

College of Arts and Sciences

Strategic Plan: 2007-2020

Office of the Dean
College of Arts and Sciences
University of Louisville

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Part I

Introduction

In the century since its establishment, the College of Arts and Sciences (A&S) has grown from a small, municipal “street-car college” into a comprehensive college offering the depth and breadth of the liberal arts and sciences to thousands of students. By any reasonable standard, A&S has evolved in recent decades from a good college, among thousands of other good colleges of the liberal arts and sciences, into a very good college. The challenge before us is to continue that steady process of evolution with the ultimate goal of becoming the next great college of arts and sciences in the United States. Meeting this challenge is also essential to the evolution of the University of Louisville since the University cannot become a world-class institution unless it houses a world-class college of the liberal arts and sciences.

In Spring 2004, the College re-aligned its goals and objectives with those of the University’s strategic plan (see “College of Arts and Sciences Strategic Re-alignment with the Challenge for Excellence, 2004-2008”, June 2004). In 2006-2007, the University of Louisville closed the Challenge for Excellence and developed a new institutional strategic plan. Clearly, A&S is central both to this plan and to the University’s mission. However, being even a key part of the larger University plan is not synonymous with having a plan of our own—a plan that expresses the vision, goals and needs of the College. Size, complexity and disciplinary diversity, while characteristic of colleges of the liberal arts and sciences, often confound efforts at short- and long-term unit-wide planning. In essence, A&S is analogous to a “fleet”, not one lone vessel, in the larger “armada” of the University—and keeping the many ships in our fleet “afloat”, on the same course with one another and with the University is no small task. Thus, recognizing the need for such a plan does not minimize the difficulties of its formulation.

The “College of Arts and Sciences Strategic Plan: 2007-2020”, presented below, was developed in Fall 2006 (see Appendix 1) and refined in Spring and Summer 2007, and represents the collective wisdom and vision of A&S faculty, staff, students and alumni. This plan is also designed both to complement the University Strategic Plan (approved by the Board of Trustees on July 12, 2007) and to lend greater coordination and cohesiveness to our work as a College in the coming years.

Before proceeding, one caveat, based on considerable experience with developing and implementing strategic plans, seems appropriate. Projecting and predicting actual events and/or the evolution of actual programs over time is a very inexact science. Much as weather predictions are seldom accurate beyond four to seven days in advance, there are far too many human variables and other forces at work in the world that undermine efforts at long-range planning—particularly at the micro-level. However, to extend the meteorological analogy, our ability to understand and predict long-term climatic patterns is not synonymous with or limited by our inability to predict the details of daily weather accurately.

Consequently, the broad goals outlined in this plan, which are likely to remain substantially unchanged over the next decade and more, are supported by a host of specific priorities, objectives and action steps that will need to be re-examined and updated every two to five years.

Part II

Vision and Priorities

Vision

Louisville cannot be a great community without being home to a great university—and the University of Louisville cannot become a great university without being home to a great college of the liberal arts and sciences. Thus, the ultimate goal of the College of Arts and Sciences (A&S) is to become the “next great college of the liberal arts and sciences” in the United States.” To achieve this goal, the College has defined a broad vision that stands on several pillars:

- The intrinsic and extrinsic value of the liberal arts and sciences.
- The values and practice of academic freedom.
- World-class standards for faculty teaching, research and service—emphasizing new knowledge, new technologies, new approaches to instruction and research.
- The values of a “citizen College” in a “citizen University”, i.e., offering an avenue of opportunity for education and employment to all segments of our diverse society.
- World-class standards for student achievement, satisfaction and success.
- World-class academic programs in general education and on the undergraduate and graduate levels.
- International education—a global campus and opportunities for study abroad.
- Engaged education and a commitment to outreach and service.

This vision will guide the strategic choices of the College through 2020.

Strategic Priorities: 2007-2020

Although the University is striving to become a premier metropolitan research institution, the size of the A&S student and service populations—and the magnitude of the College’s responsibility for educating students—make it impossible for the College to function as a unit committed solely to research. At the same time, the embeddedness of A&S in a metropolitan research institution makes it undesirable, if not equally impossible, for the College to function solely as a teaching and service unit. The unit plans incorporated in this larger plan are clear, consistent and often eloquent statements of our commitment to teaching, research and service. The challenge facing the College is how to integrate, coordinate and balance the demands of these different components of our mission and, in so doing, how to make an optimal contribution to the even larger goals of the University.

Through the 2007-2020 strategic plan implementation period, the College of Arts and Sciences will seek the resources necessary to make significant, selective and sustained investments in the following priority areas:

- Priority 1: Improving the quality, diversity, depth and breadth of A&S academic programs by:
- building greater human capacity in the College to achieve A&S and other University goals;
 - working to achieve regional or national distinction in selected areas;

- adding, selectively and strategically, **new academic programs, area studies programs, international programs, and centers and institutes**;
- expanding and improving A&S **facilities** and **technology**; and
- employing a resource strategy that achieves A&S **diversity** and **outreach** goals.

Priority 2: Improving the quality of the **academic experiences** of and the **outcomes** achieved by **students** enrolled in and served by the College.

Priority 3: Continuing to build the A&S **research** mission and **increase extramural funding** in ways that are compatible with and contribute directly to Priority 1 and/or Priority 2.

