

College of Liberal Arts & Sciences

Strategic Plan 2016-2021

Preamble

In 2003, the College of Liberal Arts and Sciences received recognition for its long-standing record of academic excellence by being granted a chapter of Phi Beta Kappa, an accomplishment that only 10% of liberal arts colleges in the country have achieved.

The College fosters students' intellectual, creative, and personal development. Our curriculum builds upon the university's history of inclusiveness, commitment to global awareness, and enduring ties to the community. Through a breadth of programs and the depth offered in the majors, students explore and engage with the world, think critically about it, act creatively within it, reflect on their experiences, and share the knowledge they acquire with others. By building our strategic plan around the themes of academic excellence, social justice, and sustainability, we will continue to be able to educate life-long learners and transform lives.

The College plays a pivotal role in the academic life of Alfred University. We provide the general education foundation for students enrolled in the School of Engineering, the School of Art and Design, and the College of Professional Studies, and we offer 35 minors that are open to all Alfred University undergraduate students. In addition, we provide opportunities, some course-related and some not, for all students to participate in dance, music and theatre. The many public performances conducted by the Division of Performing Arts greatly enrich the entire university community.

The College is unique in that it is integrated into a small comprehensive university. Students in our college have access to a broad array of educational opportunities not available at most small liberal arts colleges. Here they can choose from a wide variety of disciplinary or interdisciplinary majors, or structure their own major, while pursuing academic interests outside of the liberal arts and sciences.

CLAS Strategic Planning Goal #1

“Alfred University will offer high-quality undergraduate and graduate education, characterized by Alfred’s creative spirit, preparing our students to flourish in a rapidly changing world.”

Strategy 1A: Define and deliver a vibrant educational experience that ensures common learning outcomes for all undergraduate students.		
OBJECTIVES (WHAT to accomplish?)	TACTICS (HOW to accomplish objectives?)	TIMELINES (WHO accomplishes objectives...WHEN?)
i. Emphasize AU’s mission of supporting a liberal arts education by providing a broad, multi-disciplinary foundation in the liberal arts and sciences, grounded in theoretically and pedagogically diverse offerings.	<ul style="list-style-type: none"> • Support and promote our chapter of Phi Beta Kappa and the programs that earned us our chapter. • Define learning objectives for General Education categories or courses. • Review course offerings on annual basis to ensure adequate representation (quantity and variety) of all General Education areas. • Make sure students and advisors have easy access to a list of General Education courses or electives from other schools in which CLAS students can enroll. • Allow the CLAS Dean financial and/or budgetary autonomy over hiring priorities and decisions. • Give funding priority to those positions that will enhance breadth of offerings. • Advocate for more faculty for LAS areas. 	<ul style="list-style-type: none"> • Through advising and other avenues of communication, CLAS faculty emphasize to students the importance of advanced language and math study and how they relate to induction into Phi Beta Kappa. • Divisions and/or CLAS C&T define General Education categories. • Dean’s Office tracks annual enrollments and allocates resources to meet student demand for General Education courses. • Dean’s Office creates list of cross-school courses or electives. • Deans: advocate for budgetary autonomy at Dean’s Council meetings, Faculty Senate, and trustee conversations as often as possible until budgetary freedom is obtained.
ii. Assist students with development, use, and application of skills obtained through General Education courses across disciplines and within majors.	<ul style="list-style-type: none"> • Faculty members emphasize and/or make explicit the General Education skills and competencies addressed in specific courses in syllabi for lower- and upper-level courses. • Faculty members make connections to a range of General Education content and skills when teaching. 	<ul style="list-style-type: none"> • CLAS Faculty

<p>iii. Build a culture of assessment in CLAS.</p>	<ul style="list-style-type: none"> • Participate in the university-wide eight-goal assessment efforts. • Assess students' development, use, and application of skills obtained through General Education courses across disciplines and within majors. • Fund any assessment efforts that go beyond normal contractual expectations (such as summer assessment efforts). 	<ul style="list-style-type: none"> • Faculty, designated committees as applicable on annual basis. • Dean's office: funding
<p>iv. Continue supporting and mentoring new students as they develop the skills and self-awareness critical to college success through the First-Year Experience (FYE) Program.</p>	<ul style="list-style-type: none"> • Continue providing release time for the FYE Director to allow for professional development, enrichment of the program, and assessment of program outcomes. • Provide travel funds, separate from regular travel funds, for the FYE Director to attend professional development conferences. • Strive to rotate the schedule of which departments offer FYE on an annual basis and prioritize ensuring all disciplines have the opportunity to participate in FYE. • Continue assessing the FYE program to determine if it is helping students succeed at Alfred University. 	<ul style="list-style-type: none"> • Dean's Office: Provide ongoing travel funds and release time for the FYE Director. • In year one, at the division level, Chairs determine what FYE courses they would like to offer over the next three years, and what support they might need to be able to make those offerings. • Annually, FYE Director and FYE faculty use student surveys and portfolios to assess the efficacy of the program.

