Linking these faculty research committees to the community is mutually beneficial, as the community can provide input and also participate in research projects such as surveys and polls (supports UP III.A.1)
- Establishing a program of “faculty internships” with corporate and cultural partners as part of on-going professional and program development initiatives. For example, as English develops its professional writing certificate, one of the faculty members in the English Department may do a faculty internship with a prominent company in the community. That faculty member would then teach a course for the professional writing certificate with a better understanding of what professional writers are required to do in the field today. Course releases or stipends should be considered in order to support such efforts and the College should recognize this faculty commitment in assignments, annual evaluations and promotion and tenure reviews (supports UP III.A.8)
- Encourage active participation and leadership roles in local and regional academic associations such as the Florida Political Science Association and the Florida Philosophical Association. This effort will help strengthen collaborative faculty research initiatives not only across the University but also across the state and the region. The College should recognize this faculty commitment in assignments, annual evaluations, and promotion and tenure reviews (supports UP III.C.2)

Necessary Allocations

Faculty internships will each require one course release (\$3,000 each, supported by the community partner) and will require the faculty member to commit ten hours each week to the internship.

3.2.1 Connect community to faculty

In addition to enabling faculty to immerse themselves within the community, we feel that the College should also create opportunities for the community to connect to our

faculty through our institution. Currently, the DFSCAL faculty's participation in the Lifelong Learning Society strengthens our connection to the community and brings members of the community to the Boca and Jupiter campuses. The DFSCAL faculty also benefit from the connection with the Lifelong Learning Society through yearly research and travel grants funded by Lifelong Learning and awarded by the DFSCAL Research and Other Creative Activity Committee. However, we realize that in addition to Lifelong Learning there are additional venues and audiences (e.g. religious organizations; county libraries; public and private elementary, middle and high schools; community organizations; country clubs; etc. from Broward to Martin counties) with which we can connect. Therefore we propose:

- Promoting the FAU Experts Database and working to include more faculty in its listings (supports UP III.A.1)

Necessary Allocations

Promotion of the Experts Database can be done with minimal cost through current avenues of College communication.

3.3 Promote Partnerships with Community and Industry

The College is committed to the promotion of partnerships with the community and sectors of industry in accordance with the FAU Strategic Plan, Goal III. B.2 and 3. Through various collaborative efforts with community partners, the College has created mutually beneficial and enriching opportunities for our students, faculty, and surrounding multicultural groups in South Florida and beyond. The College has already established over 50 partnerships with various corporations, businesses, foundations, educational institutions, centers, organizations, and individuals which have yielded internships and community activities. As our multi-campus College continues to expand and broaden these partnerships, many of these efforts have already generated financial support for various community outreach activities. For example, the Cultural Arts Council of Palm Beach County provided a significant grant, which gave direct programming support to 412 College events in 2012-2013, bringing over 44,805 people to FAU campus. The College sponsored an additional 76 events, with 5,797 attendees, many of which were supported by community partners. These vital partnerships permit the College to develop important research and creative initiatives in various areas that are relevant to our immediate community.

Additionally, the DFSCAL Board of Advisors is a valuable resource for developing additional ideas and partnerships within the community and exploring additional avenues of community engagement.

In order to enrich our current community partnerships and foster new ones, we propose:

3.3.1 Nurture existing partnerships

Our current partnerships have proven invaluable. For them to remain vigorous, they need to be maintained, nurtured, and enhanced. As with any professional relationship, continual communication, information exchange, and human interaction are imperative, all of which takes focused time, commitment, and resources.

Necessary Allocations

Assessments of existing partnerships would provide baseline data to develop action strategy plans, both short and long term. These assessments should be accomplished through a collaborative effort between a Dean-appointed ad hoc committee, the College's Development office, and department chairs. Resulting dialogues might include strengthening connections and communication with surrounding businesses and enterprises in the downtown Ft. Lauderdale, Davie, and Boca Raton areas as well as with companies and the research facilities in the Development & Research Park on the Boca Raton campus.

Publicity of sponsored support for the DFSCAL public lectures, films, presentations, exhibitions, internships, public outreach projects, and concerts needs to be maximized. A coordinated series of efforts featuring partners and donors more prominently within DFSCAL media such as the newsletter, departmental websites, and developed promotional materials could be achieved through an OPS, part-time staff position for approximately \$20,000. Increased interaction and awareness between the College community and its community partners could take place through the establishment of scheduled annual or bi-annual partner/donor appreciation event(s) achieved through an OPS, part-time events coordinator at \$20,000. These promotional activities support the need for dialogue between the College and the University to create improvements for patron accessibility to the Dorothy F. Schmidt complex such as the increase of handicap parking and on-campus courtesy transportation to College events. The College should work more closely with Traffic and Parking to create an enhanced accessibility plan.

3.3.2 Development of new partnerships

In addition to our established partnerships, the College seeks to develop new collaborations and partnerships with the community. Resulting benefits of these ventures are numerous and wide reaching. Long-term commitment, continuity, dedication, and planning are essential for the success of these endeavors. Professional, trusted relationships must be built slowly and thus take both time and resources. They also require consistent, proactive initiative to continually seek and engage potential partners with the College. This takes focused time and a specific skilled expertise.

Based on FAU's location, history, and values we recommend specific attention be paid to establishing better recruitment and outreach to: the Hispanic/Latino community, the LGBTQ community, and Veterans. Each of these groups represent demographic or

interest groups that could add substantial diversity and distinction to the College and University.