These priorities are aligned closely with the values stated in the “U of L Strategic Planning 2020 (July 12, 2007) document—specifically, the University’s commitment to:

- **educational excellence** (Strategic Theme 1, U of L Strategic Planning 2020: 8-9);
- **research and scholarship** (Strategic Theme 2, U of L Strategic Planning 2020: 10) recognized by peers and those who benefit from results;
- **community engagement** (Strategic Theme 3, U of L Strategic Planning 2020: 11) and the translation of creative ideas to actions to enrich the lives of people;
- **diversity, opportunity and social justice** (Strategic Theme 4, U of L Strategic Planning 2020: 12); and
- strong **leadership** by the university and its members; and responsible **stewardship** (Strategic Theme 5, U of L Strategic Planning 2020: 13-14) of resources.

Student and Service Population

Much as it is critically important to define “what we are” and “what we do” as a College, it is equally important to define “who” we propose and are committed to serve. Many colleges and universities pride themselves on their exclusivity—as though great institutions can only serve the elite (or those who have been adopted into the elite class), however defined in social, economic, racial and/or gender or other terms. We believe, however, that true greatness must be measured by the quality of our graduates—not by the characteristics of the students we admit. In this respect, we believe in true equality of opportunity in a true meritocracy, i.e., that every student with adequate college preparation, regardless of their circumstances, should have the legitimate opportunity to pursue his/her aspirations, not the guarantee that he/she will realize them—and that we should make every effort to ensure that every student touched by the College has the very best educational experience that we can offer.

While we cannot control the admission policies of the University, we consider our commitment to achieve national prominence to be entirely compatible with our commitment to serve as a “Citizen College.”

Part III

A&S Strategic Plan: Goals and Objectives

Dean's Leadership Initiatives

Priority Goals:

- Build greater **human capacity** in the College to achieve A&S and other University goals.
- Expand, diversify and strengthen A&S **academic programs**.
 - o Increase the number of nationally ranked programs by 100%.
 - o Insure that all A&S students have an opportunity to participate in a study abroad, exchange or other international program.
- Expand **research capacity and increase research productivity** in all divisions of the College.
 - o Increase extramural funding by 100%.
 - o Increase faculty publications and other forms of scholarship by 33%.
 - o Increase the number of A&S students engaging in undergraduate research by 200%.
- Expand, **diversity initiatives** and strengthen A&S **outreach programs**.
 - o Expand special partnership initiatives in Arts and Humanities, Public Education, and Civic Engagement.
- Achieve membership in **Phi Beta Kappa** by 2020, ideally, in the 2009-2012 review cycle.
- Expand and improve A&S **facilities**.
- Expand and improve **technological support** for A&S classrooms, faculty, staff and research.
- Improve the **image/perception** of the College, locally, regionally, nationally and internationally.
- Continue efforts to build a greater sense of **community, unit identity and collegiality** in the College:
- Continue to "fine-tune" the administrative **structure** of the College.

Strategies:

- Emphasize primary resource investment in **academic programs** and the **student experience** through 2020.
 - o Increase the number of full-time, tenurable **faculty** in the College by 33%.
 - o Reduce reliance on **part-time** faculty by at least 50 percent.
 - o Reduce the number of **term faculty** by at least 50 percent.
 - o Develop selected new **undergraduate and graduate programs**.
 - o Continue to develop new **area studies programs**, e.g., Chinese Studies, South Asian Studies, Latin American and Latino Studies, Judaic Studies, Middle Eastern and Islamic Studies.
 - o Continue to develop new **outreach programs, centers and institutes** that build excellence in targeted areas, e.g., the Center for Asian Democracy, the Braden Institute for Social Justice Research, the Saturday Academy.
 - o Develop selected new **on-line degree and certificate programs**.
- Continue to develop new **international programs** emphasizing study abroad opportunities for A&S students and faculty, e.g., in Barbados, Brazil, Russia, South Asia, and other regions.
 - o Establish and staff an **Office of International Programs** in A&S by 2008-2009.
- Increase the number of academic and administrative support **staff** in the College.

- Work with the President and Provost to secure funding for the construction of **two new classroom buildings**—one by 2009-2010 and the other by 2014-2015—and **one new research building** by 2011-2012, all at least 300,000 square feet.
 - o Work with the President and Provost to secure funding for the **renovation**, as needed, of existing buildings, including laboratories, classrooms; common areas such as lobbies, student lounges and study areas; faculty and staff offices.
- Increase the number of **awards** and other forms of legitimate **public recognition** received by A&S programs and faculty.
 - o Contract periodically with a local **marketing or public relations firm** to develop and implement a strategy to raise the visibility of the College, e.g., emphasizing the goals of the Centennial Celebration and Campaign.
 - o Develop new promotional materials (using various formats such as print, video, electronic), and develop and implement plans to use these materials.

Office of the Dean: Senior Administrative Staff

Advancement

Priority Goals:

- Expand **A&S development** (i.e., increase fund-raising) efforts by taking the following action steps:
 - o Increase the number of major gifts (\$1000 or more) to the College by **10 percent by 2008-2009**, by **15 percent by 2012-2013**, by **20 percent by 2016-2017** and **by 25 percent by 2019-2020**.
 - o Increase donations to the Annual Fund by **10 percent by 2008-2009**, by **15 percent by 2012-2013**, by **20 percent by 2016-2017** and **by 25 percent by 2019-2020**.
 - o Complete the A&S component of the University's "**Comprehensive Campaign**" (2008-2017) .
- Improve relations and build a greater sense of community with A&S **alumni**.
- Increase the rate of alumni giving to **10 percent by 2009-2010**, to **15 percent by 2014-2015** and to **20 percent by 2019-2020**.