1B: Invest in dynamic and innovative curricular and co-curricular pedagogy that challenges students to grow as creative and critical thinkers.

<p>OBJECTIVES (WHAT to accomplish?)</p>	<p>TACTICS (HOW to accomplish objectives?)</p>	<p>TIMELINES (WHO accomplishes objectives...WHEN?)</p>
<p>i. Recruit and hire faculty who excel at teaching, mentoring, and research.</p>	<ul style="list-style-type: none"> • Recruitment for open positions should be approved commensurate with time-sensitive implicit and explicit discipline-specific "hiring culture". • Work to hire a diverse faculty to better align the make-up of the teaching staff with the make-up of the student body. • Adequate funding should be provided to cover advertising expenses in discipline appropriate venues. • Faculty searches that are considered "failed" should be allowed to be repeated so that divisions 	<ul style="list-style-type: none"> • Faculty Search Committees and Dean • Program level: In year one, create a list of appropriate advertising locations and hiring timelines for each discipline.

	<p>aren't put in the position of choosing between a less-than-ideal candidate and losing the position.</p> <ul style="list-style-type: none"> • Independent budgets and search funds should continue to be set aside so individual colleges or schools have autonomy over hiring priorities, process, and decisions. • Individual units should continue to have autonomy to determine how hiring budgets can be used most effectively. • Offer competitive starting salaries. 	
<p>ii. Focus on retention of faculty who excel at teaching, mentoring, and research.</p>	<ul style="list-style-type: none"> • Work to prevent faculty burnout by developing a method for measuring faculty load that accounts for more than teaching hours. For example, compensating professors for supervising high impact learning experiences with either release time or a financial incentive (e.g., ½ cr. release time for every 4 cr. student investment). • Compensate faculty who seek and obtain external funding with release time or financial incentive (e.g., ½ cr. release time for every 4 cr. student investment). • Provide focused support for international faculty members. 	<ul style="list-style-type: none"> • In year one, Director of Institutional Effectiveness collects salary data at AU by rank and discipline, and compares that data to averages at peer institutions.
<p>iii. Support and encourage faculty development, teaching innovation, pedagogical assessment, and collegial collaboration.</p>	<ul style="list-style-type: none"> • Work to reinvent and revitalize the Faculty Development Committee so that it works actively to encourage faculty development. • Establish regular faculty development workshops to develop skills of both novice and veteran teachers and scholars. • Provide training, course release time and/or stipends to assist faculty members with the development of new courses, the transition to new methods of delivery, co-teaching within CLAS and between CLAS and other schools, and the proper assessment of any pedagogical changes. • Encourage faculty to go to professional meetings and increase funding for them to do so. Provide funding for students who present research done at Alfred University to attend conferences, including for seniors who have recently 	<ul style="list-style-type: none"> • Faculty Development Committee can be reformed immediately. • Faculty Development Committee can organize workshop offerings on grant writing, presentations, teaching, and advising. Track attendance overall and by discipline. • Faculty Development Committee in conjunction with C&T can manage requests for course "upgrades" and make suggestions to Dean's Office for funds/release time allocation.

	<p>graduated.</p> <ul style="list-style-type: none"> • Provide release time and or monies to faculty who supervise honors theses. 	
iv. Promote minors to strengthen and complement students' major fields of study.	<ul style="list-style-type: none"> • Through advising and promotion (webpage, bulletin boards, print media, etc.), educate students on the value of our minors for achieving personal and professional goals, and make sure the professional value of minors is clear to students. 	<ul style="list-style-type: none"> • Divisions: Generate 1-page list of skills/knowledge that a particular minor will offer. • C&T: Generate lists of common and uncommon pairings between majors and minors. • Divisions & CDC: Identify "common" and "uncommon" professions within a major, and potential major/minor pairings that would improve chance of employment in those vocations. Provide examples of alumni whose major/minor pairings have helped them in their careers.