Florida's percentage of residents identifying as Hispanic or Latino far outpaces the national average and includes persons from a broad array of countries and cultures. South Florida also has one of the largest LGBTQ populations in the country. According to data from the 2010 Census, Florida has the third highest population of same-sex households in the country, a population that grew nearly 60% since the last census.⁴ Much of this population is concentrated in South Florida and specifically in Broward and Palm Beach counties. The same 2010 Census found that Florida has the third highest population of veterans. While the University has a number of initiatives that help servicemen and women transfer to civilian life through scholarships the College could better position its academic programs as essential vehicles in that transition.

Therefore we propose:

- More expansive and directed recruitment outreach, especially to the Latino, LGBTQ and Veteran populations
- Hosting cultural events (including specific musical and theatrical performances as well as art exhibitions and film screenings) that appeal to and thus invite diverse and new communities to the College
- Better outreach and showcase at local cultural events

Necessary Allocations

The College will need to hire an Assistant Development Coordinator (as a half-time position with aims to make the position full time by year five) to facilitate expansion of partnerships, donors, and increase community awareness of the College through coordinated fundraising events, galas, and promotional showcasing events, such as sponsored competitions (as modeled after the "Business Plan Competition" event in the College of Business).

The College should also host an annual event with community entities to discuss ways to better facilitate ties, identify emerging trends and/or professional skill sets within particular industries or organizations, to keep curriculum relevant, and to enhance donor climate.

To do so we suggest the College maintain an annual budget line (\$10,000) dedicated to establishing new community partnerships.

3.3.3 Increase engagement of College Board of Advisors

The DFSCAL has recently established a new Advisory Board. Composed of well-respected, prominent members of the community, the Board serves as a valuable

⁴ <http://www.census.gov/hhes/samesex/>

DFSCAL Strategic Plan

resource towards the development of ideas and the leveraging of partnerships within the community while also offering the opportunity to explore additional ideas for innovative community engagement (supports UP III.B.3; III.D.4). As volunteers, board members participate in and to their own level of satisfaction, but we would hope they would be willing to:

- Host fundraising events
- Sponsor or seek sponsorship for student scholarships, travel or research and/or creative activity awards

Necessary Allocations

Costs are minimal and are more than offset by the direct Advisory Board financial contributions to say nothing of the significant donor opportunities facilitated by board members.

Goal Four: Sustaining and Strengthening our Resources

Preserving the Past and Preparing for the Future

The initiatives in this goal principally support the University Plan Goal IV (be “good stewards of human, technological, physical and financial resources”). The College’s resources are conceived broadly, to include the people who carry out a wide array of educational programs and the physical infrastructure in which they work. The people of the College are its most important resource. Faculty provide instruction; produce research, scholarship and creative activity; and provide service to the institution. Staff are the backbone of the institution, ensuring that offices and departments function well, that students receive timely information, and that faculty are provided with the assistance they need for their teaching, research, and service. The College is committed to the idea that the University benefits by recognizing the merits of employees at all levels and by engaging in development of its human resources.

The College’s physical infrastructure stretches from Davie to Jupiter, with primary concentrations in eight buildings across the Davie and Boca Raton campuses. Many College programs are heavily dependent on the use of specialized spaces and equipment. For example, the performing arts have dedicated practice and instruction rooms; the theatre makes possible performances of all kinds; the visual arts studios have dedicated areas specific to disciplines such as ceramics, painting, and sculpture; other units have computer labs utilized for web and graphic design as well as language practice; and scientific laboratories are sites for the study of the skeleton and the genome. These uses are just a sampling of the complete physical infrastructure that the College utilizes. An enduring challenge in the University is to not only maintain and improve these facilities but to expand them in order to keep the educational programs offered in these equipped spaces in line with what our students will need in the 21st century. Current University policy places the majority of costs for maintenance and development of these spaces on the College itself, and existing budgets do not provide sufficient resources for maintenance and necessary upgrades.

4.1 Facilities and Environmental Management Plans

The College must develop strategic, well-thought out comprehensive multi-year plans with appropriate budgets that address realistic short term and long term objectives in conjunction with the University for managing and maintaining these resources and facilities which include classrooms, studios, performance spaces, and laboratories (supports UP IV.E). Annual review and possible reassessment of these plans should take place prior to or during discussions of budgetary reports. This review period would also permit a set timeframe for the submission of reports from the various stakeholders of these facilities to the Dean’s office in order to update these plans. Centralization in the Dean’s complex would not only enable a comprehensive master overview of resources but also allow an informative structure to strategize for effective and efficient timelines

for rotational upgrades, maintenance/renewal dates on equipment, phased integration of new technology, and possible shared resources.

We recommend:

- Creation of a Dean-appointed Facilities Assessment Committee for the College's multiple campuses chaired by the Associate Dean of the College during the first year
- Creation of a Dean appointed Facilities Infrastructure Committee to develop comprehensive multi-year facilities maintenance and management plans for the various instructional and specialty spaces of the College inclusive of multi-year budgetary proposal and lab/studio technician hires for equipment maintenance and instructional facility management. This committee would consult with departmental chairs and stakeholders as well as any accrediting agencies such as NASAD during the second year
- Annual review of progress of implementation of the short term and long term plans for the College's infrastructure facilities and equipment management and maintenance

Necessary Allocations

These proposals involve minimal costs (other than time) associated with planning, though the potential exists for some cost if third party contractors are needed to provide estimates or design plans.

