

College of Liberal Arts and Human Sciences

Strategic Plan 2009-2012

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Preamble

The College of Liberal Arts and Human Sciences Strategic Plan 2009-2012 serves as a framework for strategic decision-making at the College level. The document's structure is aligned with that of the Virginia Tech 2006-2012 Strategic Plan, and its goals reflect the priorities of Virginia Tech as well as those specific to the College.

The plan provides evidence of the balance between undergraduate and graduate education inherent in the College. Likewise, given the College's role as a key provider of the Curriculum for Liberal Education, the plan echoes the balance between the obligation to majors as well as the responsibility for the education of every undergraduate student. Guiding the College's strategic planning are the principles of a commitment to excellence and diversity; participation; transparency; fairness; and an appreciation of past and present strengths and how they fit with the College's mission and identity and with the University's strategic plan.¹ The College Diversity Strategic Plan² details engagement with diversity initiatives and should be viewed as a companion piece to this document. Informing the plan as well are the University's diversity plan³ and its international strategic plan.⁴

The plan is a living document. As such, it will be reviewed and modified periodically and the Performance Measures will be evaluated annually.

Mission Statement

The mission of the College of Liberal Arts and Human Sciences is to illuminate human experience and expression through discovery, learning, and engagement. The College creates works of lasting scholarly, cultural, and aesthetic value, and empowers individuals to engage critically with the complexities of a diverse, global society. The College fosters the inquiry, innovation, and growth that produce individual and social transformation.

¹ The University Strategic Plan is available at <http://www.president.vt.edu/strategic-plan/strategic-plan.html>.

² The College of Liberal Arts and Human Sciences Diversity Strategic Plan can be found at http://www.claht.vt.edu/pdf/CLAHS_Diversity_Report_Dec_1_2009.pdf.

³ The most recent University Diversity Plan is posted at <http://www.dsp.multicultural.vt.edu/>, and the Report of the Implementation Team Addressing Recommendations of the Task Force on Race and the Institution is available at <http://www.provost.vt.edu/documents/implementationfinalreport.pdf>.

⁴ The Virginia Tech International Strategic Plan 2004-2011 is at <http://www.president.vt.edu/strategic-plan/documents/IntlStratPlan.pdf>.

Core Values

The College of Liberal Arts and Human Sciences embraces the University core values of diversity and mutual respect, *Ut Prosim* (That I May Serve), freedom of inquiry, lifelong learning, personal and institutional integrity, and a culture of continuous improvement. We promote excellence in learning, discovery, and engagement, created and sustained by a diverse body of students, faculty, and staff. “We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.”⁵

The concept of service epitomized in *Ut Prosim* is, for us, fundamental and transformative. As scholars and artists in many disciplines, we share an unwavering belief in the need for respectful engagement with the community. Through an integrative approach to the education of the whole person, we encourage students to develop their critical thinking skills, improve the quality of life for all, and serve their communities. These core values enrich our collaborations and empower us to engage in innovative research and creative scholarship. In our College, service is not just a path we take, but a perspective we consciously adopt – one that enables us to discover, critique, and transform ourselves and the world.

Undergraduate Education

The College of Liberal Arts and Human Sciences seeks to provide all undergraduate students who complete course work in the College with a well-rounded educational experience that fosters future, life-long learning. It offers a supportive academic environment for its majors and minors as well as for students from other colleges enrolled in Curriculum for Liberal Education courses offered by the College of Liberal Arts and Human Sciences. Undergraduates are encouraged to engage in research as well as service and experiential learning. Emphasis on critical communication skills, exposure to the arts, and transdisciplinary and integrative approaches to academic fields of study contribute to the development of positive, connected, self-actualizing individuals who are knowledgeable, inquisitive, and well positioned as future leaders and as global citizens. The College will invest in strengthening its undergraduate programs in areas of strategic priority, relying on regular evaluation processes and relevant, trustworthy data to make such decisions.

Goal 1: Maintain and strengthen programmatic excellence.

Strategy 1: Recognizing the loss of faculty positions in the College, hire and retain full-time faculty with disciplinary expertise and commitment to teaching excellence in strategic areas.

⁵ The Virginia Tech Principles of Community, <http://www.vt.edu/diversity/principles-of-community.html>.

Responsibility of: Departmental search committees, chairs/heads, Dean

Timeline: Immediate and ongoing/annually

Performance measures:

- a. Decreased student/faculty ratio in highly-enrolled programs
- b. Completion of strategic initiative-hiring described in this plan

Strategy 2: Each unit will assess its undergraduate program(s) in terms of standards of the discipline and alignment with the priorities of the unit, College, and University.

Responsibility of: Departmental curriculum committees, College Curriculum Committee, chairs/heads

Timeline: Submitted with annual unit review to the Dean; external review per University guidelines

Performance measure: Demonstrated curriculum improvement through ongoing assessment

Strategy 3: Conduct comprehensive program reviews (Academic Program Reviews) of all undergraduate programs according to the guidelines and schedule established by the Office of the Provost.⁶

Responsibility of: Chairs/heads, Dean, Vice President and Dean for Undergraduate Education

Timeline: Immediate and ongoing

Performance measure: Completion of reviews according to the criteria and deadlines established by the Office of the Provost

Strategy 4: Develop and implement strategies to address the availability of upper-level courses for CLAHS majors.

Responsibility of: Chairs/heads

Timeline: Immediate and ongoing

Performance measures:

- a. Time to degree across all degrees no greater than 4.5 years
- b. Decreased percentage of students reporting “inability to get courses” as a cause for delay in graduation

Strategy 5: Develop strategies to increase the number of majors in low-enrollment programs.

- a. Target under-enrolled majors in freshmen recruiting efforts.
- b. Develop strategies to recruit University Studies majors to low-enrollment majors.

⁶ Details regarding the Academic Program Review (APR) process are at <http://www.provost.vt.edu/apr.php#InternalReview>.

Responsibility of: Chairs/Heads of identified programs; Office of the Dean (OOD)/Undergraduate Academic Affairs Office (UAAO)

Timeline: Annual

Performance measures:

- a. Increased first year students in targeted majors
- b. Increased overall majors in targeted majors

Strategy 6: Develop strategies to address enrollment pressures in high-demand programs while maintaining programmatic excellence, namely:

- a. Increase availability of upper-level courses for high demand CLAHS majors.
- b. Explore strategies for enhancing summer school offerings.
- c. Explore strategies for enhancing Distance and Distributed Learning opportunities.