1C Increase the number of students who complete high-impact applied learning experiences such as internships, research projects, service learning, co-op participation, capstone projects, and study abroad.

OBJECTIVES (WHAT to accomplish?)	TACTICS (HOW to accomplish objectives?)	TIMELINES (WHO accomplishes objectives...WHEN?)
i. Develop and support high impact learning practices that transcend major and/or discipline (e.g., research, internships, practica, and other hands-on experiences)	<ul style="list-style-type: none"> • At the division level: determine if high impact learning experiences should be included in the graduation requirements for the major. If so, determine if faculty teaching hours can be shifted so that faculty members receive teaching credit for directing these experiences. • Working with the Office of Sponsored Programs, conduct grant-writing workshops on campus. • Increase the number of grant proposals submitted from CLAS to support high impact learning experiences. • Collaborate with CDC to develop internships. 	<ul style="list-style-type: none"> • Deans Office: Budget discretionary funds from grants for these purposes. • In year one, devote time at a CLAS faculty meeting and/or Chairs meeting to educate faculty members on grant application procedures and campus resources available for supporting grant applications.
ii. Develop incentives and support for faculty members to work one-on-one with students on applied learning experiences during the school year.	<ul style="list-style-type: none"> • Provide training for faculty members to be effective and efficient partners in student applied learning experiences and the mentoring that goes along with supervising this type of work. • Form an ad-hoc committee to investigate best practices and codify AU practices regarding release time and compensation for mentoring applied learning opportunities. • Increase the number of faculty attending applied learning workshops off campus in summer. • Establish internal CLAS priority list for facilities 	<ul style="list-style-type: none"> • University-wide ad-hoc committee • C&T

	<p>improvements.</p> <ul style="list-style-type: none"> • Evaluate best practices and logistics regarding required capstone experiences. • Explore the feasibility of requiring senior theses from all students in different CLAS disciplines. • Task C&T with preparing several possible scenarios for establishing a capstone requirement. • Provide faculty with compensation/release time for supervising applied learning capstones. • Explore establishing an applied learning supervision course in appropriate programs (e.g. Psychology). 	
<p>iii. Establish on-campus summer opportunities for research across all programs in CLAS.</p>	<ul style="list-style-type: none"> • Develop a summer research program within CLAS. • Re-invest a portion of CLAS Allen term/summer revenues in establishing stipends for faculty to supervise on-campus summer applied learning and for students to support summer living. 	<ul style="list-style-type: none"> • CLAS, University Relations and Sponsored Research collaborate to establish funds and the infrastructure to support students participating in an on-campus summer program. • CLAS collaborates with other units (Student Affairs, Food Service, Residence Life, etc.) to provide convenient and affordable room and board options for students staying on campus in the summer for applied learning experiences. • College: Form ad-hoc committee to investigate the feasibility and, if necessary, form preliminary plan for a CLAS summer research experience on-campus. • College: Establish list of active summer students and organize interdisciplinary summer forum for them to talk to one another about their work.
<p>iv. Organize, empower, and coordinate the people and infrastructure required to facilitate applied learning programs on and off campus.</p>	<ul style="list-style-type: none"> • Improve communication between the CDC and CLAS faculty so that the faculty is fully aware of the criteria for specific experiences (e.g., practica vs. internship), the most appropriate routes pursuant to those interests, ways for obtaining credit for service learning, and opportunities for community partnerships. • Facilitate communication between down-state and degree completion programs to establish new summer opportunities for main campus students. 	<ul style="list-style-type: none"> • College: Ask a representative from the CDC to present at a CLAS faculty meeting. • Program level: establish list of contacts with industries, service programs, etc. to share with students, other programs, and other units (e.g. CDC). • College: Work with the CDC to facilitate sharing of information regarding applied learning- contacts, opportunities, etc.

1D: Enhance our efforts to help students successfully transition from Alfred University to careers or advanced degree programs.