4.1.2 Accommodating enrollment growth

The College services a large contingent of the University's lower division student body in the Intellectual Foundations Program, and has accommodated enrollment growth by utilizing its spaces in new ways. The College's units supervise, schedule, and maintain over 88 "closed" classroom/instructional spaces. These classrooms are scheduled and monitored by individual departments, and a large majority of the spaces have had to support increased course caps or added sections. Very few of these studios or classrooms have been upgraded to reflect the increased capacity requirements. College facilities offer limited capacity for delivery of large lecture-style classes, and our growth in certain programs is limited due to the lack of adequate labs and specialized classrooms.

We recommend:

- Prioritizing Culture and Society Building Phase II for building as planned so as to accommodate more teaching
- Retrofitting some existing large classrooms should for more effective teaching by upgrading furniture and elevating seats, improving lighting, and enhancing the teacher stations and platforms (supports UP IV.E.6)

Necessary Allocations

Costs are better determined after a clearer delineation of stewardship responsibility and determination of priorities. If possible, costs could be defrayed – especially in the larger classrooms – by seeking naming opportunities and/or a capital campaign for facilities management.

4.1.3 Maintaining and upgrading instructional resources

Many of the College's classrooms are outfitted with technology furnishings that were funded by the Student Government's technology fee grants. These classrooms are subsequently unsupported by the University's staff after installation. Technology fee grants are not a resource for upgrading equipment. The University's open classrooms, which have comparable equipment, are fully supported by OIT and upgraded according to a systematic University plan. Given the strong emphasis on technology within the content of many of our degree programs, and the expanded teaching environment that can be supported with state-of-the-art technological and media systems, the College must create a systematic evaluation of its classroom resources and advocate for an increase in University allocations in order to support these unique teaching spaces. In addition, the College must develop a plan to incorporate technical support into the overall technology maintenance and procurement plan, whether via the College's or University's OIT team and the University's facilities department. The current expectation that units absorb technology support leads to loss of class time or crucial instructional equipment when serious technological problems occur.

Due to the inadequacy of ordinary music practice and performance spaces, the Theatre is used most extensively by the Department of Music for its practices and courses. In addition, the Theatre is now being used for some large lecture classes to deliver courses in the IFP. The unfortunate result has been a significant decline in the use of the Theatre by the Theatre Department itself, including the presentation of plays and dance performances. Also affected by this heavy music use is the Theatre's ability to serve as a revenue stream for the College and University and as a teaching space for theatre students.

We therefore recommend:

- Working with University officials to establish clear and consistent guidelines for assigning responsibility for maintaining, replacing, and upgrading closed classrooms and other teaching spaces and to assign responsible parties with routine and extraordinary maintenance of instructional facilities and technologies
- Working with appropriate staff from various departments to take inventory of infrastructure needs and conduct assessments of the efficacy and effective use of facilities, including pertinent environmental safety and health issues

related to our learning environments. Associate Deans and department chairs shall help with the task of completing the inventory and assessment of facilities, with the help any specialists' assistance as needed

- Developing a plan to address needs and issues identified in the inventory and assessment study and insuring that the responsible parties, be it the College or the University, satisfy the plan's recommendations

Necessary Allocations

Specific allocations are difficult to predict in advance but we should expect annual maintenance of College facilities, based on a budget developed through inventory and assessment. However, we suggest the following priorities:

- Major renovations to existing facilities that we are already aware of and that the University will need to help the College with:
 - a. University Theatre
 - b. Music practice rooms
 - c. Building 9
 - d. Choral Rooms
 - e. Gallery floors and lighting
 - f. Visual Arts Studios environmental safety issues
 - g. T-10 roof replacement
- Pedagogical equipment and technology needs already identified
 - h. Establishment of a Language Learning Center
 - i. Specialized art lab equipment maintenance plan
 - j. Animation lab maintenance plan
 - k. Graphic design lab maintenance plan
- The building of Phase II of Culture and Society Building, which would alleviate some of the classroom space issues and the absence of a Language Learning Center.

4.1.4 Environmental stewardship

While the University and various student organizations have worked to raise awareness of humanity's impact on the Earth, the College can help spur these efforts by more formally and forcefully considering ways it can help foster a "green path" in and around its campuses. We propose:

- Creation of a College-level "green committee" charged with promoting recycling, reusing materials, and the reduction of the environmental footprint generated by the College
- Consultation by the committee with all relevant stakeholders (e.g. staff at the University physical plant, the Mission Green Student Association, etc.) to

consider ways to support and enhance existing environmental protection efforts

- Consideration of special roundtables, colloquia, and showcase events drawing attention to environmental issues both on our campuses and throughout the world

Necessary Allocations

Committee work requires additional faculty effort and time. Resources would need to be set aside for promotional materials as well as for specific environmental protection and promotion efforts.

4.2 College Personnel

The College supports business, development, computing, advising, galleries, and creative services departments as well as academic departments. The College is engaged in extensive community outreach and supports an active and diverse schedule of exhibitions, seminars, conferences, and lectures that promote distinctive programs, faculty, and students. Enrollment and program growth has greatly increased in the College, as have programmatic activities. However, staffing has not increased and has been reduced in some critical areas through budget cuts.