Strategies:

- o Develop and implement plans to increase communication and connection with **current students and alumni** in ways that increase the likelihood that they will become engaged alumni.
- o Hold at least one **Alumni event** each semester; as opportunities arise, hold periodic meetings with alumni groups in other regions of the country.
- o If central funds are not available, use A&S resources to establish an **A&S Office of Advancement** staffed by adding a **Coordinator of Advancement** and a **Coordinator of Alumni Relations**. Explore the feasibility of creating **Development Associate** positions to work with A&S divisions.
- o If possible, restructure the existing A&S development "team" by creating dual reporting lines (to the A&S Dean and VP for Advancement).
- o Refocus A&S development efforts to support and/or supplement programs and functions central to the mission of the College as defined in this plan—rather than the current donor-driven approach.
- o Complete the **A&S Centennial Campaign** (2006-2008).
- o Complete the A&S component of the University's "**Capital Campaign**" (2008-2020).
- o Expand development **training** for A&S department chairs and other selected faculty.
- o Work with the Office of University Advancement to spearhead or contribute to major giving campaigns for Glass, Diversity, et al.

Resources Needed:	
2007-2009	\$ 40,000 (Coordinator of Alumni Relations, 50% from Alumni Fund) 50,000 (one-time funds for marketing, event and P/R budget)
2009-2011	70,000 (Coordinator of Advancement, 50% from Alumni Fund)

Advising and Student Services

Priority Goals:

- Achieve **national recognition** for A&S Advising and Student Services, e.g., through NACADA.
- **Review current advising configuration in 2008-2009** and determine whether to retain the current structure or consolidate the Freshman/Sophomore and Junior/Senior division units—and, if so, on what basis.
- Continue to improve the **retention, satisfaction and graduation rates** of A&S students.
 - o Increase the **first-year retention rate** of A&S students to **80 percent by 2011-2012** and to **85 percent by 2016-2017**.
 - o Increase the **six-year graduation rate** of A&S students to **50 percent by 2011-2012**, to **55 percent by 2016-2017** and to **60 percent by 2020**.
 - o Increase **student satisfaction** to a mean of 4.5 on all DEYTA indicators (or the equivalent) by **2011-2012**.

Strategies:

- **Decrease the student-to-advisor ratio to 200:1** by hiring eight (8) additional professional **academic advisors** by 2011.
- Expand **mentoring programs** by 2017.
- Expand **on-line** and **computer assisted advising**, beginning in 2007-2008.
- Develop and implement strategies to improve **faculty advising**. Support departmental efforts to improve the retention and graduation rates of declared majors.
- Continue to develop and enhance the faculty **Advising Council**. Responsible Workgroup(s): Dean; Advising and Student Services.

Resources Needed:	
2007-2009	\$ 130,000 (4 Academic Advisors FR/SO Division) 33,000 (1 Academic Advisor, JR/SR Division, Pre-Health Professions) 17,500 (Programmatic enhancements)
2009-2011	97,500 (3 Academic Advisors, FR/SO Division) 33,000 (1 Academic Advisor, JR/SR Division, Pre-Health Professions) 20,000 (Graduate Assistant, FR/SO Division)
2011-2013	5,000 (Programmatic enhancements) 20,000 (Graduate Assistant, FR/SO Division)
2013-2015	50,000 (one-time, computer lab) 20,000 (Graduate Assistant, JR/SR Division)
2015-2017	80,000 (mentoring and peer advising)

Space: New Advising Facility (with class- and conference rooms)

Diversity and Outreach Programs

Priority Goals:

- Create a climate, culture and structure in A&S that embraces and embodies **diversity** and **pluralism**.
- Eliminate all **under-utilization** in the employment of **women** and **persons of color** in A&S by Fall 2010.
- Strengthen and expand, if possible, **academic programs** focusing on persons of color and women.
- Consistent with the Kentucky Equal Opportunity Plan, Increase the representation of African Americans to:
 - o **15 percent of A&S tenure-track** (45) and **term/research faculty** (10) by 2009-2010; maintain this level of representation thereafter;
 - o at least **25 percent** of all senior College **administrators** by 2009-2010; ; maintain this level of representation thereafter;
 - o at least **three** (+10 percent) African American department/program **chairs**; ; maintain this level of representation thereafter;
 - o at least **15 percent** of all A&S **graduate** students by 2011-2012; and ; maintain this level of representation thereafter.
- Expand **Signature Partnership** initiatives in Arts and Humanities, Public Education, and Civic Engagement.
 - o Expand the involvement of A&S faculty, staff and students community **outreach** programs.
- Design relevant and inclusive programming that respond to **changing demographics** in the region and state.
- Increase support of **service learning** within College of Arts and Sciences.
- Develop alternative methods of **evaluating services**.