OBJECTIVES (WHAT to accomplish?)	TACTICS (HOW to accomplish objectives?)	TIMELINES (WHO accomplishes objectives...WHEN?)
<p>i. Increase awareness of knowledge/skills gained in CLAS and applications to post-graduate goals.</p>	<ul style="list-style-type: none"> • Establish career and graduate school information sessions in all majors. • Working with the CDC, maintain current “What can I do with a career in...?” handouts; display in obvious student-accessible locations. • Working with the CDC, help students identify and articulate the skills they have developed in CLAS. • Work with the Director of the CDC to create a system that allows all first-year students to establish a professional file at either the CDC or on LinkedIn. • Encourage graduating seniors to work with the CDC to establish a LinkedIn profile. 	<ul style="list-style-type: none"> • Program Level: Establish a seminar or speaker series addressing transition issues. • Staff: Maintain current handouts. • FYE Instructors: Incorporate visit to CDC and file creation into curriculum. • College Level: Invite CDC rep for targeted talk regarding LinkedIn and being active alumni.
<p>ii. Advertise CLAS career opportunities by educating students, parents, and faculty.</p>	<ul style="list-style-type: none"> • For all majors, work with the web team to develop web resources with career and graduate school information. • Develop promotional materials targeted at different audiences (e.g., parents, students). 	<ul style="list-style-type: none"> • Division chairs or designated faculty members working with the CDC provide web and marketing personnel with relevant marketing, career, and graduate school materials for the creation of effective webpages and brochures/pamphlets.
<p>iii. Increase networking opportunities for our students with other students, alumni, businesses, and service organizations.</p>	<ul style="list-style-type: none"> • Develop new programs and expand established programs that bring current students and alumni together. This can include large format events for students who are early in their college careers and more focused and field-specific events for upper-level students. • Work with Career Development Center to provide additional networking opportunities on career fair days and throughout the school year. • Make the importance of networking and the benefits of applied learning programs part of campus culture. 	<ul style="list-style-type: none"> • College level: Continue Passport program. Working with the CDC, establish liaisons to reach out to related programs in other units. • Program and College level: Working with the CDC, communicate early and often about the value of such programs within and across programs and units. Establish a for-student evening forum where current students share their applied learning experiences. • Working with the CDC, pilot alumni conversation programs in year one, establish successful programs as regular in year two.
<p>iv. Utilize our alumni network for internship opportunities, career advice, and career placement.</p>	<ul style="list-style-type: none"> • Facilitate connections between current students and alumni using social media and/or CDC services. 	<ul style="list-style-type: none"> • Program Level: Working with the CDC and/or Alumni Relations, maintain active database of alumni.

	<ul style="list-style-type: none"> Inculcate a culture of mentorship between alumni and current students. 	<ul style="list-style-type: none"> College: Working with the CDC and/or Alumni Relations, identify alumni who would be (1) willing to speak with current students via phone or Skype, (2) who would be willing to accept a current student as a “shadow” for a limited time, (3) who would be willing to host current students in an internship/provide practica experience. College: Working with the CDC, connect students to alumni both in person and through platforms such as Facebook, LinkedIn, and Skype.
v. Establish a mentoring program to prepare students for life after graduation.	<ul style="list-style-type: none"> Provide training for faculty members to be effective career and graduate school mentors and advisors. Provide informational workshops for faculty regarding mentoring and career services available at the CDC. 	<ul style="list-style-type: none"> College: Identify faculty members willing to specialize in “career training”. College: Creation of on-line modules for training. College: Creation of handouts with relevant career information.

CLAS Strategic Planning Goal #2

“Alfred University will build on its 180 plus year commitment to diversity and social justice to advance its forward-looking social and educational ideals.”

2A: Reaffirm and advance our pledge to make all members of the Alfred University community feel that they belong.		
OBJECTIVES (WHAT to accomplish?)	TACTICS (HOW to accomplish objectives?)	TIMELINES (WHO accomplishes objectives...WHEN?)
i. Facilitate connecting all CLAS community members with groups at various levels to establish membership (e.g., identify as major, with division, as AU student, with colleagues).	<ul style="list-style-type: none"> Provide opportunities for CLAS students to learn more about and take part in the history of Alfred University and the College of Liberal Arts and Sciences. <ul style="list-style-type: none"> Continue CLAS participation in AU’s Allen Walk. Tutor Admissions counselors and tour guides in the traditions of the Allens. FYE Director consults with FYE faculty to explore possibility of building upon/adding new ways to incorporate activities that connect students with Alfred history. Create a student/faculty/staff/technical specialist social event in the first week of classes; a college- 	<ul style="list-style-type: none"> CLAS Dean coordinates one time for all sectors to host lunches. Disciplines/divisions work out lunch details. FYE students invited to luncheon that matches their course discipline.