Responsibility of: Faculty, chairs/heads, OOD

Timeline: Ongoing

Performance measures for Strategy 6 a-c:

- a. Decreased percentage of students reporting “inability to get courses” as a cause for delay in graduation
- b. Increased enrollments in high demand courses in summer sessions

Strategy 7: Promote quality academic advising and mentoring of students.

- a. Identify and assess how advising is accomplished in each department.

Responsibility of: OOD/UAAO

Timeline: Ongoing

Performance measure: Report by OOD/UAAO

- b. Provide advising development and training opportunities for all faculty advisers.

Responsibility of: OOD/UAAO

Timeline: Ongoing

- c. Institute a forum for sharing information and best practices.

Responsibility of: Departmental advisers, OOD/UAAO

Timeline: Initial forum in Spring 2010; annually thereafter

- d. Enhance recognition of excellence in undergraduate advising.

Responsibility of: Chairs/heads; OOD/UAAO; College Awards and Honors Committee

Timeline: Spring 2010; annually thereafter

- e. Direct students to relevant College and University mentoring programs.

Responsibility of: Faculty, OOD/UAAO

Timeline: Ongoing

Performance measure: Increased use of College and University mentoring programs by CLAHS students

Performance measures for Strategy 7 a-d:

- a. Increased student satisfaction with advising evident from senior survey data
- b. Increased participation in adviser training
- c. Increased satisfaction with adviser training evident from participant evaluations

Strategy 8: Engage in continuous improvement of curriculum and student learning through ongoing assessment.

- a. Provide training, oversight, and standards.

Responsibility of: Faculty, departmental curriculum committees, chairs/heads, OOD, Office of Academic Assessment

Timeline: Ongoing

- b. Establish a College-wide forum for the presentation and discussion of curricular changes that result from assessment.

Responsibility of: Faculty, OOD, Office of Academic Assessment

Timeline: Annually beginning Fall 2011

Performance measures for Strategy 8 a-b:

- a. 100% completion of assessment activities as directed by the Office of Academic Assessment
- b. Demonstrated curriculum improvement through ongoing assessment

Strategy 9: Engage in continuous improvement of teaching, providing opportunities and support for faculty to update disciplinary and pedagogical expertise and building rich systems for evaluating teaching.

Responsibility of: Faculty, departmental curriculum committees, chairs/heads, OOD, Office of Academic Assessment

Timeline: Ongoing

Performance measures:

- a. Increased diversity in the documentation of the evaluation of teaching, e.g., increased number of teaching portfolios
- b. Increased participation in the scholarship of teaching and learning

Strategy 10: Increase support for the scholarship of teaching and learning.

- a. Provide training, oversight, and standards for teaching portfolios.
- b. Encourage faculty to participate in training.

Responsibility of: Faculty, departmental curriculum committees, chairs/heads, OOD

Timeline: Ongoing

Performance measures:

- a. Increased diversity in the documentation of the evaluation of teaching, e.g., increased number of teaching portfolios
- b. Increased participation in the scholarship of teaching and learning

Goal 2: Enrich the undergraduate experience by increasing discovery and engagement opportunities for CLAHS students on and off campus and by providing them with the requisite support for a successful academic experience.

Strategy 1: Increase the number of students participating in undergraduate research.

- a. Increase recognition of undergraduate student research accomplishments.

Responsibility of: Faculty, departmental curriculum committees, chairs/heads, Undergraduate Research Institute (URI) and its advisory committee, OOD/UAAO

Timeline: Ongoing

Performance measure: “Number of graduating undergraduates who participated in research experiences” (College scorecard metric) will remain at a high level or increase

- b. Enhance funding of URI grants.

Responsibility of: URI and its advisory committee, OOD/UAAO

Timeline: Fall 2010

Performance measure: Increased funding of URI grants

- c. Support the production and publication of the undergraduate research journal *Philologia*.

Responsibility of: URI and its advisory committee, OOD/UAAO

Timeline: Ongoing

Performance measure: Continued support for and production and publication of *Philologia*

- d. Collaborate with other relevant resources on campus, e.g., the University Honors program and the library, to promote undergraduate research.

Responsibility of: Faculty, URI and its advisory committee, OOD, director of the University Honors program, College representative to University Library Committee, departmental library liaisons

Timeline: Spring 2010

Performance measure: Increased number of collaborative activities with other resources on campus

- e. Support the development of strategies to recognize undergraduate research experiences on student transcripts.

Responsibility of: URI advisory committee, UAAO, UG Curriculum Committee

Timeline: Spring 2010

Performance measure: Recognition of undergraduate research experiences on student transcripts

Strategy 2: Identify and publicize co-op and internship opportunities.

Responsibility of: Faculty, departmental undergraduate directors, College career advisers, OOD/UAAO

Timeline: Spring 2010

Performance measure: Increased number of CLAHS students participating in a co-op or internship

Strategy 3: Expand student participation in study abroad experiences and foreign languages courses.

- a. Establish a College-wide faculty committee on international initiatives (Dean's Advisory Committee on International Initiatives) to strategically advance study abroad opportunities for students in the College.

Responsibility of: Dean

Timeline: Fall 2009

Performance measure: Establishment of committee

- b. Enhance existing relationships with institutions abroad.

Responsibility of: Faculty, chairs/heads, Dean's Advisory Committee on International Initiatives, OOD/UAAO

Timeline: Ongoing

Performance measure: Enhancement of existing relationships, as appropriate

- c. Develop new relationships with institutions abroad in alignment with the curriculum expansion and staffing increases in the Department of Foreign Languages and Literatures.

Responsibility of: Faculty, chairs/heads, Dean's Advisory Committee on International Initiatives, OOD/UAAO

Timeline: Ongoing

Performance measure: Increased number of international relationships

- d. Collaborate with the Education Abroad office to increase student awareness of study abroad opportunities.

Responsibility of: Faculty, chairs/heads, Dean's Advisory Committee on International Initiatives, OOD/UAAO

Timeline: Ongoing

Performance measures:

- a. Increased collaborative activities with Education Abroad
- b. "Number of graduating undergraduates who have participated in a study abroad experience or foreign language course" (College scorecard metric) will remain at a high level or increase

Strategy 4: Increase the number of service and experiential learning opportunities as part of the College's undergraduate curriculum.

