College of Arts & Sciences Strategic Plan 2013-18
Approved 10/2/13

Preamble: The College of Arts & Science Strategic Plan 2013-2018 both follows from our previous plan but also reflects new initiatives and new directions in higher education and at Drake University, in particular. The college plan derives from and closely follows the University Strategic Plan 2013-2018, not only to underscore the close alignment between college and university mission and goals but also to reflect the intensive participation by college faculty, staff, and students in the making of the university plan. Indeed, the four primary goals for the college are consonant with the four goals of the university plan.

Like the university plan, the college plan evolved from discussions with and among various groups, including, but not limited to, the general faculty, both at the annual faculty workshop and within departments, department chairs and directors, A&S Council, college staff, the A&S Dean Student Advisory Committee, and the A&S National Advisory Committee. The A&S Faculty Cabinet has collated the many ideas, suggestions, dreams, and ambitions collected during those conversations and fashioned them into objectives that are intentional without necessarily being promissory. That is, they tried to be sensitive to what is within the college’s control and what is not, due either to university governance or the undiscovered country of the future.

The goals and objectives are presented without a timeline for achievement and without assignment of responsibility, except in some cases. At this point Cabinet is more interested in your consideration of and comments on the goals and objectives themselves. Once we have consensus on those, we can prioritize, organize, and assign tasks. As is the case at the university level, we will try, insofar as possible, to use existing committees and structures to do the exploring, advancing, working, and developing called for by the plan.

Goal I: Create a distinctive learning and working environment appropriate to a 21st century liberal arts and sciences college.

1. Strengthen the College’s focus on, and support for, multi- and inter-disciplinary teaching and learning.
   a. Formalize a college-wide policy to structure and support team teaching.
   b. Develop workshops that facilitate identification and cultivation of multi- and inter-disciplinary connections among faculty.
   c. Advance faculty development funding opportunities that support creative, effective, and innovative multi- and inter-disciplinary teaching and learning experiences.

2. Anticipate—and proactively develop policies, supports, and structures appropriate to—the evolving character of faculty responsibilities.
   a. Direct chairs to map the demands, requirements, and challenges of moving to a 3-2 faculty teaching load.
   b. Formalize policy, procedure, support, and structure for faculty hired at the intersections of A&S disciplines.
   c. Work with the University to develop policies, procedures, supports, and structures for faculty hired at intersections of University colleges/schools.
3. Facilitate reforms that promote the equitable distribution of faculty workload.

   a. Work with the University to create a policy that compensates adjunct faculty members on a percentage load, rather than credit-hour, basis.

   b. Work with the University to address the disparity between compensation for J-term and summer-term instruction, including travel courses.

   c. Support creative resource-neutral and overload-independent department-level responses to achieve equitable workload distribution.

4. Support curricular reforms that fortify the College’s disciplinary programs and facilitate breadth and flexibility in student learning experiences.

   a. Require departments to review their majors and prioritize key learning outcomes, course offerings, and major requirements to optimize curricular space for experiential, service, and/or internship learning opportunities without adding credit hours to the major or time toward the degree.

5. Build and sustain the College’s institutional commitment to a diverse and inclusive learning and working environment.

   a. Work with the University to support efforts to recruit and retain domestic students of color.

   b. Work with the University to support efforts to recruit and retain faculty of color.

   c. Work with the University to support efforts to recruit and retain low-income and first-generation college students.

   d. Work with the University to support efforts to recruit and retain transfer students.

   e. Direct the A&S Diversity Committee to coordinate its efforts to promote a diverse and inclusive learning and working environment with the University’s Working Group for the Infusion of Global and Multicultural Understandings (WGIGMU).

6. Identify and prioritize facilities upgrades that optimize the use of available space.

   a. Work with the University to generate and meet a standardized set of expectations about educational technology needs and resources.

   b. Work with the University to identify and develop unconventional classroom spaces otherwise designated for ‘office,’ ‘student life,’ ‘practice,’ or ‘residential’ use.