Strategies:

- Continue to implement, assess and revise, as needed, the **A&S Diversity Plan**.
 - o Inaugurate on-going annual **outcomes assessment** of all diversity and outreach programs beginning in 2007-2008.
- Build **diversity** in A&S by emphasizing long-term structural and programmatic change.
 - o Maintain—and augment, as needed—the Office of the **Associate Dean for Diversity and Outreach**.
 - o Maintain and strengthen, as needed, the existing **faculty hiring process** to permit expedited searches and direct hires that increase diversity.
 - o Use term and research faculty positions as means of “bridging” qualified African Americans into tenure-track faculty positions.
 - o Continue and expand, if possible, **NETWORK** and other **on-campus diversity education** programs, the use of websites and the Delphi Center.
 - o Inaugurate a **Diversity Award Program** for A&S faculty, staff and administrators who excel at contributing to diversity.
 - o Explore the feasibility of publishing a **refereed “diversity journal.”**
 - o Continue and expand, as needed, the **Administrative Internship** program and other **mentoring** programs for faculty of color and women.
- Expand A&S **outreach** efforts by emphasizing long-term structural and programmatic change.
 - o Continue the U of L partnership with the **Yearlings Club**.
 - o Continue and expand the **Saturday Academy**; develop an **Institute for the Study and Preservation of African World History and Culture by 2012**.
 - o Develop new outreach initiatives in the **Asian**, **Native American** and **Hispanic** communities.
 - o Work to build support for an **A & S cable television presence**, and expanded **web** presence.
 - o Maintain bridges of hope and opportunity for high school students of color and other students from underserved groups, e.g., through support of the **Lincoln Foundation**, the A&S **Future Scholars Program** and **E.S.S.E.N.C.E.**

Supplemental Resources Needed:

2007-2009	\$10,000 (awards, workshops) 30,000 (staff/expand Saturday Academy) 20,000 (graduate assistant) 10,000 (Service Learning)
2009-2011	\$50,000 (speakers, conferences, other programs) 20,000 (graduate assistant) 20,000 (supplement/expand Saturday Academy)

Space: Facilities, on campus and off, for unit staff and programs.

Faculty Affairs

Priority Goals:

- Expand **faculty development** programs and support services.
- Build a greater sense of cohesion, community and collegiality among A&S faculty.
- Improve the quality of **faculty engagement** with students.

Strategies:

- Promote greater collegiality by establishing an annual grant program for interdisciplinary research involving faculty from different divisions of the College.
- Publicize and reward faculty who receive high student evaluations.
- Publicize and reward departments that receive high student evaluations.

Supplemental Resources Needed:

2007-2009	\$ 20,000 (one-time funds, for faculty and departmental awards) 30,000 (one-time funds, grants for interdisciplinary research)
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Graduate Programs and Research

Priority Goals:

- Improve **coordination** of and **support** for A&S graduate programs.
- Increase the number and capacity of A&S **graduate** programs.
- Raise the **visibility** of A&S graduate programs.
- Improve **services** and **academic support** for A&S **graduate students**.
- Improve **coordination** of and **support** for research in A&S.
- Continue to increase the quantity and quality of **scholarly activity** in the College.
- Continue efforts to **increase extramural funding** for A&S faculty research and other programmatic initiatives.
 - o Continue the implementation of the **A&S Research Plan** and related support activities.

- Continue to expand and strengthen **staff support** for faculty grant development and management.
- Continue to advocate the return of a higher percentage of **indirect costs** (i.e., research incentive funds or RIF) produced by extramural grants to the College.
- Expand research **mentoring and training initiatives** for faculty and students, undergraduate and graduate.
- Expand support for **teacher preparation**.
- Expand **undergraduate research** opportunities.

Strategies:

- Expand human and budgetary support for the **Office of the Associate Dean for Graduate Programs and Research**.
- Establish and support an **Office of Graduate Programs** by 2008-2009.
- Develop **Master's degree** programs, at minimum, in **all** A&S departments (specifically, Anthropology, Geography and Geosciences, Philosophy/Bioethics, Physics/Meteorology).
- Develop **Ph.D. programs** in selected A&S departments (specifically, Pan-African Studies, Political Science).
- Develop new graduate **certificate** programs (specifically, Middle Eastern and Islamic Studies, Latino Studies).
- Establish an **A&S "Bridge" Fund** (using one-time funds) for start-up and renovation costs needed to support research faculty hires.
- Develop a **Department of Asian Studies** offering BA and MA degrees (by fall 2015)
- Develop a **Department of Latin American and Latino Studies** offering BA and MA degrees (by fall 2015).
- Increase the number of **graduate assistantships** in the College as outlined in Part IV.
- Develop and implement programs to build greater cohesiveness and community among A&S graduate students.
- Explore the feasibility of developing in-house **academic support** and **career services** for A&S graduate students.
- Create an A&S **undergraduate research grant** competition and poster competition for science departments, and creative workshops and exhibits for the Humanities and Social Sciences

Undergraduate Education

Priority Goals:

- Expand, diversify and strengthen A&S **undergraduate programs**.
- Strengthen the **general education** curriculum.
- Expand opportunities for **study abroad** and **international student and faculty exchanges**.
- Expand support for **teacher preparation**.
- Increase the number of students majoring and graduating in the **STEM** disciplines.
- Expand opportunities for undergraduate students to engage in **research** under faculty direction.
- Expand opportunities for undergraduate students to engage in **service learning and internships**.
- Build a greater sense of community among A&S faculty—and a shared understanding of and commitment to the liberal arts and sciences..
- Improve **course scheduling** and **classroom facilities usage**.
- Develop alternative methods of **evaluating teaching**, in addition to the student evaluations.