4.2.1 Hire necessary staffing

The College should undertake a review of primary staffing of its non-academic offices. Included in this undertaking is a review of the theatre and gallery staffing situations. It is clear that the non-academic offices face a variety of pressures, primarily that of increased workload. The theatre, for example, has only one full-time person, a manager, for its continuous series of events. Additionally, the Gallery Director position was reduced to a 10-month position, which has led to a predictable decline in the range and strength of gallery offerings. Offices such as College Computing, College Student Services, and Creative Services are incredibly efficient, busy workplaces that service the entire College's students, faculty, and programs. As the University grows, each of these areas must be considered as sites for increased resources.

Necessary Allocations

We suggest the following priorities when considering allocations under this initiative:

- Instructional Support Staff
 - a. Hire lab techs for the Visual Arts Studio labs – a total of 8 over the five year period
 - b. Hire an Assistant Manager for the Theater
 - c. Restore the Gallery Director position to 12 months
- Hire web-designer and social media coordinator for the College Publicity Office
- Additional departmental support staff based on assessment of needs

4.2.2 Enhance staff compensation

Department secretary and program assistant salaries present perhaps one of the most pressing staff needs at present. Secretaries have responded to ever-increasing sets of responsibilities, adapted to technological change, and managed to retain well-functioning, vibrant offices that serve as the centers for departments. The College should embark on a plan to convert as many of these positions as possible to more personally and financially rewarding positions. Most secretaries should be converted to program assistants, with greater possibilities for advancement.

Necessary Allocations

Reclassify qualifying departmental secretaries to program assistants (\$30,000).

4.2.3 Enhance staff recognition and development opportunities

Staff deserve recognition for their efforts at ensuring continued smooth operations. The College should institute a complement of staff development and recognition schemes. The staff development activity can be focused on skills building as well as instruction in new administrative or software systems. For example, within the University system, staff should have the option of training in communications, basic computer maintenance, web page design, principles of budgeting, and interpersonal communication and service. A formal series of events focused on staff provides a developmental approach to the work environment in which the staff themselves can organize events on subjects most interesting to them. These are the types of skills that are transferrable to other offices as well as to outside the University.

Necessary Allocations

To achieve these goals the College should:

- Invest in professional development programs for staff and coordinate training opportunities with University level units. Specifically, the College should establish a \$5,000 travel fund for staff development
- Allocate time for staff to attend development opportunities
- Create staff awards for outstanding service at initial offering of one \$500 award per semester
- Improve communication between College leadership and College staff by holding open forums for exchange of ideas and updates of College goals

4.3 Faculty

Faculty are an irreplaceable resource that must continue to be supported. Important long-range planning regarding curricula, programs, and academic committees are fulfilled only by tenured and tenure-line faculty.

4.3.1 Create College hiring plan for growth in faculty

If the College is to maintain its instructional commitments and increase research and creative activities, it must continue to advocate for tenure-line hires. The discussion and development of new tenure track lines that align with departmental curricular needs, goals, and increased enrollment is vital to the College's continued vitality. The need for new lines arises not just from the increase of growth and program development but also from situations in which replacement lines are redirected to other areas other, thus no longer functioning as replacements. This redirection in turn necessitates requesting a new line to fill the position from which the vacancy was redirected.

It is not appropriate in a College-wide strategic plan for us to specify particular academic unit faculty hires. Moreover, faculty hires are dependent on available resources and subject to the priorities of the Provost and Dean. Nevertheless, the committee can and does recommend that the College create clear plans for how it will balance and prioritize the replacement of necessary faculty with anticipated growth both in the general sense and in specific units.

4.3.2 Budget allocations for faculty searches

Position searches are highly competitive. In order to successfully attract top candidates for positions, the cost for searches must be given due importance. Costs for searches fall into two main categories: the costs to conduct the search and the costs to bring finalists to campus. The cost of conducting searches entails not only advertisement of the positions other than through the SUS system but can also entail expenses of committee members traveling to conferences such as CAA or MLA to conduct in-person interviews with short list candidates and the expenses of bringing finalists to campus. Candidates for tenure-earning faculty searches require airfare, hotel, and meal expenses. The current standard for this is \$2,000.00. This allocation must be increased to at least \$4,000. In addition there must be an increase in budget allocations to cover those operating costs associated with additional faculty personnel.

Necessary Allocations

No less than an additional \$2,000 allotted for each candidate for a job search. The College should seek funds from the University to cover the additional operating expenses incurred by added faculty.

4.3.3 Enhance faculty retention efforts

Just as we should work to safeguard faculty, we should ensure the best possible employment satisfaction and professional development. When faculty members take positions elsewhere the College suffers the loss of their specialization; their institutional memory; their learned strategies for effective teaching, research, and service; and their collegiality. Programs suffer losses in curriculum continuity and planning and in the effort required to search for their replacement. They also suffer the less tangible but

nevertheless damaging loss in collegiality and morale when colleagues leave. To help promote retention we propose:

- Enhancing mentorship programs. This would require the Dean to direct chairs to review and recommend suggestions for better mentoring within their programs as well as better formalizing the external mentor commitment
- Increasing faculty recognition through continuing showcase and newsletter efforts and considering alternate combinations of showcase events to better maximize recognition (e.g. faculty recognition event paired with advisory board meeting)
- Establishing topical roundtable discussions with faculty and College leadership

Necessary Allocations

Negligible costs not already assumed in other initiatives throughout the strategic plan.