Goal II: Prioritize operational, administrative, and organizational reforms that facilitate the College’s ability to achieve its mission.
1. Assess the roles and responsibilities of College administrative structures and make changes, as appropriate, to strengthen opportunities for shared faculty governance that make meaningful use of faculty time.

   a. Direct Cabinet to examine the College’s departmental organizational structure, explore alternative administrative structures, and initiate reforms, as necessary, to facilitate the College’s ability to achieve its mission.

   b. Direct Cabinet to examine the College’s governance structure, review the roles and responsibilities of College committees, and initiate reforms, as necessary, to facilitate the College’s ability to achieve its mission.

2. Develop evaluative practices that reflect and accommodate the changing demands of teaching, scholarship, and service.

   a. Direct A&S Chairs and Departments to develop evaluative practices that reflect the traditional and new ways faculty members teach and engage in scholarship.

   b. Direct Cabinet to appoint an ad hoc committee to study and develop models of alternative evaluation practices for tenured faculty.

3. Make efficiency-minded enhancements to college procedure.

   a. Direct Council to review the course approval process and identify and propose reforms, as necessary, to balance the demands of efficiency and meaningful review.

   b. Direct the Technology Planning Committee to identify opportunities to streamline, by ‘digitizing,’ college procedure.

4. Institute reforms that mutually enhance and facilitate the advisor/advisee relationship.

   a. Direct departments to create and post, on the department’s web page, a four-year “course map” that facilitates students’ efforts to plan for, and meet, major requirements.

   b. Direct departments to update the department’s website with a two-year “map” of likely course offerings, to facilitate students’ efforts to plan for, and meet, major requirements.

   c. Create a centralized College web page that facilitates faculty members' ability to efficiently provide accurate information to advisees.

**Goal III: Provide an exceptional learning environment that is financially accessible to students and their families.**

1. Deliver exceptional learning experiences that minimize the financial costs of the academic everyday (materials acquisition, copying, printing) for students.

2. Increase the availability and visibility of student assistantships in research and teaching.

3. Maintain distinctlyDrake campaign efforts to increase scholarship endowments.
4. Explore ways to increase revenues.
   
a. Encourage and facilitate grants applications to external agencies and organizations.

b. Explore judiciously opportunities to initiate graduate programs, certificates, and/or non-degree programs, either within the college or in collaboration with other units, that are appropriate for an Arts & Sciences colleges situated in an institution that blends liberal arts education with professional preparation.

Goal IV: Facilitate the college's commitment to and engagement with its key constituencies and the communities of which it is a part.

1. Raise the visibility and celebrate the distinctive contributions and accomplishments of A&S faculty, students, and alumni among members of the Drake community.
   
a. Re-examine, and make appropriate changes to, the annual spring convocation event to celebrate the achievements of continuing and graduating A&S students and recent A&S alumni.

b. Re-examine, and make appropriate changes to, the annual Stalnaker event to celebrate A&S faculty accomplishments.

c. Develop an annual award to recognize faculty and staff achievement in mentoring.

d. Collaborate with the A&S National Advisory Council to enhance the relationship between the college and its alumni.

   i. Feature alumni on college and department web pages.

   ii. Support department-level initiatives to facilitate networking relationships among current Drake students and recent graduates.

2. Promote the distinctive contributions of a college of liberal arts and sciences to the University and Des Moines community.

   a. Facilitate faculty efforts to develop weekend and summer non-credit academic programs that introduce local high school students to the process of intellectual inquiry in the tradition of the liberal arts and sciences.

   b. Facilitate faculty efforts to develop short-term academic workshops and non-credit continuing education opportunities that engage adults in the Drake community in the process of intellectual inquiry unique to the tradition of the liberal arts and sciences.

   c. Encourage and support faculty recruiting activities in local high schools.

   d. Inventory and promote the extent to which A&S faculty, staff, and students engage with the central Iowa community through service, research, and other activities.

   e. Work with the University to encourage community participation in College events and activities.