- a. Promote the inclusion of service and experiential learning opportunities in courses taught by CLAHS faculty.

Responsibility of: Faculty, chairs/heads, departmental curriculum committees

Timeline: Ongoing

Performance measure: Increased number of CLAHS courses that include service and experiential learning opportunities

- b. Promote the pursuit of service and experiential learning opportunities by CLAHS students.

Responsibility of: Faculty, departmental advisers

Timeline: Ongoing

Performance measure: "Undergraduate participation in service learning and experiential programs" (College scorecard metric) will remain at a high level or increase

Strategy 5: Foster, support, and reward participation of faculty in activities such as the University Honors program, undergraduate research, and study abroad.

Responsibility of: Chairs/heads, Director of Honors Program, Education Abroad (annual recognition ceremony), College P&T Committee, College Awards and Honors Committee, OOD/UAAO

Timeline: Spring 2010 recognition

Performance measure: Increased faculty participation in activities such as the University Honors program, undergraduate research, and study abroad

Goal 3: Continue dedication to and leadership for liberal education of all students across the University.

Strategy 1: Create a mechanism for faculty involvement to review and assess the College's participation in the CLE, its current CLE course offerings, and student outcomes in CLE courses for the purpose of continuous improvement.

- a. Involve the Undergraduate Curriculum Committee in review and assessment of the College's CLE offerings.

Responsibility: OOD/UAAO

Timeline: Completion March 2010

Performance measure: Completed report to the Dean on CLAHS contributions to CLE

Strategy 2: Secure appropriate distribution and levels of support for teaching CLE courses as well as both elective and required courses for students in programs other than that in which the courses are taught.

Responsibility of: OOD

Timeline: Ongoing

Performance measures:

- a. Increased level of support for CLE courses
- b. Better alignment between number of CLE courses required and number of CLE courses offered

Strategy 3: Secure appropriate distribution and levels of support for teaching extra-departmental curricular requirement courses (= service courses)/courses required by other majors.

Responsibility of: Chairs/heads

Timeline: 2011

Performance measure:

- a. Increased level of support for service courses
- b. Improved on-time graduation rate among CLAHS majors

Goal 4: Participate actively in the development and implementation of the University's Quality Enhancement Plan, especially as it relates to first-year students' experiences and the use of Pathways.

Responsibility of: Faculty teaching first-year students, departmental curriculum committees, chairs/heads, College Curriculum Committee, faculty committee under Strategy 1, OOD/UAAO

Timeline: Ongoing/within 2 years

Performance measure: Successful implementation of the University's Quality Enhancement Plan in the College

Graduate Education

The College of Liberal Arts and Human Sciences values its graduate students' contributions to the intellectual vitality of the College. It affirms the importance of graduate education to the learning, discovery, and engagement missions of the College and of Virginia Tech as well as the significance of both interdisciplinary education and education within particular disciplines. The College will invest in strengthening its graduate programs in areas of strategic priority, relying on regular evaluation processes and relevant, trustworthy data to make such decisions.

Goal 1: Improve the quality of existing graduate programs

Strategy 1: Each unit will assess its graduate program(s) in terms of alignment with the priorities of the unit, College, and University and will identify programs with potential for future growth.

Responsibility of: Chairs/heads, graduate directors

Timeline: Submitted with annual unit review to the Dean

Performance measure: Demonstrated improvement through ongoing assessment

Strategy 2: Conduct comprehensive program reviews (Academic Program Reviews) of all graduate programs according to the guidelines and schedule established by the Office of the Provost.

Responsibility of: Chairs/heads, Dean, Vice President and Dean for Graduate Education

Timeline: Immediate and ongoing

Performance measure: Completion of reviews according to the criteria and deadlines established by the Office of the Provost

Strategy 3: Improve the quality and raise the visibility of graduate student research.

- a. Increase graduate student participation in the Graduate Student Association (GSA) research symposium.

Responsibility of: Chairs/heads

Timeline: Fall 2010

Performance measure: Increased graduate student participation in the GSA research symposium

- b. Increase travel funds for graduate students by establishing an endowment fund for this purpose.

Responsibility of: Dean, Director of Development

Timeline: Announcement of fund and of solicitations in Fall 2009

Performance measure: Establishment of an endowment fund for graduate student travel

- c. Redesign the graduate student website to highlight research opportunities for graduate students as well as student research accomplishments.

Responsibility of: OOD

Timeline: Fall 2009

Performance measure: Redesign of graduate student website

- d. Identify additional venues, e.g., College's Faculty Association meetings, to display and promote graduate student research.

Responsibility of: OOD

Timeline: Spring 2010

Performance measure: Increased prominence of graduate student research.

Strategy 4: Promote existing interdisciplinary programs, certification programs, cognates, and graduate school initiatives such as the "Transformative Graduate Education" program.

Responsibility of: Program coordinators or graduate directors

Timeline: Ongoing

Performance measures:

- a. Increased graduate student participation in programs noted above
- b. Increased amount of information available to graduate students

Goal 2: Increase graduate enrollment in the College from 28% to 31% of total College enrollment, consistent with the University's 2012 goal of 3% growth in graduate enrollment.

Strategy 1: Continue to refine departmental five-year plans with the goal of alignment with College and University goals.

Responsible Person: OOD, recommendations by the Strategic Planning Task Force
Timeline: Spring 2010

Performance measure: Alignment of departmental five-year plans with College and University goals

Strategy 2: Strategically invest in enhanced recruiting efforts of female and minority graduate students by implementing strategies in the College's Diversity Strategic Plan.

Responsibility of: Chairs/heads, graduate directors

Timeline: Ongoing

Performance measure: Increased number of female and minority graduate students

Strategy 3: Increase the number and amount of stipends for graduate students through strategies such as external funding and a special graduate student funding endowment.

Responsibility of: Dean, Director of Development

Timeline: An endowment fund for this purpose will be announced and funds will be solicited beginning in Fall 2009.

Performance measure: Increased numbers and amounts of graduate student stipends

Performance measures for Goal 2, Strategies 1-3:

- a. Grow College graduate enrollment to 31%
- b. All units will consistently be above the SCHEV minimum viability standards for graduate degrees awarded per year over a three-year period

Goal 3: Assist graduate students to understand, become more involved in, and successfully navigate the professional culture of academic life.