	wide lunch with each area (division or discipline) hosting students.	
ii. Strengthen a welcoming environment for GLBTQ+ students as well as non-dominant, race/ethnic, religious, age and related student groups.	<ul style="list-style-type: none"> • Encourage college community to help improve Campus Pride Score. • Encourage all CLAS faculty, staff, and technical specialists to complete Safe Zone Training. 	
2B: Develop new initiatives for even greater diversity and exposure to different cultures.		
OBJECTIVES (WHAT to accomplish?)	TACTICS (HOW to accomplish objectives?)	TIMELINES (WHO accomplishes objectives...WHEN?)
i. Enhance and support CLAS student participation in cultural exploration on campus and from travel within the U.S or abroad.	<ul style="list-style-type: none"> • Coordinating with the Office of International Programs, facilitate and publicize Study Abroad experiences, including exchanges; b) direct enrollment; and c) faculty-led short-term study abroad experiences for CLAS students. <ul style="list-style-type: none"> ○ Identify student Study Abroad Ambassadors for CLAS. • FYE program introduces Study Abroad programs. • Introduce students to diversity support on campus. 	<ul style="list-style-type: none"> • 1X/yr Coordinator of Study Abroad presents update at CLAS faculty meeting. • 4x/yr—One student/faculty pair for Adm. Events is from recent short-term trip abroad. • 4x/yr—Distribute S.A. information to advisors. • 2x/yr—Return CLAS S.A. students attend CLAS faculty meeting for applause. • CLAS works with the ICU to publicize and support diversity events.
ii. Support and strengthen initiatives that promote global investigation and research.	<ul style="list-style-type: none"> • Further develop & support the Global Awareness Roundtables, Model UN, EuroSim, study abroad, ISSO. • Support and develop CLAS majors and minors that promote global investigation and research. These include Modern Languages, Comparative Cultures, and Global Studies. • Improve budgetary support to these programs & dedicated space creating a space for a kind of Global Studies “hub.” • Work with Admissions to recruit and promote these majors. • Evaluate curricula as recommended by program review and external reviewer. 	
iii. Renew and support faculty, staff, technical specialists’ professional development to increase	<ul style="list-style-type: none"> • Increase opportunities and support for faculty, staff, and technical specialists that expose them to other cultures. 	<ul style="list-style-type: none"> • CLAS Dean and faculty will promote training. All faculty responsible. • By the end of 2017-18 academic year, 50% of

<p>exposure to different cultures to bring multicultural awareness and diversity issues to our students.</p>	<ul style="list-style-type: none"> • Encourage faculty to participate in the summer Transformation workshops and the programming sponsored by the Presidential Committee on Diversity. • Encourage all CLAS faculty to participate activities coordinated by the Presidential Diversity Committee. 	<p>CLAS faculty will have participated in training.</p> <ul style="list-style-type: none"> • By the end of 2018-19 academic year, 60% of CLAS faculty will have participated in training. • By the end of 2019-20 academic year, strive to maximize participation of CLAS faculty in this training. • Dean encourages, and faculty and staff participate in diversity workshops, reading groups, etc.
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2C: Integrate and expand our students' engagement with and connections to the communities we serve fostering a student culture of civic engagement and awareness of social justice issues.

<p>OBJECTIVES (WHAT to accomplish?)</p>	<p>TACTICS (HOW to accomplish objectives?)</p>	<p>TIMELINES (WHO accomplishes objectives...WHEN?)</p>
<p>i. Articulate the ways that CLAS curricula address issues of social justice and diversity and promote new curricular avenues for addressing these topics.</p>	<ul style="list-style-type: none"> • Develop a Social Justice Studies Minor. <ul style="list-style-type: none"> ○ Identify courses, programs, and/or learning opportunities outside the classroom that already address issues of social justice and diversity. ○ Establish the requirements for the minor and get the minor approved by CLAS faculty and the University Curriculum Committee. • Encourage faculty to review course resources (authors, artists, performers, etc.) and content to include all aspects of diversity (LGBTQ, non-dominant racial/ethnic groups, religious, age, class, and related groups). • Encourage faculty to propose new courses/majors/minors in these areas. 	<ul style="list-style-type: none"> • Faculty Committee develops mechanism Fall 2016. Complete inventory Spring 2017. • CLAS Faculty Committee: <ul style="list-style-type: none"> ○ Work with Drawn to Diversity in drafting requirements (F '17) and the CDC. ○ Present to CLAS faculty for discussion (F'17). ○ Vote by CLAS faculty (S '18). ○ To Univ CC (S '18). • CLAS faculty complete curricular survey from Presidential Diversity Committee. Presidential Diversity Committee reports on results. CLAS faculty and Presidential Diversity Committee analyze results in a way that would benefit CLAS students.