Strategies:

- Develop selected **new undergraduate programs** (specifically, a B.S. in Meteorology by Fall 2008).
 - o Develop a **Department of Asian Studies** offering BA and MA degrees (by fall 2011)
 - o Develop a **Department of Latin American and Latino Studies** offering BA and MA degrees (by fall 2011).
- Continue working to **reduce the faculty to student ratio** in undergraduate classes, particularly in general education courses.
- Continue to strengthen and diversify **general education** course offerings.
 - o Establish a General Education **faculty oversight committee** in 2007-2008.
 - o Emphasize and strengthen development of **critical thinking skills** in General Education.
 - o Improve scores on the General Education assessment in **critical thinking, effective communication,** and **understanding of cultural diversity.**
- Increase the opportunities within the majors for students to participate in **culminating service projects** (e.g., undergraduate research, internships, community service projects).
- Develop, if possible, **a new course scheduling model based on projected student demand** (for each semester) rather than on available departmental funds.
 - o Expand the new scheduling model to make better use of **weekends.**
- Establish a task force to redefine the **mission** of the College (by June 2009).

Key Departmental and Programmatic Goals and Objectives

AFRICAN AMERICAN THEATRE PROGRAM

New Vision/Emphasis

- Become the **premier** African American Theatre Program in the United States.

Academic Programs:

- Develop and offer an **M. A. in Theatre of the African Diaspora** by 2009.

New Centers or Institutes:

- Establish an **African World Theatre Institute** by 2009.

Resources Needed:

2007-2009	\$ 55,000 (one tenurable faculty line in African American Theatre) 30,000 (Administrative Assistant for AATP) 50,000 (two new graduate assistantships)
2009-2011	50,000 (two new graduate assistantships) 25,000 (operating funds supplement)
2011-2013	55,000 (one tenurable faculty line in African American Theatre) 50,000 (two new graduate assistantships)
2013-2015	50,000 (two new graduate assistantships)
2015-2017	50,000 (two new graduate assistantships)

Space: Space in a new Theatre building (est. \$20,000,000)..

ANTHROPOLOGY

Academic Programs:

- Develop and offer a **graduate program** (M.A.) in Cultural Anthropology by 2008.
 - Add concentrations in **Biological Anthropology** and **Archaeology** by 2009-2010.

Curriculum:

- Enhance **undergraduate course** offerings.

Research:

- Increase faculty **publications** and **extramural funding**.

Other:

- Expand **collaboration** with the Medical School, the School of Public Health, the Kent School of Social Work and the Brandeis School of Law.
- Expand opportunities for **study abroad**, **internships** and **undergraduate research**.

Resources Needed:

2007-2009	\$ 62,500 (one new tenure track faculty line) 50,000 (two new graduate assistantships) 12,000 (convert LLS to one term line)
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2009-2011	\$ 62,500 (one new tenure track faculty line) 25,000 (one new graduate assistantship)
2011-2013	25,000 (one new graduate assistantship)
2013-2015	50,000 (two new graduate assistantships)
2015-2017	50,000 (two new graduate assistantships)

Space: Space to accommodate new faculty and graduate assistants.

ASIAN STUDIES

New Vision/Emphasis

- Develop an **Asian Studies Program** by 2009.
- Grow the Asian Studies program into the **Department of Asian Studies** by 2013 (using new lines and affiliated faculty in other A&S departments).

Academic Programs:

- Develop a **minor program in Asian Studies** by Fall 2008.
- Develop a **graduate certificate program in Asian Studies** by Fall 2010.
- Develop a **B.A. in Asian Studies** by 2010.
- Develop an **M.A. in Asian Studies** by 2015.

Other:

- Expand **international programs and internships** in Asia.

Resources Needed:

2009-2011	\$ 120,000 (two faculty lines in Asian Studies)
2011-2013	75,000 (three graduate assistantships) 25,000 (staff support)

Space: Adequate space to accommodate an expanded program.

BIOLOGY

Academic Programs:

- Strengthen and enhance the **graduate program**.
- Enhance **graduate course** offerings.

Curriculum:

- Add **recitation sections** to all classes containing more than 50 students.
- **Continue the assessment plans** developed and initiated in 2006.
- Enhance the **Biology Honors Program**.
- Develop a **culminating experience** for all Biology majors.

Research:

- Increase faculty **publications** and **extramural funding**.
- New Centers or Institutes:
- Develop a **Center for Freshwater Conservation and Restoration**.
 - Continue the development of the **Center for Evolutionary Medicine**.

Resources Needed:

2007-2009	\$130,000 (two new tenure track faculty lines) 50,000 (two new graduate assistantships)
2009-2011	\$130,000 (two new tenure track faculty lines) 75,000 (three new graduate assistantships) 25,000 (one staff line) 5,000 (graduate recruitment) 12,000 (convert LLS to one term line)
2011-2013	\$130,000 (two new tenure track faculty lines) 25,000 (one staff line) 50,000 (two new graduate assistantships)
2013-2015	\$130,000 (two new tenure track faculty lines) 25,000 (one staff line) 75,000 (three new graduate assistantships)
2015-2017	\$130,000 (two new tenure track faculty lines) 50,000 (two new graduate assistantships)
Space:	\$18 million for renovation of Life Sciences Building; Add a new wing to the Life Sciences Building

BRAZILIAN STUDIES

New Vision/Emphasis

- Develop a **Brazilian Studies Program** by 2009.

Academic Programs:

- Develop a **minor program in Brazilian Studies** by Fall 2010.
- Develop a **graduate certificate program in Brazilian Studies** by Fall 2012.

Other:

- Expand **international programs and internships** in Brazil.

Resources Needed:

2009-2011	\$ 60,000 (one faculty line in Brazilian Studies)
2011-2013	\$ 60,000 (one faculty line in Brazilian Studies)

Space: Adequate space to accommodate an expanded program.