Appendix One: Points for Future Consideration

By its very definition, any strategic plan offers direction for evolutionary change. Because such documents work within reasonable assumptions of current and future resources, they can only provide guidelines for growth and development that emerge from initiatives and resources that currently exist within the College, if only embryonically. In this Appendix we note a series of ideas that emerged in our dialogues or in surveys that we believe merit additional consideration during the course of this five year strategic plan.

As points for future consideration (and given the ambitious nature of some of the initiatives), we cannot offer estimates of necessary allocations or any sort of metrics. Many of these initiatives require multiple outlays of capital (institutional, financial, cultural) that cannot be either easily estimated or accounted.

Renaming the College

While our current name properly honors our benefactor, the inclusion of “Arts and Letters” harkens to an outdated model of education in which learning was reserved for a privileged elite and does not resonate with many outside the academy. Moreover, “Arts and Letters” references only parts of the College, largely omitting our significant social science departments.

We suggest revisiting the name of the College to better reflect what we do and to highlight connections across our disciplines while underscoring the vital elements we bring to any education at FAU.

Discipline Specific Doctoral Programs

We remain committed to the current PhD program in Comparative Studies; however, we believe that this degree offering could be supplemented by discipline-specific degrees. Although such considerations are difficult in times of resource constraints disciplinary degrees are one of the surest ways to add visibility, distinction, and an unparalleled intensity in research and creative endeavors. Over the course of the next five years we hope there would be ongoing conversations over additional PhD programs and of which units would have interest and the capability to develop and support such degrees. The College, in turn, should work to foster College-wide support for development of such programs.

Considering New Degree and Certificate Programs

In keeping with transformations in society, industry, technology, and student interest and in order to remain at the forefront of academic engagement in those transformations, the College should routinely and actively consider possible new degree and certificate programs. New programs that might be developed within and between both departments and Colleges include possible new MA programs (such as in

Philosophy) as well as certificate and/or degree programs in Art Therapy, Reminiscence and Life Writing, Social Sciences for Business, Sustainable Development, Video Game Development, Book Production and Preservation, and Comics and the Graphic Novel.

CUE: The Center for Undergraduate Entrepreneurship

Modeled on the College of Business's FAU Business Plan Competition, the Center for Undergraduate Entrepreneurship goes much further by drawing from our College's expertise in writing and graphic and visual design, working with students and (where possible) the Adams Center for Entrepreneurship and the Office of Technology Transfer to create campaigns to fund the production of student creations ranging from inventions to albums and graphic novels.

Appendix Two: DFSCAL Strategic Plan Metrics

Goal One: Enriching Education, Enabling Careers, and Preparing the Whole Citizen

1.1 Student Enrichment Initiatives

1.1.1 Foster Enhanced Creative Inquiry, Expression and Undergraduate Research

Metrics

Baseline

- Number of U.R.I. grants obtained by College faculty: 0
- College funds dedicated to U.R.I. initiatives: 0
- Number and type of undergraduate research opportunities: N/A
- Number of students involved in research projects: individual and as part of a faculty research project: 4 in 2012
- Number of Honors-in-the-major programs: 6
- Number of students in Honors-in-the-major programs: 31
- Number of undergraduate student presentations of research at local university, state, and national venues: 20
- Number of College undergraduate projects in the *Florida Atlantic University Undergraduate Research Journal (FAURJ)*: 0
- Number of competitive travel grant programs for undergraduate students attending academic conferences and symposia: 0
- Number of College undergraduates celebrated in College U.R.I. showcase event: 0

Outcome

- U.R.I. grants obtained by College faculty increased from 1 in first year to 6 in fifth year
- Dedicate \$7, 500 per year in College funds to U.R.I. initiatives by year five
- Increased number and type of undergraduate research opportunities by 10% over baseline by year five
- Increased number of students involved in funded research projects: individual and as part of a faculty research project to 15 by year five
- Have 8 academic units in College with Honors-in-the-major programs by year 5
- Grow number of students overall in honors-in-the-major programs by 10% each year over each of the five years
- Increased number of Undergraduate student presentations of research at local university, state, and national venues by 15% each year over each of the five years

- Increased number of College undergraduate projects in *FAURJ* to total of 5 by year five
- Establish competitive undergraduate research travel grant. Establish a baseline in year one and increase funds by 10% by year five.
- Have 5 students per year celebrated in College U.R.I. showcase event by year five

1.1.2 *Expanded Academic Service Learning*

Metrics

Baseline

- Number students enrolled in College ASL components: 126⁵
- Number of departments with active Academic Service Learning components as part of curricular requirements: 3⁶
- Number of faculty mentors involved in ASL: 6⁷
- Annual donor allocation to ASL support: 0
- Number of undergraduate student presentations stemming from ASL: N/A

Outcome

- Number students enrolled in College ASL components increased by 5% each academic year
- Increase number of departments with active Academic Service Learning components as part of curricular requirements by 2 over five years
- Increased number of faculty mentors involved in ASL to 10 over five years
- Determine first year baseline and increase donor allocation to ASL support by 5% over five years
- Achieve growth in undergraduate student presentations stemming from ASL by 5% per year

1.1.3 *Expanded Study Abroad and Study Away Programs*

Metrics

Baseline

- Number of College faculty-led study abroad programs: 4⁸
- Number of students participating in faculty-led study abroad programs: 60⁹

⁵ AY 2012-2013 data from Crystal Reports, based on courses indicated in footnotes below. Note that ASL courses do not always require all students to complete ASL components. Actual ASL participation may be lower.