2D: Leverage our creativity and expertise in new ways to be a better asset to the communities we serve.

<p>OBJECTIVES (WHAT to accomplish?)</p>	<p>TACTICS (HOW to accomplish objectives?)</p>	<p>TIMELINES (WHO accomplishes objectives...WHEN?)</p>
<p>i. CLAS will reach out to the surrounding communities and strive to enhance community capacities.</p>	<ul style="list-style-type: none"> • Working with the Service Learning Coordinator at the CDC, strengthen service-learning opportunities in CLAS with a deliberate approach to partnerships. • Integrate service learning experiences into classroom learning. 	<ul style="list-style-type: none"> • CLAS faculty work with CDC to create an annual inventory of CLAS students completing service learning, internships and other opportunities for civic engagement. • CLAS faculty disseminate information on partnerships at faculty meetings.

		<ul style="list-style-type: none"> CLAS faculty work with CDC to host an annual meeting that invites students, faculty, and staff to reflect on classroom experiences, share new initiatives, and promote service learning opportunities.
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CLAS Strategic Planning Goal #3

“Alfred University will promote sustainability as a basic principle of educational, environmental, financial, social and institutional responsibility.”

3A: Better communicate the importance of a liberal arts and sciences education for both internal communities and external markets.		
OBJECTIVES (WHAT to accomplish?)	TACTICS (HOW to accomplish objectives?)	TIMELINES (WHO accomplishes objectives...WHEN?)
<ul style="list-style-type: none"> i. Increase enrollment and retention. ii. Promote Liberal Arts and Sciences’ national and international profile more. iii. Increase diversity to include more people from underrepresented groups on campus. iv. Work with Admissions to broaden the geographic area from which our students come. v. Promote efficient and open communication between LAS and other units on campus. 	<ul style="list-style-type: none"> Train recruitment professionals in the admissions office to have a deep understanding of the importance/benefits of an LAS education and the programs within LAS by annual meetings with program faculty and updates when programs change or when staff changes. Encourage and enable outreach programs by sending LAS faculty and students to regional schools to interact with teachers and students. Bring students and teachers to campus by hosting workshops for high school teachers, summer programs, day programs, etc. to introduce them to campus, faculty and LAS programs. Encourage faculty and students to increase their presence at professional meetings, at conferences, in publications, and in research projects in order to demonstrate, both implicitly and explicitly, the importance and impact of liberal arts and sciences on all aspects of academic life. Improve LAS website using a professional web designer. Increase interactions between HEOP, ICU and other relevant student groups and LAS. Recruit alumni from underrepresented groups to 	<ul style="list-style-type: none"> Director of Admissions and Division chairs. Should be done yearly, preferably in late August when admissions staff is on campus. Administrative responsibility to facilitate and keep track of these programs....perhaps the duties of the person in charge of summer programs could be expanded to include this. Dean and Provost ITS and Administration LAS Dean’s office and Director of HEOP LAS Dean, CDC, Int’l Programs, HEOP, University Relations LAS Dean and faculty Director of CDC, division chairs