Strategy 1: Develop and implement ways to expand the involvement of graduate students more integrally within the life of their respective units and programs, e.g., through student representatives at faculty meetings and on committees, seminars that include both faculty and graduate students, joint research teams, partnering in screening graduate applications.

Responsibility of: Chairs/heads

Timeline: Spring 2010

Performance measures:

- a. Increased opportunities for graduate students to participate more fully in the academic life of their department
- b. Increased number of graduate students participating in academic life in their respective units and programs

Discovery

The College of Liberal Arts and Human Sciences is involved in a wide range of research that reflects the diversity of disciplines and programs housed in the College.

The College affirms an inclusive definition and perspective on research and uses the term “research” to describe discovery efforts through a variety of approaches to scholarship.

Discovery efforts in the College are consistent with Virginia Tech’s quest for membership in the Association of American Universities, which will be achieved in part by increasing the quality and quantity of sponsored funding and research.

Goal 1: Increase the quality and quantity of research in the College.

Strategy 1: In recognition of the range of academic units in the College, assure the design and implementation of mentoring programs that address the diverse needs and expectations of pre-tenure faculty.

Responsibility of: OOD

Timeline: Ongoing

Performance measures:

- a. Increased diversity of mentoring programs designed
- b. Increased participation in and satisfaction with mentoring programs among CLAHS pre-tenure faculty

Strategy 2: In order to retain outstanding researchers and creative artists and support their work, develop additional retention strategies for faculty with strong publication/performance promise and records.

Responsibility of: OOD

Timeline: Ongoing

Performance measures:

- a. Increased number of retention incentives
- b. Increased quality and quantity of scholarly and creative publications and performances by CLAHS faculty

Strategy 3: Develop incentives not only to maintain, but to increase the research and creative productivity of tenured faculty.

Responsibility of: Chairs/heads, OOD

Timeline: Ongoing

Performance measure: Increased retention rate

Strategy 4: Develop metrics for tracking research productivity and ensure that annual reviews accurately reflect those efforts.

Responsibility of: OOD

Timeline: Ongoing

Performance measure: Development and implementation of metrics for tracking research productivity

Goal 2: Increase sponsored funding and create a stable stream of such funding over time.

Strategy 1: Establish a Grant Support Center with a full-time Grant Proposal Coordinator.

Responsibility of: OOD

Timeline: Fall 2012

Performance measure: Establishment of a Grant Support Center

Strategy 2: Establish a proposal mentoring team composed of faculty members who have successfully obtained external grants to assist faculty with proposal development.

Responsibility of: OOD

Timeline: Ongoing

Performance measure: Establishment of a proposal mentoring team

Strategy 3: Create a page on the College website that provides links related to grant writing and proposal submission.

Responsibility of: OOD

Timeline: Ongoing

Performance measure: Creation of College webpage with links related to grant writing and proposal submission, including funding agencies and foundations

Strategy 4: Provide grant writing workshops that focus on smaller grants and sources of funding such as foundations.

Responsibility of: OOD

Timeline: Ongoing

Performance measure: Number of grant writing workshops and number of participants

Strategy 5: Provide incentive structures for faculty to develop external grant proposals.

Responsibility of: OOD

Timeline: Ongoing

Performance measure: Increased incentives for faculty

Strategy 6: Expand programs that provide seed money for future external proposals.

Responsibility of: OOD

Timeline: Ongoing

Performance measure: Increased number of programs and amount of seed money

Strategy 7: Acquaint faculty more fully with the opportunities afforded by the Institute for Society, Culture, and Environment, promote faculty applications for the research support that it provides, and promote among faculty the services provided by the Office of Sponsored Programs.

Responsibility of: OOD

Timeline: Ongoing

Performance measure: Increased number of faculty applications to ISCE and to external agencies

Performance measures for Goal 2, Strategies 1-7:

- a. Increased number of faculty involved in grant writing, proposals submitted, amount of funding requested, total amount of funding granted, and amount of scholarship and creative work emerging from external funding
- b. Increased number of graduate students supported by sponsored funding, in academic units in which such a metric is appropriate
- c. Increased external funding in the College annually

Goal 3: Enhance the national and international reputation of College researchers and their work.

Responsibility of: Chairs/heads, OOD

Timeline: Ongoing

Performance measures:

- a. Increased number of nominations for national and international awards, particularly those on the AAU website
- b. Expansion of AAU list of awards tracked by the University, in collaboration with the Office of the Provost
- c. Increased number of national and international presentations, external faculty honors, editorships and memberships on editorial and advisory boards, memberships in disciplinary academies, and national and international conferences held at University facilities

Goal 4: Increase research collaboration within the College as well as across the institution, the nation, and internationally.

Strategy 1: Bring together faculty from all academic units in the College with the purpose of introducing their research to each other.

Responsibility of: OOD

Timeline: Ongoing

Performance measure: Increased number of opportunities for faculty to meet and to present their research to each other

Strategy 2: Support faculty efforts to collaborate with colleagues internally and outside of VT.

Responsibility of: OOD

Timeline: Ongoing

Performance measure: Increased number of collaborative projects and grants involving Faculty

Strategy 3: Investigate the establishment of collaborations with other institutions across the nation and around the world.

Responsibility of: OOD

Timeline: Ongoing

Performance measure: Increased number of national and international projects involving faculty

Engagement

As a core unit of a public land-grant university, the College recognizes engagement as central to the mission exemplified in Virginia Tech's motto, *Ut Prosim* ("That I May Serve"). It is the College's responsibility to address the problems of society and merge its goals and dreams to the deepest needs and dreams of humanity. The health of a thriving democracy is nurtured by the myriad ways that comprehensive research universities such as Virginia Tech contribute to the social, cultural, economic, and political dimensions of the everyday lives of the country's citizens as well as partners around the world.

The College's engagement activities are identified as relevant, respectful, reciprocal, integrative, and empowering; they often are characterized by close relationships with constituent communities that endure for years. Given the range of disciplines and expertise of the College's faculty, engagement activities manifest themselves in multiple forms that represent the unique strengths and scholarship characteristics in the College. It is expected that units and individuals will contribute to engagement by doing those things that fit the unit's and the individual faculty member's role. While the College's work is centered in higher education, the Virginia Tech campus is a global community, and the College celebrates the role it plays in improving the quality of life for all whom it touches.

"Engaged scholarship is a partnership between scholar and community that integrates the three key areas of discovery, learning, and outreach in work that can be measured by its relevance and impact."⁷

Goal 1: Promote international collaborations and multicultural exchange and understanding within and among the College's many constituencies.