⁶ AY 2012-2013 data from the Weppner Center: Art, English, LLCL

⁷ AY 2012-2013 data from the Weppner Center

⁸ Office of International Programs listing. Excludes semester-long, exchange, and direct-enroll programs, which are not faculty led.

⁹ Data from Office of International Programs

- Number of students participating in one- and two-semester study abroad at foreign universities: 84¹⁰
- Number of study abroad scholarships awarded: 4
- Number of students participating in domestic study away programs: 0
- Number of student presentations stemming from study abroad and away: 0

Outcome

- Expand faculty-led study abroad programs by 2 over five years
- Increase number of students participating in faculty-led study abroad programs by 50% by year five
- Increase number of students participating in one- and two-semester study abroad at foreign universities by 5% each year
- Increased number of study abroad scholarships awarded by 2 in first year and by 4 by year 5
- Establish baseline of students participating in domestic study away programs by year one and grow 50% over base by year 5
- Total of 5 student-led presentations stemming from study abroad per year by year 5

1.1.4 Expanded Internship Programs

Metrics

Baseline

- Number of student internships internal and external to departments: 85¹¹
- Number of courses with active student interns: N/A
- Number of community internship partners: N/A

Outcome

- Expand internships external to departments by 5% a year for each of the five years of the plan
- Ensure all academic programs with interest in internship programs for students have active programs by year five
- Increased number of community partners hosting interns by 20% over baseline by year five

1.2 Enhancing Student Access to Programs

1.2.1 Developing more mixed format and online course offerings

Metrics

Baseline

¹⁰ Data from Office of International Programs

¹¹ Based on Fall 2012 to Spring 2013 headcount enrollment of courses listed in footnote below, pulled from Crystal Reports. May include some duplicate students in year-long internships.

- Number of eLearning classes taught per academic year 2012-2013: 38
- Number of faculty certified by the Center for eLearning: 26
- Number of on-line degree programs: 0
- Resources returned to the college from eLearning revenue: 0

Outcome

- Increase number of eLearning classes taught per academic year to 70 by year 5
- Increase number of faculty certified by the Center for eLearning by 10% per year for each of five years
- Achieve 2 on-line degree programs by fifth year
- Resources returned to the college from eLearning revenue in line with University agreements

1.2.2 Develop Workforce-Oriented Market Based Programs

Metrics

Baseline

- Number of market-based programs: 0
- Number of students in market-based program courses of study: 0
- Number of faculty assigned to market-based program courses: 0

Outcome

- Achieve six market-based programs by year five
- Enroll 20 students in market-based program courses of study by year two, 40 by year four and 60 by year five
- Expand faculty associated with market-based program courses to 6 by year five

1.2.3 Distributed Foundations in Writing

Metrics

Baseline

- Departments with ENC 1102 Equivalent Courses: 2¹²
- Number of ENC 1102 Equivalent Courses: 2¹³
- Number of ENC 1102 Sections 2012-2013: 115¹⁴
- Number of Students in ENC 1102 and Equivalent Sections 2012-2013: 2614¹⁵

¹² Based on advising checklist: English, Anthropology.

¹³ Based on advising checklist: ENC 1939, ANT 1471. Note: ENC 1930 is run by the University Scholars Program and ENC 2452 is run by Chemistry.

¹⁴ Based on data from Crystal Reports for Fall 2012 to Spring 2013.

¹⁵ Based on headcount enrollment from Crystal Reports, Fall 2012 to Spring 2013. May include students retaking the course. Does not include Nursing and Chemistry courses since we are unable to access that data.

- Number of Students in ENC 1102 Equivalent Sections: 100

Outcome

- Departments with ENC 1102 Equivalent Courses: 5
- Number of ENC 1102 Equivalent Courses: 5
- Number of ENC 1102 Sections: as per WAC requirements are altered
- Number of Students in ENC 1102 and Equivalent Sections: % increase as university growth increase
- Number of Students in ENC 1102 Equivalent Sections: % increase per university growth and WAC requirements alteration

1.3 Strengthening Graduate Programs

1.3.1 PhD program

Metrics

Baseline

- Number of students in PhD program: 47
- Number of graduate teaching assistantships assigned to PhD program: 6
- Number of donor-funded assistantships assigned to the PhD program: 1
- Number of PhD graduates: 5
- Placement of graduates from PhD program: unknown

Outcome

- Number of students in PhD program: 7 by year five
- Number of graduate teaching assistantships assigned to PhD program: 7
- Number of donor-funded assistantships assigned to the PhD program: 2
- Number of PhD graduates: 3 by year five
- Placement of graduates from PhD program: assess tracking method and adjust as necessary

1.3.2 MA program

Metrics

Baseline

- Number of students in MA program: 276
- Number of graduate teaching assistantships assigned to MA program: 162
- Number of donor-funded assistantships assigned to the MA program: 5
- Number of MA graduates: 89
- Placement of graduates from MA program: N/A

Outcome

- Number of students in MA program: 352
- Number of graduate teaching assistantships assigned to MA program: 206

- Number of donor-funded assistantships assigned to the MA program: 7
- Number of MA graduates: Assess graduation rates
- Placement of graduates from MA program: assess tracking method and adjust as necessary

1.3.3 MFA program

Metrics

Baseline

- Number of students in MFA program: 71
- Number of graduate teaching assistantships assigned to MFA program: 48
- Number of donor-funded assistantships assigned to the MFA program: N/A
- Number of MFA graduates: 19
- Placement of graduates from MFA program: N/A