CARIBBEAN STUDIES ()

New Vision/Emphasis

- Develop an **Caribbean Studies Program** by 2009.

Academic Programs:

- Develop a **minor program in Caribbean Studies** by Fall 2008.
- Develop a **graduate certificate program in Caribbean Studies** by Fall 2010.

Other:

- Expand **international programs and internships** in the Caribbean region.

Resources Needed:

2007-2009	\$ 25,000 (one graduate assistantship)
2009-2011	\$ 120,000 (two faculty lines in Caribbean Studies)
2011-2013	50,000 (two graduate assistantships)

Space: Adequate space to accommodate an expanded program.

CHEMISTRY

New Vision/Emphasis

- Evolve into the **Department of Chemistry and Chemical Biology** by 2015.

Academic Programs:

- Add an undergraduate concentration in **Chemical Biology** by 2008.
- Add an undergraduate concentration in **Nanomaterials**, possibly in conjunction with Speed School, by 2010.

Research:

- Increase faculty **publications** and **extramural funding**.

Resources Needed:

2007-2009	\$125,000 (two new tenure track faculty lines) 160,000 (five new graduate assistantships) 12,000 (convert LLS to one term line)
2009-2011	160,000 (five new graduate assistantships) 12,000 (convert LLS to one term line)
2011-2013	125,000 (two new tenure track faculty lines) 160,000 (five new graduate assistantships)
2013-2015	160,000 (five new graduate assistantships)
2015-2017	125,000 (two new tenure track faculty lines) 160,000 (five new graduate assistantships)

Space: Add a new wing to the Chemistry Building

CHINESE STUDIES

Academic Programs:

- Develop a **graduate certificate program in Chinese Studies** by Fall 2010.
- Explore the feasibility of developing a **B. A. in Chinese Studies** by Fall 2012.

Other:

- Expand **international programs and internships** in China.

Resources Needed:

2009-2011	\$ 60,000 (one faculty line in Chinese Studies)
2011-2013	\$ 60,000 (one faculty line in Chinese Studies)

Space: Adequate space to accommodate an expanded program.

CLASSICAL AND MODERN LANGUAGES

Academic Programs:

- Explore the feasibility of developing a **Global Languages** degree program.
- Enhance **graduate course** offerings.
- Develop a Graduate Certificate and an MA in **interpretation and translation** by 2010.

Curriculum:

- Add course offerings in **new** language areas, e.g., Japanese.
- Develop curriculum in **interpretation and translation**.
- Create a **Basic Language Division**.
- Expand **evening and weekend** course offerings.
- Develop an introductory language sequence for **Heritage Speakers** of the languages taught in CML.

Research:

- Increase faculty **publications**.

Other:

- Create at least two new **international exchange programs**.
- Develop **in-service training programs** for secondary school language teachers.

Resources Needed:

2007-2009	\$ 80,000 to add two (2) new term faculty lines , at least one of which must add diversity. 24,000 (LLS to term line conversion) 68,000 to convert term line to two tenure track lines
2009-2011	55,000 for one (1) tenurable faculty line in bilingual interpretation 48,000 (LLS to term line conversion) 68,000 to convert term line to two tenure track lines
2011-2013	50,000 (two new graduate assistantships)

2013-2015 75,000 (three new graduate assistantships)
2015-1017 75,000 (three new graduate assistantships)

Space: Adequate space to accommodate an expanded program.

COMMONWEALTH CENTER FOR THE HUMANITIES AND SOCIETY

New Vision/Emphasis

- Raise **visibility**, and expand **outreach** and both **academic and public programming**.

Other:

- Promote **research** across the College by sponsoring **symposia, seminars** and other programs.
- Promote quality **teaching** across the College by collaborating with the Book in Common and other projects.
- Expand **collaboration** with A&S departments, centers and institutes, e.g., the Braden Institute.

Resources Needed:

2007-2009 \$44,000 for Postdoctoral Scholar
2009-2011 \$ 5,000 for Associate Director (x-pay)
 17,000 (make Administrative Assistant full-time)

Space: Major new facility (Life of the Mind Center by 2011)

COMMUNICATION

New Vision/Emphasis

- Emphasize the development of '**relational competence**' and '**technological competence**' in Communication students.

Academic Programs:

- Open the **Masters of Arts in Communication** program in Fall 2007.
- Explore the feasibility of offering a **Ph.D. in Communication** by 2014.

Curriculum:

- Expand **distance education** offerings, particularly on the graduate level..
- Explore the feasibility of requiring a **capstone course for majors**.

Research:

- Increase faculty **publications** and **extramural funding**.

Other:

- Continue to develop **international programs** and **service learning** programs.

New Centers or Institutes:

- Establish the **Intercultural Communication Institute**, effective 2007-2008.
- Establish the **Health Communication Center**, effective 2009-2010.
- Explore the feasibility of developing a **Center for Non-Profit Public Relations**.

Resources Needed:

2007-2009	\$50,000 (two graduate assistantships) 24,000 (convert LLS to two term lines)
2009-2011	\$50,000 (two graduate assistantships) 24,000 (convert LLS to two term lines)
2011-2013	\$50,000 (two graduate assistantships)
2013-2015	110,000 (two new tenure track faculty lines)
2015-1017	100,000 (four new graduate assistantships) 125,000 (five new graduate assistantships)

Space: Department needs a 100% increase in space for faculty, students and research.