Strategy 1: Create an archive of past and current international partnerships.

Responsibility of: OOD, chairs/heads, current and emeritus faculty

Timeline: Spring 2010

Performance measure: Development of an archive of past and current international partnerships available to CLAHS faculty and administrators.

⁷ Jim Dubinsky et al., "Engaged Scholarship at Virginia Tech: A Land-grant mandate," Spring 2009 draft.

Strategy 2: Re-affirm existing partnerships.

Responsibility of: OOD, chairs/heads, faculty

Timeline: Spring 2010

Performance measure: Re-establishment and/or formalization of current partnerships through written documents, including memoranda of understanding and public relations documentation as deemed appropriate

Strategy 3: Increase current level of international partnerships in outreach programs.

Responsibility of: OOD, chairs/heads, faculty, OIRED

Timeline: Ongoing

Performance measure: Number of current international partnerships will be maintained or increase.

Goal 2: Provide learning and engagement opportunities in the areas of equal opportunity, diversity, and inclusion among the College's many constituencies.

Strategy 1: Review the recommendations of the Task Force on Race and the Institution and explore implementation of the recommendations in the College.

Responsibility of: College Curriculum Committee or ad hoc committee appointed by the Dean, OOD

Timeline: Spring 2010

Performance measure: Implementation of Task Force on Race and the Institution recommendations, as deemed appropriate

Strategy 2: Ratify and implement the College's Diversity Strategic Plan

Responsibility of: OOD, College Diversity Committee

Timeline: Spring 2010

Performance measure: Ratification and implementation of the College's Diversity Strategic Plan

Strategy 3: Promote diversity and inclusion courses, activities, and programs across the College.

- a. Explore an undergraduate diversity certificate housed in the College.

Responsibility of: Chairs/heads, College Diversity Committee, College Curriculum Committee (in collaboration with the Office of Multicultural Affairs), UAAO

Timeline: Begin discussion in 2009-2010 and submit plan in Fall 2010

Performance measure: Approval and availability of an undergraduate diversity certificate in the College

- b. Support diversity initiatives such as the College's Diversity Grant Program, University Incentive Grants, and use of internal or external diversity consultants.

Responsibility of: Diversity Committee, Curriculum Committee, OOD, Office for Equity and Inclusion

Timeline: Ongoing

Performance measure: Increased CLAHS participation in diversity initiatives

- c. Insure that the University's Principles of Community are posted on the website and in the main office of each CLAHS department or unit.

Responsibility of: Chairs/heads/directors

Timeline: Fall 2010

Performance measure: Posting of the Principles of Community in all units

Goal 3: Engage students at the undergraduate and graduate levels in opportunities for service learning and experiential education that prepare them to serve a diverse and complex marketplace and society while building the capacity of communities.

Strategy 1: Support undergraduate and graduate student participation in civic engagement programs in urban and rural environments that expose students to issues of community, capacity, diversity, and ethical behavior, and embed in the Faculty Activity Report a mechanism for tracking participation.

Responsibility of: Chairs/heads, faculty, Office of Student Engagement

Timeline: Ongoing

Performance measures:

- a. Increased number of undergraduate and graduate students in the College participating in service learning and experiential education
- b. Accurate measurement of faculty involvement

Strategy 2: Assist students in taking advantage of (proposed) federal initiatives regarding volunteerism and student loan forgiveness.

Responsibility of: OOD, departmental advisers, Office of the Bursar

Timeline: As initiatives become available

Performance measure: Increased number of students taking advantage of (proposed) federal initiatives

Strategy 3: Develop partnerships among student organizations and community/school groups.

Responsibility of: Faculty advisers, student leaders, Office of Student Engagement

Timeline: Ongoing

Performance measures:

- a. Increased number of faculty involved in P-12 partnerships
- b. Feedback from our P-12 partners will be positive in terms of the impact of our interactions

Goal 4: Connect and support the public and private sectors to advance economic vitality and improve the quality of life of citizens in the commonwealth, the nation, and the world.

Strategy 1: Increase College participation and visibility in economic development initiatives at the University level.

Responsibility of: OOD

Timeline: Ongoing

Performance measure: Enhanced College participation and visibility in VT economic development initiatives

Strategy 2: Develop activities in the classroom and the larger community that address practical problems in societal and political structures, economic health, and cultural life.

Responsibility of: Faculty, OOD, various College centers

Timeline: Ongoing, new initiatives by Spring 2010

Performance measure: Increased number of activities and participants

Strategy 3: Promote and develop activities made possible by technological advance and new understandings of the potential of strong liberal arts and human sciences education.

Responsibility of: Faculty

Timeline: Ongoing

Performance measure: Increased number of activities and participants

Strategy 4: Foster the importance of the arts and humanistic thought as tools to empower a community's capacity to understand and cope with societal and economic change.

Responsibility of: Faculty, chairs/heads

Timeline: Ongoing

Performance measure: Increased collaboration between the arts and humanities and community initiatives and projects

Strategy 5: Promote connections between the College and the local and regional communities for the betterment of individuals and society as a whole.

Responsibility of: Faculty, centers and other units

Timeline: Ongoing, new initiatives by Spring 2010

Performance measure: Increased number of collaborative initiatives and projects

Strategy 6: Encourage increased efforts to generate external revenue vis-à-vis community and outreach activities through our service centers and external grant generation.

Responsibility of: Chairs/heads/directors

Timeline: Ongoing

Performance measure: Increased revenue generation through community service

Strategy 7: Expand resources available to the community via the College's website and other publications.

Responsibility of: Faculty

Timeline: Ongoing, new initiatives by Spring 2010

Performance measure: Increased number of electronic and hard copy College resources for the community

Goal 5: Support P-12 partnerships that connect the knowledge, skills, and interests of Virginia Tech departments, programs, and faculty to the needs, interests, and potential of teachers, students, and schools.

Strategy 1: Develop and support partnerships with P-12 programs by including more faculty members from different programs and with varied interests.

Responsibility of: OOD, chairs/heads, faculty

Timeline: Ongoing

Performance measure: Increased number of P-12 partnerships

Strategy 2: Extend the reach of partnerships to increase the number of school systems, schools, teachers, and pupils.