Outcome

- Number of students in MFA program: 82
- Number of graduate teaching assistantships assigned to MFA program: 51
- Number of donor-funded assistantships assigned to the MFA program: N/A
- Number of MFA graduates: Assess graduation rates
- Placement of graduates from MFA program: assess tracking method and adjust as necessary

Goal Two: Promoting Cultures of Inquiry and the Production of Knowledge

2.1 Faculty retention and research support

Metrics

Baseline

- Number of existing tenure-line faculty positions: 165
- Number of current awards/fellowships for semester-long course releases: 0
- Number of awards/fellowships for summer research support: 0
- Current amount allocated to faculty travel support (2012-2013): \$800 per Assistant and Associate professor @ \$88,000
- Number of faculty research projects tied to the U.R.I. initiative: 0
- Existing technology used on college webpage for promoting faculty success
- Current funds dedicated to international travel support: 0

Outcome

- Number of tenure-line faculty positions: 210
- Number of awards/fellowships for course release increased to 10 by year five
- Fifteen summer research incentive awards at \$5,000 per person by year five

- Increase Faculty Travel Awards to \$1,200 per year per tenure-line faculty member: \$247,500 per year
- Use new technology on college webpage for promoting faculty success, such as selective/smart flash news technologies and social media (such as Facebook, tweeter, etc.).
- Develop an international travel fund with \$10,000 allocation per year

2.2 Collaborative Faculty Research Initiatives

Metrics

Baseline

- Number of current interdepartmental research clusters: 0
- Number of faculty involved in interdepartmental cluster: 0
- Number of graduate/undergraduate students involved in these initiatives: 0
- Number of external grants applied for by research clusters: 0

Outcomes

- Increase number of research clusters to 2 by year one and 5 by year 5
- Achieve 10 faculty involved in a research cluster by year one; 25 by year five
- Achieve 2 graduate or undergraduate students involved in these initiatives by year one and 5 by year five
- Number of external grants applied for by research clusters increased 10% over baseline by year five

2.3 Increased Undergraduate and Graduate Student Support

Metrics

*Baseline*¹⁶

- Current number of GTAs: 210
- Amount allocated for doctoral program: \$8,000 for operating expenses
- Amount allocated for undergraduate research: 0

Outcomes

- Increased number of GTAs: 254
- Increased amount allocated for doctoral program: \$12,000 for operating expenses
- Increase GTA stipend by 5% per annum until competitive
- Increase amount allocated for undergraduate research: \$25,000

2.4 Grant Support

Metrics

*Baseline*¹⁷

¹⁶ All data from Kathy Dimaggio, Dean's Office.

- No existing support staff dedicated to grant facilitation
- No existing effort to seek NEH challenge grant
- Number of proposals submitted for funding to external agencies:
 - With indirect: 3
 - Without indirect: 2
- Number of successfully funded grant proposals: 5
- Release time for grant writing and application: 0
- Stipend for grant writing: 0

Outcomes

- Seek grant support facilitator; part-time by year one and seek to convert to full-time by year five
- Seek NEH challenge grant
- Increased number of proposals submitted for funding to external agencies:
 - With indirect: 6
 - Without indirect: 4
- Number of successfully funded grant proposals: 10
- Release time for grant writing and application: 5
- Stipend for grant writing: 5

2.5 Identify and Support College-Level Signature Themes

Metrics

Baseline

- Number of events associated with signature themes: 0
- Number of courses offered relating to signature themes: 0
- Number of awards and/or recognition given related to themes: 0

Outcome

- Number of events associated with themes assessed in year five and modified as necessary
- Number of courses offered relating to signature themes assessed in year five and modified as necessary
- Number of awards and/or recognition given related to themes assessed in year five and modified as necessary

¹⁷ From Division of Research, CY 2012-2013.

Goal Three: Connecting the College to its Communities

3.1 Student Engagement

3.1.1 Connecting Students to Community

Metrics

Baseline

- Non-academic student volunteer hours: 0
- Number of community student performances: N/A
- Number of disciplinary group community service events: N/A

Outcome

- Non-academic student volunteer hours increased 10% over baseline by year 5
- Number of community student performances increased 10% over baseline by year 5
- Number of disciplinary group community service events increased 10% over baseline by year 5

3.1.2 Connecting Community to Students

Metrics

Baseline

- Number of graduates in database: N/A
- Number of community expert mentors: N/A
- Active participation in FAU career days: N/A

Outcome

- By year five assess tracking success of number of graduates in database, revise as necessary
- Number of community expert mentors: Increased by 5% each year
- Assess presence in FAU career days, revise plans and promotion as necessary

3.2 Faculty Engagement

3.2.1 Connect Faculty to Community

Metrics

Baseline

- Number of collaborative community projects: 1¹⁸
- Number of faculty internships: 0
- Participation in local involvement through professional associations: N/A

Outcome

¹⁸ All information currently reflects Anthropology only – obtained from Michael Harris, Chair.

DFSCAL Strategic Plan

- By year five, review initiatives for faculty-community collaborations and revise as necessary
- By year five, review placement success for faculty internships and revise as necessary
- Increase participation in local involvement through professional associations by 10% over baseline

3.2.1 Connect Community to Faculty

Metrics

Baseline

- Number of faculty listed in FAU Experts Database: 18

Outcome

- Number of faculty listed in FAU Experts Database: At least 10% over baseline annually with a goal of 90% participation by year five.