	<p>come back to campus or interact with current students in other ways to promote connection and give students more direction.</p> <ul style="list-style-type: none"> • Advocate for more faculty for LAS areas. • Train CDC staff to have an understanding of potential summer opportunities, jobs, and careers available to LAS students after matriculation and after graduation. 	
<p>3B: Evaluate our services, operations, and academic programs for suitability to our current and emerging needs and make resource allocations accordingly.</p>		
<p>OBJECTIVES (WHAT to accomplish?)</p>	<p>TACTICS (HOW to accomplish objectives?)</p>	<p>TIMELINES (WHO accomplishes objectives...WHEN?)</p>
<ul style="list-style-type: none"> i. Use the resources we have more wisely. ii. Increase transparency of how money is being spent and priorities being made. 	<ul style="list-style-type: none"> • Review admissions funnel data for the last 5 years to determine trends in areas of interest of students applying to AU and matriculating into AU. • Review data for the last 5 years on the number of graduating students who complete various AU majors, minors and areas of concentration to identify programs or coursework areas that are growing or contracting. Then • Review data for the past 3 years on student credit hours generated per full-time faculty member for each program. This will help us to identify programs that provide service to AU students, but may not attract many majors or minors. It will also help us to identify programs that are rich or poor in resources. • Evaluate the advantages and disadvantages of resource adjustments to programs that are shrinking, growing, or already have an imbalance of resources. As part of this process, review national enrollment trends for any program being considered for resource adjustment. • If a program is being considered for reduction or elimination, consideration needs to be given as to whether doing so will impact the integrity of the College or University. Perhaps meet with members of said program, to see if there's anything that can be done on their behalf to 	<p>First four: LAS Dean in close consultation with chairs Last: Director of Capital Operations, Physical Plant, ITS, etc.</p>

	<p>improve/reduce.</p> <ul style="list-style-type: none"> • Incorporate student input • Consideration for resource allocation should be given to student housing, food services, classrooms, labs, maintenance, grounds keeping, and other non-academic needs. 	
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3C: Develop new and strengthen current revenue streams.

OBJECTIVES (WHAT to accomplish?)	TACTICS (HOW to accomplish objectives?)	TIMELINES (WHO accomplishes objectives...WHEN?)
i. Develop a continuing and dependable revenue stream within LAS, including Allen term, summer and breaks during/between semesters.	<ul style="list-style-type: none"> • Host camps/workshops for a nominal fee. • Start offering continuing education courses for community members and teachers. • Help faculty and staff in LAS procure external funding. • Consider becoming a test site for standardized exams such as GRE, AP, etc. 	<p>First two: Director of Summer Programs/ Deans/Faculty/ Chairs</p> <p>Third: Office of Research and Sponsored Programs/ Deans/ Chairs</p> <p>Fourth. CDC working with relevant chairs</p>

3D: Develop and expand new and improved avenues to educate both traditional and non-traditional students at our home campus and other locations.

OBJECTIVES (WHAT to accomplish?)	TACTICS (HOW to accomplish objectives?)	TIMELINES (WHO accomplishes objectives...WHEN?)
<p>i. Increase enrollment and retention.</p> <p>ii. Provide new/unique opportunities/programs for students so that they will be more likely to stay at Alfred, with a focus on media and more hands-on communication.</p> <p>iii. Increase opportunities for students to participate in service learning to increase their connection to the community.</p> <p>iv. Explore opportunities to cooperate with Alfred State College and other institutions.</p>	<ul style="list-style-type: none"> • Explore development of programs in <ul style="list-style-type: none"> -outdoor education -computer science -equestrian and business -social justice studies -art therapy -GIS -Communication • Increase ITS support for online and hybrid delivery courses both for students and faculty....training, software, etc. • Develop a course that first year students who are struggling are required to take as a requirement of their return. • Expand role of FYE program, even into second semester. • Require FYE students to attend events on 	<p>First: Dean and appropriate faculty</p> <p>Second: ITS and summer programs</p> <p>Third: Center for Academic Success and Assistant Dean; for spring 2017</p> <p>Fourth and fifth: FYE Director and Assistant Dean; Fall 2016</p> <p>Sixth: Advising Committee; Spring 2016</p>

	<p>campus.</p> <ul style="list-style-type: none"> • Provide specialized training for advisors of specific groups (e.g., aspiring engineering students who are in LAS). • Encourage faculty to create the opportunities for service learning and encourage students to become involved in community activities. • Investigate a link with the veterinary technician, nursing, and agricultural programs at Alfred State College. 	
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3E: Better coordinate green initiatives and develop new green initiatives that will involve students.