DEBATE

New Vision/Emphasis

- To **re-conceptualize argumentation and debate** as less adversarial with more emphasis on persuasion, community-building and superior decision-making.

Curriculum:

- Develop and implement **a new pedagogical model** that trains students to be engaged critical thinkers in a civic democracy.
- Create a set of **evaluation standards** that foster a more persuasion-friendly form of debate.
- Work to establish a "**Debate across the Curriculum**" program, analogous to "Writing across the Curriculum", by 2012.

Other:

- Increase the number of **scholarship students** from sixteen (16) to sixty (60) by 2017.
- Establish **partnerships and collaborative** relationships with other campus and community programs, e.g., the Muhammad Ali Center.
- Expand the "**Public Debate**" series.
- Impact the interscholastic debate community by emphasizing the importance of **diversity** and the relationship of instructional methods with that diversity.

Resources Needed:

2007-2009	\$ 45,000 (CAR funding for two graduate assistantships currently supported with one-time funds)
2009-2011	\$140,000 (to add four Debate Scholarships; further increases will depend on program assessment)

Space: Adequate facilities for total program.

ENGLISH

New Vision/Emphasis

- Expand student experience with **multi-modal literacies** through classroom technology improvement and through hiring faculty with specialties in this area.

Academic Programs:

- Explore the feasibility of developing an **MFA program in Creative Writing** by Fall 2010.

Curriculum:

- **Reduce class sizes** in English 101 & 102 by increasing faculty hiring and increasing graduate assistantships; achieve the NCTE standard of 20 students per class by 2012.
- Increase student exposure to diversity issues through hiring faculty in **Hispanic-American Literature**, the **Literature of Disability**, **Gay & Lesbian Studies**, **Native American Literature**, **Diaspora Studies**.
- **Reduce the use of part-time faculty** in the undergraduate classroom.
- **Increase number of M.A. and Ph.D students** by adding graduate assistantships (all 12-month) and by more aggressive recruitment.
- Build English major and U of L student identity through Book in Common, English major lounge, improved Newsletter, increased contact with students outside the classroom.

Research:

- Increase faculty **publications**.

Other:

- Develop collaborations with **Theatre Arts** and the local theater community.

Resources Needed:

2007-2009	\$110,000 (two new tenure track faculty lines) 100,000 (four new graduate assistantships) 24,000 (convert LLS to two term lines)
2009-2011	\$110,000 (two new tenure track faculty lines) 100,000 (four new graduate assistantships) 25,000 (one staff line) 5,000 (graduate recruitment) 24,000 (convert LLS to two term lines)
2011-2013	\$110,000 (two new tenure track faculty lines) 25,000 (one staff line) 100,000 (four new graduate assistantships) 24,000 (convert LLS to two term lines)
2013-2015	\$110,000 (two new tenure track faculty lines) 25,000 (one staff line) 100,000 (four new graduate assistantships) 24,000 (convert LLS to two term lines)
2015-2017	\$110,000 (two new tenure track faculty lines) 25,000 (one staff line) 100,000 (four new graduate assistantships) 24,000 (convert LLS to two term lines)

Space: Will need space for new faculty, new staff, graduate assistants, 8 Technology classrooms and 10 classrooms for general use.

FINE ARTS

New Vision/Emphasis

- To move the Department *and all of its programs* from **regional excellence** to **national recognition**.
- Offer a **Grawemeyer Award in the Visual Arts**.
- Become the centerpiece of a liberal arts presence in **downtown** Louisville.
- Achieve national accreditation through the **National Association of Schools of Art and Design (NASAD)**.

Academic Programs:

- Develop a **joint MPA/MFA** program with the Department of Urban and Public Affairs and the Division of Humanities.
- Explore the feasibility of developing a **Ph.D. in Visual Art/Studio Art or Visual Studies**.
- Strengthen academic programs by **reducing faculty teaching loads** and **increasing the number of tenurable faculty**.

Curriculum:

- Increase curricular **diversity**.
- Reinstitute and expand study abroad programs.

Research:

- Increase faculty **exhibitions and publications**.

Resources Needed:

2007-2009	\$ 60,000 (new tenure track faculty line) 50,000 (two new graduate assistantships) 24,000 (convert LLS to two term lines)
2009-2011	60,000 (new tenure track faculty line) 50,000 (two new graduate assistantships) 12,000 (convert LLS to one term line)
2011-2013	60,000 (new tenure track faculty line) 100,000 (four new graduate assistantships)
2013-2015	60,000 (new tenure track faculty line) 100,000 (four new graduate assistantships)
2015-2017	60,000 (new tenure track faculty line) 100,000 (four new graduate assistantships)

Space: Adequate space for faculty and students; adequate studio space; a building on Belknap campus with space for an art museum.

GEOGRAPHY AND GEOSCIENCES

Academic Programs:

- Develop and offer a **Master of Science in Applied Geography** by 2008-2009.

Curriculum:

- Expand course offerings to support more effective instruction and outreach in **minority concerns, gender and equity studies, and social justice**

Research:

- Increase faculty **publications** and **extramural funding**.

Other:

- Expand **interdisciplinary collaborations** with campus and community partners, e.g., JCPS, LODI, UPS.

Resources Needed:

2007-2009	\$12,000 (convert LLS to one term line)
2009-2011	60,000 (new tenure track faculty line) 50,000 (two graduate assistantships)
2011-2013	60,000 (new tenure track faculty line) 50,000 (two graduate assistantships)
2013-2015	50,000 (two graduate assistantships)
2015-2017	100,000 (four graduate assistantships)

Space: Space to accommodate graduate program.