3.3 Promote Partnerships with Community and Industry

3.3.1 Nurture Existing Partnerships

Metrics

Baseline

- Staff tasked with community development: 0
- Staff tasked as community events coordinator: 0

Outcome

- Seek half-time OPS staff tasked with community development by year one and seek to convert to full-time by year five
- Seek half-time staff tasked as community events coordinator by year one and seek to convert to full-time by year five

3.3.2 Development of New Partnerships

Metrics

Baseline

- Existing targeted outreach plans: 0
- Number of cultural events targeting community populations: 0
- Showcase events targeting community populations: 0
- Staff tasked with outreach and establishing new partnerships: 0
- Outreach development fund: 0

Outcome

- By year five review and modify targeted outreach plans as necessary

- By year five review number of cultural events targeting community populations and modify as necessary
- By year five review plans for showcase events targeting community populations and modify as necessary
- By year one seek half-time staff tasked with outreach and establishing new partnerships and seek to convert position to full-time by year five
- Establish annual outreach development fund of \$10,000

3.3.3 Increase Engagement of College Advisory Board

Metrics

Baseline

- Host fundraising events generating \$95,000 in donor support
- Sponsor student support through scholarships, awards and stipends: N/A

Outcome

- Host fundraising events generating \$130,000 in donor support by year five
- By year five review opportunities for donors to sponsor student support through scholarships, awards and stipends and revise as necessary

Goal Four: Sustaining and Strengthening our Resources

4.1 Facilities Maintenance and Management Plans

Metrics

Baseline

- College committee overseeing facilities maintenance: 0
- College infrastructure committee: 0

Outcomes

- Creation of College Facilities Assessment Committee by end of year one. By year five review committee charge and revise as necessary
- Creation of College infrastructure committee by year one. By year five review committee charge and revise as necessary

4.1.2 Accommodating enrollment growth

Metrics

Baseline

- Culture and Society Building II not yet completed
- Classroom and large lecture rooms in need of maintenance plan

Outcomes

- Engage University to help complete building of Culture and Society building II

- Seek upgraded classrooms and large lecture rooms by year five and review additional plans as necessary

4.1.3 Maintaining and upgrading Instructional resources

Metrics

Baseline

- No existing plan for holistic and College-wide maintenance and upgrade
- No current inventory of facilities assets and needs

Outcome

- Establish holistic College maintenance and upgrade plan
- By year five review inventory of facilities assets and needs and modify as necessary.

4.1.4 Environmental Stewardship

Metrics

Baseline

- No existing plan committee for making College resources sustainable
- No existing partnership to foster College green initiatives
- No existing forums to promote sustainability and environmental awareness

Outcome

- By year one establish committee for making College resources sustainable; review plan and modify as necessary in year five
- By year one establish partnerships to foster College green initiatives; review partnerships and modify as necessary in year five
- Host forums to promote sustainability and environmental awareness; review plans and modify as necessary in year five

4.2 College Personnel

4.2.1 Hire necessary staffing

Metrics

Baseline

- Existing shortage of lab techs for labs
- Need for an Assistant Manager for the Theater
- Need for Gallery Director position increased to 12 month contract
- Need for web-designer and social media coordinator for the College Publicity Office

Outcomes

- Determine need for and number of lab techs required by year one and fill 8 expected lab tech positions
- Seek and fill position for Assistant Manager for the Theater by end of year five
- Convert Gallery Director position to a 12 month contract by end of year one
- Determine need for web-designer and social media coordinator for the College Publicity Office by end of year one and fill as possible

4.2.2 Enhance Staff Compensation

Metrics

Baseline

- Qualifying secretaries not yet classified as program assistant: N/A

Outcomes

- Identify qualifying secretaries (senior, executive e.g.) and reclassify to program assistant (\$30,000)

4.2.3 Offer Staff Development Opportunities

Metrics

Baseline

- Number of staff participating in development programs: 0
- Funds and Time granted for development opportunities: 0
- Number of awards for outstanding service by staff: 0
- Number of dialogue forums between staff and College Administration: 0

Outcomes

- Establish baseline number of staff participating in development programs by year one. Review opportunities and adjust as necessary
- Establish baseline time granted for development opportunities by year one. Review and adjust allotted time as necessary. Establish annual travel fund to support staff development (\$5,000)
- Establish awards for outstanding service by staff by end of year one and by end of year five have extended no less than two staff awards/recognition per year
- Number of dialogue forums between Staff and College Administration to achieve two forums per academic year by year five

4.3 Faculty

4.3.1 Coordinated plan for growth in faculty

Metrics

Baseline

- Established 2-year Faculty hiring plan

Outcome

- Establish five year hiring plan by end of year one. By end of year five review and revise plan as necessary

4.3.2 Budget allocations for faculty searches

Metrics

Baseline

- Current Standard of \$2,000 per candidate in a tenure-line position search

Outcome

- Allocate funding to achieve \$4,000 per candidate in a tenure line position search

4.3.3 Enhance Faculty Retention Efforts

Metrics

Baseline

- Existing mentorship programs largely at academic unit level
- Existing recognition programs via newsletter and various topical events
- No standing roundtable discussion between faculty and administration

Outcome

- Strengthen internal and external mentorship programs
- Enhance faculty recognition programs
- Encourage plans for roundtable discussions between faculty and administration and revise as necessary