Responsibility of: OOD, chairs/heads, faculty, departmental outreach committees

Timeline: Ongoing

Performance measure: Increased diversity and geographic scope of partnerships

Strategy 3: Broaden the focus of P-12 partnerships to include a full range of fields, with particular attention to the fields and subjects served by College departments and programs.

Responsibility of: OOD, chairs/heads, faculty

Timeline: Ongoing

Performance measure: Expanded academic scope of P-12 partnerships

Strategy 4: Promote STEM-related engagement by collaborating with faculty across the College and in other colleges, as well as subject specialists in College programs, to assure that the human side of technical issues is addressed.

Responsibility of: OOD, chairs/heads, faculty, VT STEM initiative

Timeline: Ongoing

Performance measure: Increased number of STEM-related initiatives

Strategy 5: Develop and share new materials, methods, and programs designed to encourage critical and creative thinking, e.g., *21st Century Learning Skills*,⁸ for all levels of schooling.

Responsibility of: Faculty, College graduate students, and undergraduate majors

Timeline: Ongoing

Performance measure: Development of new materials, methods, and programs and dissemination of them

Strategy 6: Support professional development opportunities for teachers, counselors, and administrators that build collaborations across departments, create opportunities for external funding, and engage faculty and students directly in partnerships that promote educational improvements.

Responsibility of: OOD, chairs/heads, faculty, VT STEM initiative

Timeline: Ongoing

Performance measure: Increased number of professional development opportunities for teachers, counselors, and administrators

Goal 6: Advance a College-wide culture that values engaged scholarship exemplified by the integration of discovery, learning, and engagement.

Strategy 1: Review College documents, forms, and public statements to ensure that engagement is acknowledged and represented.

Responsibility of: OOD

Timeline: Ongoing

Performance measure: Inclusion of engagement in College documents

Strategy 2: Support the evaluation of engagement activities as part of the merit and tenure reward process.

Responsibility of: OOD, chairs/heads, faculty, Faculty Council

Timeline: Spring 2010

⁸See the National Governors' Association Center for Best Practices website, <http://www.nga.org/Files/pdf/0812BENCHMARKING.PDF>, and the website for the Partnership for 21st Century Learning Skills, <http://www.21stcenturyskills.org/>.

- a. Create a rubric for the assessment of quality and community impact based on collaboratively-developed criteria of engaged scholarship that includes elements such as relevance, reciprocity, roots in the discipline(s), and impact on community.

Responsibility of: Faculty Council, task forces comprised of departmental and College P&T committees (or recent members), faculty

Timeline: Create by Spring 2010; approval by CLAHS faculty by April 1, 2011

Performance measure: Development and implementation of a rubric for the assessment of engaged scholarship

Strategy 3: Explore new strategies for promotion of current engagement activities.

Responsibility of: OOD, chairs/heads

Timeline: Ongoing

Performance measure: Increased number of engagement activities

Strategy 4: Provide mentoring for engaged scholarship.

Responsibility of: OOD

Timeline: Ongoing

Performance measure: Increased level of mentorship for scholarship related to engagement and outreach

Infrastructure Issues

In order to implement the strategies and achieve the goals noted above, basic infrastructure issues need to be addressed. The College recognizes that strategic decisions must be made with resource development, allocation, and management in the foreground.

The College's 2008-2009 Annual Report identified these critical issues:

1. Impact of ongoing budget reductions
2. Faculty retention
3. Facilities
4. Strengthening curriculum and stabilizing structure within the College

The need for increased resources to address these issues, especially the first three, is exacerbated by the current environment of decreased state funding. Despite the current economic climate and diminished resources, the College is committed to addressing the following challenges and opportunities:

1. Strategic hiring of new full-time faculty
 - a. Implement departmental strategic hiring plans
2. Increasing College staffing in:

- a. Information Technology – two positions
 - b. Webmaster – one position
 - c. Grant Proposal Coordinator – increase from ¼ time to full-time
3. Enhancing revenue generation by:
 - a. Augmenting existing revenue streams
 - b. Securing new external funding
 - c. Promoting grant writing and increasing the number of grant submissions
 4. Broadening mentoring initiatives to include assistance with regard to promotion in rank, grant writing
 5. Creating a recognizable, definable public image for the College.
 6. Advancing development activity at the College and unit level
 7. Building alumni relations by:
 - a. Tracking CLAHS majors and non-majors with strong interest in CLAHS disciplines
 - b. Inviting alumni to serve on advisory boards and to serve as mentors to current students or employers to other recent alumni

Acknowledgments

Thanks are due to the individuals below who assisted in the drafting of the plan.

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Brenda Brand	Associate Professor, School of Education
Brian Britt	Professor, Religion and Culture (Interdisciplinary Studies)
Tracy Cowden	Assistant Professor, Music
Brian Epstein	Assistant Professor, Philosophy
Joe Eska	Professor, English
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Rosemary Goss	Professor, Apparel, Housing, and Resource Management
Saul Halfon	Associate Professor, Science and Technology in Society
Rachel Holloway	Associate Professor and (former) Head, Communication/Associate Dean
Ji-Hyun Kim	Assistant Professor, Apparel, Housing, and Resource Management
Ilja Luciak	Professor and Head, Political Science
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Fred Piercy	Professor, Human Development/Associate Dean
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Randy Ward	Professor, Theatre & Cinema (Theatre Arts)

Subcommittees

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Mary Ellen Verdu, Human Development
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Core Values

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Rosemary Blieszner, Human Development
Mike Bumgarner, Army ROTC
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Brian Shabanowitz, Office of the Dean
Richard Shryock, Foreign Languages and Literatures
Eddie Watson, FDI/School of Education