OBJECTIVES (WHAT to accomplish?)	TACTICS (HOW to accomplish objectives?)	TIMELINES (WHO accomplishes objectives...WHEN?)
<ul style="list-style-type: none"> i. Save money. ii. Increase awareness of environmental issues. iii. Reduce use of resources. iv. Increase efficiency. v. Get students involved in sustaining their own campus, thereby causing them to become more invested in the community and more likely to stay. 	<ul style="list-style-type: none"> • Provide more consistent and frequent updates of the LAS faculty with Director of Capital Operations, Green Alfred, Alfred Cultivation Crew, the Environmental Studies Division and Sustainability Group. This can be done, at the very least, by inviting these groups to LAS faculty meetings to provide updates and solicit suggestions. Demand transparency and regular reports to the university community, especially from Physical Plant. • Develop and maintain a robust “Green” website that informs the campus and the outside world what AU is doing in this area. • Reduce paperwork even more...for example, can student electronic portfolios be used for forms? • Upgrade facilities to make them more energy efficient, useful, and attractive. • Establish an environmental budget line that can be used solely for projects that would increase the environmental sustainability of the campus. • Work with outside entities that have partnership and funding opportunities to reduce GHG emissions. • Equip all classrooms with recycling bins and automatic lights. 	<p>First: Physical plant, Dean, Provost, President, Student Affairs; Fall 2016</p> <p>Second: ITS and Council on Green Efforts</p> <p>Third: Registrar’s office; Council on Green Efforts; Dean, appropriate faculty</p> <p>Fourth: . Director of Capital Operations, faculty and administrators</p> <p>Fifth: Vice President of Business and Finance</p> <p>Sixth: . Director of Capital Operations, Green Alfred, Alfred Cultivation Crew, the Environmental Studies Division and Sustainability Group.</p> <p>Seventh: Director of Capital Operations</p>

3F: Develop even stronger alumni ties to the College of Liberal Arts and Sciences.

OBJECTIVES (WHAT to accomplish?)	TACTICS (HOW to accomplish objectives?)	TIMELINES (WHO accomplishes objectives...WHEN?)
<ul style="list-style-type: none"> i. Improve networking. ii. Secure donations. iii. Help faculty stay current in their fields. iv. Show students what can be done with an AU degree. 	<ul style="list-style-type: none"> • Increase alumni presentations on campus. <ul style="list-style-type: none"> ○ develop a speaker fund to support these visits ○ encourage student clubs and academic programs to invite and host alumni visits ○ ask alumni give presentations about their career paths or work to small groups via specific courses, FYE classes, and student groups. • Develop alumni mentoring programs, matching up current students with alumni. • Establish Social Media sites (and help maintain them) for each division or major. • Establish divisional alumni tracking programs, databases in collaboration with University Relations. • Increase networking opportunities for our students with other students, alumni, businesses and service organizations. 	<p>First: University Relations/ Deans/ Chairs/ CDC Second: Divisional faculty and University Relations Third and fourth: Divisional Secretaries with help from faculty by Fall 2016 Fifth: University Relations/ Deans/ Chairs/ CDC</p>

3G: Make Alfred University an even more attractive place to work and study.

OBJECTIVES (WHAT to accomplish?)	TACTICS (HOW to accomplish objectives?)	TIMELINES (WHO accomplishes objectives...WHEN?)
<ul style="list-style-type: none"> i. Improve retention and recruitment of faculty and staff. ii. Improve morale. 	<ul style="list-style-type: none"> • Make more funds available for faculty travel, research, special projects and society memberships. • Insist that all divisions provide a class-free day for each faculty member for scholarly activities. • Provide a mentor from outside of the division for new faculty. • Produce an incoming faculty guidebook. • Promote communication between all units of the university. • Improve pay scale for faculty and staff (salary raises). • Provide compensation for faculty and staff for 	<p>First: Dean/ Executive Council Second: Chairs and Dean Third and fourth: Dean Fifth: Provost/ Executive Council Sixth: Dean and Provost Seventh: Faculty Senate Eighth: Dean and Provost Ninth: Executive Council/ Provost/ Deans Tenth: Deans/ Faculty Eleventh: Provost/ Deans/ Chairs</p>

“extra work”. Teachers who are advisors for clubs should be compensated for their additional work.

- Ensure a robust shared governance for faculty and staff.
- Establish pre-tenure sabbatical or leave program.
- Establish a faculty/staff lounge or pub.
- Increase the diversity of faculty and staff.
- Provide input to decision makers regarding facilities improvements.
- xiii. Mandatory sexual assault and consent training to create a healthy relationship, communication, and emotional well-being between students and faculty/staff.