Responsibility and Implementation Grid

Strategy or Task	Individuals Responsible for Implementation	Timeline for Implementation		
		2009-2010	2010-2011	2011-2012
Undergraduate Education				
Goal 1: Maintain and strengthen programmatic excellence				
1.1. Hire and retain faculty	Departmental search committees, chairs/heads, Dean	Ongoing	Ongoing	Ongoing
1.2. UG curriculum assessment within unit	Departmental curriculum committees, College Curriculum Committee, chairs/heads	Annual unit review	Annual unit review	Annual unit review
1.3. Comprehensive program review	Chairs/heads, Undergraduate Education review committee	Ongoing	Ongoing	Ongoing
1.4. More upper-level courses for CLAHS majors	Chairs/heads	Ongoing	Ongoing	Ongoing
1.5.a. Increased number of freshmen in under-enrolled majors	Chairs/heads, OOD/UAAO	Annual	Annual	Annual
1.5.b. Increased number of University Studies students in low-enrollment majors	Chairs/heads, OOD/UAAO	Annual	Annual	Annual
1.6.a. More upper-level courses for CLAHS majors	Faculty, chairs,/heads, OOD	Ongoing	Ongoing	Ongoing
1.6.b. Increased summer school offerings	Faculty, chairs/heads, OOD	Ongoing	Ongoing	Ongoing
1.6.c. Distance & Distributed Learning opportunities	Faculty, chairs/heads, OOD	Ongoing	Ongoing	Ongoing
1.7.a. Academic advising: assess current practices	OOD/UAAO	Ongoing	Ongoing	Ongoing
1.7.b. Academic advising: training	OOD/UAAO	Ongoing	Ongoing	Ongoing
1.7.c. Academic advising: forum for sharing and best practices	OOD/UAAO	Initial forum Spring	Annually in Spring	Annually in Spring
1.7.d. Academic advising: recognize excellence	OOD/UAAO; College Awards and Honors Committee	Spring	Annually in Spring	Annually in Spring
1.7.e. Direct students to mentoring programs	Faculty, OOD/UAAO	Ongoing	Ongoing	Ongoing

1.8.a. Curriculum assessment: provide training and standards	Faculty, departmental curriculum committees, chairs/heads, OOD Office of Academic Assessment	Ongoing	Ongoing	Ongoing
1.8.b. Curriculum assessment: forum to present changes	Faculty, OOD, Office of Academic Assessment			Fall, annually thereafter
1.9. Continuous improvement of teaching	Faculty, departmental curriculum committees, chairs/heads, OOD, Office of Academic Assessment	Ongoing	Ongoing	Ongoing
1.10. Support for scholarship of teaching and learning	Faculty, departmental curriculum committees, chairs/heads, OOD	Ongoing	Ongoing	Ongoing
Goal 2: Enrich undergraduate experience by increasing discovery and engagement opportunities				
2.1.a. Research: increase recognition	Faculty, departmental curriculum committees, chairs/heads, URI and URI advisory committee, OOD/UAAO	Ongoing	Ongoing	Ongoing
2.1.b. Research: enhance URI grant funding	URI and URI advisory committee, OOD/UAAO		Fall	Annually in Fall
2.1.c. Research: <i>Philologia</i>	URI and URI advisory committee, OOD/UAAO	Ongoing	Ongoing	Ongoing
2.1.d. Research: campus collaboration	Faculty, URI and URI advisory committee, OOD, director of University Honors, College representative to University Library Committee, departmental library liaisons	Spring	Ongoing	Ongoing
2.1.e. Research: transcript recognition of undergraduate research	URI advisory committee, UAAO, UG Curriculum Committee	Spring	Ongoing	Ongoing
2.2. Co-ops and internships	Faculty, departmental UG directors, College career advisers, OOD/AAO	Spring	Ongoing	Ongoing
2.3.a. Study abroad: establish international initiatives committee	Dean	Fall COMPLETED		
2.3.b. Study abroad: enhance current relationships	Faculty, chairs/heads, Dean's Advisory Committee on International Initiatives, OOD/UAAO	Ongoing	Ongoing	Ongoing

2.3.c. Study abroad: develop new relationships	Faculty, chairs/heads, Dean’s Advisory Committee on International Initiatives, OOD/UAAO	Ongoing	Ongoing	Ongoing
2.3.d. Study abroad: collaborate with Education Abroad	Faculty, chairs/heads, Dean’s Advisory Committee on International Initiatives, OOD/UAAO	Ongoing	Ongoing	Ongoing
2.4.a. Service/experiential: promote in CLAHS courses	Faculty, chairs/heads, departmental curriculum committees	Ongoing	Ongoing	Ongoing
2.4.b. Service/experiential: promote student participation	Faculty, departmental advisers	Ongoing	Ongoing	Ongoing
2.5. Foster/support/reward faculty participation in research, study abroad, etc.	Chairs/heads, Director of Honors Program, Education Abroad (annual recognition ceremony), College P&T Committee, College Awards and Honors Committee, OOD/UAAO	Spring recognition	Ongoing	Ongoing
Goal 3: Liberal education leadership				
3.1.a. UG Curriculum Committee involvement in CLE	OOD/UAAO	March	Ongoing	Ongoing
3.2. Secure support for CLE courses	OOD	Ongoing	Ongoing	Ongoing
3.3. Secure support for (other) “service” courses	Chairs/heads		Annually	Annually
Goal 4: QEP				
4. Participate actively in development and implementation of QEP	Faculty teaching first-year students, departmental curriculum committees, chairs/heads, College Curriculum Committee, faculty committee under Strategy 1, OOD/UAAO	Ongoing/within 2 years	Ongoing/within 2 years	Ongoing
Graduate Education				
Goal 1: Improve quality of existing programs				
1.1. Unit program assessment	Chairs/heads, graduate directors	Submission with annual unit review	Submission with annual unit review	Submission with annual unit review
1.2. Comprehensive program review	Chairs/heads, Graduate Education review committee	Spring	Ongoing	Ongoing

1.3.a. Research: increase student GSA symposium participation	Chairs/heads		Fall	Ongoing
1.3.b. Research: increase travel funds	Dean, Director of Development	Announcement of fund and solicitations in Fall	Ongoing	Ongoing
1.3.c. Research: redesign website	OOD	Fall	Ongoing	Ongoing
1.3.d. Research: identify additional venues to display and promote graduate student research	OOD	Spring	Ongoing	Ongoing
1.4. Research: promote existing interdisciplinary and certification programs	Program coordinators or graduate directors	Ongoing	Ongoing	Ongoing
Goal 2: Increase graduate enrollment				
2.1. Align departmental 5-year plans with College and University goals	OOD, recommendations by Strategic Planning Task Force	Spring	Ongoing	Ongoing
2.2. Recruit female and minority students	Chairs/heads, graduate directors	Ongoing	Ongoing	Ongoing
2.3. Increase graduate stipends	Dean, Director of Development	Announcement of fund and solicitations in Fall	Ongoing	Ongoing
Goal 3: Professional culture of academic life				
3.1. Increase students' involvement in their units	Chairs/heads	Spring	Ongoing	Ongoing
Discovery				
Goal 1: Increase quality and quantity of research				
1.1. Customize College's mentoring program	OOD	Ongoing	Ongoing	Ongoing
1.2. Develop retention strategies	OOD	Ongoing	Ongoing	Ongoing
1.3. Develop incentives for increased productivity	Chairs/heads, OOD	Ongoing	Ongoing	Ongoing
1.4. Develop metrics for tracking productivity	OOD	Ongoing	Ongoing	Ongoing

Goal 2: Increase sponsored funding				
2.1. Establish College Grant Support Center	OOD			(Fall 2012)
2.2. Establish proposal mentoring team	OOD	Ongoing	Ongoing	Ongoing
2.3. Create website/webpage related to grant writing	OOD	Ongoing	Ongoing	Ongoing
2.4. Provide grant writing workshop	OOD	Ongoing	Ongoing	Ongoing
2.5. Provide incentive structures for submission of external proposals	OOD	Ongoing	Ongoing	Ongoing
2.6. Expand programs that provide seed money	OOD	Ongoing	Ongoing	Ongoing
2.7. Promote ISCE and OSP	OOD	Ongoing	Ongoing	Ongoing
Goal 3: Enhance national and international reputation of the College				
3. Increase presentations, awards, etc.	OOD	Ongoing	Ongoing	Ongoing
Goal 4: Increase collaborative research				
4.1. Bring together faculty to introduce their research	OOD	Ongoing	Ongoing	Ongoing
4.2. Support internal and external faculty collaboration	OOD	Ongoing	Ongoing	Ongoing
4.3. Investigate national and international collaborations	OOD	Ongoing	Ongoing	Ongoing
Engagement				
Goal 1: Promote international collaborations and multicultural exchanges				
1.1. Create an archive of international partnerships	OOD, chairs/heads, current and emeritus faculty	Spring	Ongoing	Ongoing
1.2. Re-affirm existing partnerships	OOD, chairs/heads, faculty	Spring	Ongoing	Ongoing
1.3. Increase number of partnerships	OOD, chairs/heads, faculty, OIRED	Ongoing	Ongoing	Ongoing
Goal 2: Diversity				
2.1. Review and implement Task Force on Race Policy recommendations	College Curriculum Committee or ad hoc committee appointed by the Dean, OOD	Spring	Ongoing	Ongoing
2.2. Ratify and implement College's Diversity Strategic Plan	OOD, College Diversity Committee	Spring		

2.3.a. Pursue CLAHS diversity certificate	Chairs/heads, College Diversity Committee, College Curriculum Committee (in collaboration with the Office of Multicultural Affairs)	Begin discussion	Propose certificate	
2.3.b. Support diversity initiatives	College Diversity Committee, Curriculum Committee, OOD, Office for Equity and Inclusion	Ongoing	Ongoing	Ongoing
2.3.c. Post Principles of Community	Chairs/heads/directors		Fall	Ongoing
Goal 3: Service learning and experiential education				
3.1. Support student participation and embed in FAR a mechanism for tracking participation	Chairs/heads, faculty, Office of Student Engagement	Ongoing	Ongoing	Ongoing
3.2. Support student participation in federal initiatives	OOD, departmental advisers, Office of the bursar	As initiatives become available	As initiatives become available	As initiatives become available
3.3. Develop partnerships	Faculty advisers, student leaders, Office of Student Engagement	Ongoing	Ongoing	Ongoing
Goal 4: Connect and support the public and private sectors				
4.1. Increase College's economic development initiatives	OOD	Ongoing	Ongoing	Ongoing
4.2. Develop activities that address practical problems	Faculty, OOD, various College centers	New initiatives by Spring	Ongoing	Ongoing
4.3. Promote and develop technology and liberal arts activities	Faculty	Ongoing	Ongoing	Ongoing
4.4. Foster importance of arts and humanities	Faculty, chairs/heads	Ongoing	Ongoing	Ongoing
4.5. Promote connections between the College and the community	Faculty, centers, and other units	New initiatives by Spring	Ongoing	Ongoing
4.6. Encourage increased external revenue generation	Chairs/heads/directors	Ongoing	Ongoing	Ongoing
4.7. Expand resources for the community via website and publications	Faculty	New initiatives by Spring	Ongoing	Ongoing

Goal 5: Support P-12 partnerships				
5.1. Develop and support P-12 partnerships	OOD, chairs/heads, faculty	Ongoing	Ongoing	Ongoing
5.2. Extend the reach of partnerships	OOD, chairs/heads, faculty, departmental outreach committees	Ongoing	Ongoing	Ongoing
5.3. Broaden the focus of partnerships	OOD, chairs/heads, faculty	Ongoing	Ongoing	Ongoing
5.4. Promote STEM-related engagement	OOD, chairs/heads, faculty, VT STEM initiative	Ongoing	Ongoing	Ongoing
5.5. Develop and share critical and creative thinking initiatives	Faculty, College graduate students and undergraduate majors	Ongoing	Ongoing	Ongoing
5.6. Support professional development opportunities	OOD, chairs/heads, faculty, VT STEM initiative	Ongoing	Ongoing	Ongoing
Goal 6: Advance College-wide culture of engaged scholarship				
6.1. Acknowledge engagement in College documents	OOD	Ongoing	Ongoing	Ongoing
6.2. Support evaluation of engagement for P&T	OOD, chairs/heads, faculty, Faculty Council	Spring	Ongoing	Ongoing
6.2.a. Create a rubric for assessment of engaged scholarship	Faculty Council, task forces comprised of departmental and College P&T committees or recent members, faculty	Create by Spring	CLAHS faculty approval by 4/1/2011	Implementation
6.3. Promote current engagement activities	OOD, chairs/heads	Ongoing	Ongoing	Ongoing
6.4. Promote mentoring for engaged scholarship	OOD	Ongoing	Ongoing	Ongoing
Infrastructure Issues				
1. Strategic hiring of faculty	Office of the Dean	Ongoing		
2.a. Increase College staffing in IT				
2.b. Increase College website staffing				
2.c. Increase College staffing in Grant Support Center				
3.a. Enhance revenue by augmenting existing revenue streams				

3.b. Enhance revenue by securing new external funding		
3.c. Enhance revenue by promoting grant writing		
4. Broaden mentoring initiatives		
5. Create a public image for the College		
6. Advance development activity		
7.a. Build alumni relations by tracking CLAHS majors and non-majors		
7.b. Build alumni relations by inviting alumni to participate in College academic life		