HISTORY

Academic Programs:

- Strengthen **academic** programs.
 - **Reduce reliance on part-time faculty.**
 - **Include mandatory weekly tutorial sessions in all large enrollment classes,** particularly in HIST 101 and HIST 102.
- Strengthen the **graduate** program.
- Explore the feasibility of adding a graduate certificate in **Public History.**
- Explore the feasibility of adding a graduate certificate in **Historic Preservation.**
- Explore the feasibility of adding a graduate certificate in **Museum Studies.**

Curriculum:

- Add specializations in **U. S. Women's and Gender History** and **Latino History.**

New Centers or Institutes:

- Explore the feasibility of establishing a **Center for Public History.**

Other:

- Launch a \$1 million **endowment campaign** to support faculty research.

Resources Needed:

2007-2009	\$100,000 (for four graduate assistants) 60,000 (faculty line in Public History) 60,000 (faculty line in U. S. Latino History) 12,000 (convert LLS to one term line)
2009-2011	\$100,000 (for four graduate assistants) 60,000 (faculty line in U. S. Women's and Gender History) 60,000 (faculty line in Historic Preservation)

2011-2013	24,000 (convert LLS to two term lines) 60,000 (faculty line in Museum Studies) 100,000 (for four graduate assistants)
2013-2015	60,000 (faculty line in Museum Studies)
2015-2017	100,000 (for four graduate assistants)

Space: Complete renovation of Gottschalk Hall; construction of a Gottschalk Hall annex.

HONORS

Curriculum:

- Promote the incorporation of **service learning, research, and leadership** into the core of the honors experience.

Other:

- Create "**Honors joint appointments**" for faculty, i.e., shared faculty lines with definite % allocations to Honors.
- Create **living/learning communities in a new housing complex**.
- Continue to improve the quality of **academic advising**.
- Create an enhanced **scholarship program** for non-scholarship students.

Resources Needed:

2007-2009	\$50,000 (Associate Director for Advising and Programs) 20,000 (Administrative Assistant, Part-time)
2009-2011	35,000 (Coordinator of Service Learning)

Space: Need Honors housing complex, estimated cost of \$20 million.

Endowments: \$ 200,000 (10 shared/joint Honors faculty)
50,000 (research/service learning incentive funds)
120,000 (scholarships)

HUMANITIES

New Vision/Emphasis

- To attain national prominence for the Humanities Ph.D., Civic Leadership MA, and Religious Studies programs; to lead the community in Dialogues on Religion in a Democracy; and to create a dynamic synergy with the local community in arts and humanities education.

Curriculum:

- Continue to strengthen the **Ph.D. in Humanities**.
- Revitalize the **Linguistics** program.
- Strengthen the **Judaic Studies** program.
- Strengthen the **Humanities and Civic Leadership** program.
 - Develop a Civic Leadership track in the Humanities bachelor's degree program.

- Create the “**Louisville Semester**” program, a nine (9) credit hour course of study that examines the vital role of the arts and humanities in civic life.
- Deepen and formalize involvement with the **Honors Program**.
- Expand **international** programs.
 - Participate in the minor program in **Global Studies**.
 - Develop new opportunities for students to **study abroad**.

Research:

- Increase faculty **publications** and **extramural funding**.

New Centers or Institutes:

- Establish a **Center for Religion, Humanities, and Democracy**.
- Develop an “**Arts and Humanities in a Box**” program to increase student engagement with the local school system.

Resources Needed:

2007-2009	\$ 75,000 for three (3) graduate assistants. 55,000 (Judaic Studies faculty line) 12,000 (convert LLS to one term line) 10,000 for graduate student research and travel.
2009-2011	\$ 75,000 for three (3) graduate assistants. 55,000 (Linguistics faculty line, joint with English) 24,000 (convert LLS to two term lines)
2011-2013	55,000 (Faculty line with Honors Program) 75,000 for three (3) graduate assistants.
2013-2015	60,000 (French Linguistics faculty line, joint with CML) 50,000 for two (2) graduate assistants.

Space: At least four new faculty offices.

JUDAIC STUDIES

New Vision/Emphasis

- Develop a **Judaic Studies Program** by 2008.

Academic Programs:

- Develop a **minor program in Judaic Studies** by Fall 2009.
- Develop a **graduate certificate program in Judaic Studies** by Fall 2011.

Other:

- **Expand international programs and internships** in the Israel and the Middle East.

Resources Needed:

2007-2009	\$ 55,000 (one faculty line in Judaic Studies)
2009-2011	\$ 55,000 (one faculty line in Judaic Studies)

Space: Adequate space to accommodate an expanded program.

JUSTICE ADMINISTRATION

Academic Programs:

- Develop a **Ph.D. in Justice Administration** by Fall 2008.
- Develop an **on-line graduate certificate in Homeland Security** by Fall 2007.
- Develop a **graduate certificate in Crime Analysis** by Fall 2008.
- Develop an undergraduate interdisciplinary degree program in **computer forensics** by Fall 2007 (with Computer Engineering Sciences and Computer Information Systems..)
- Develop of a new concentration in the undergraduate program in **crime analysis** by Spring 2008.

Curriculum:

- Review program curriculum and course contents to determine the need for additional **curricular diversity** by Fall 2008.

Research:

- Increase faculty **publications** and **extramural funding**.

New Centers or Institutes:

- Develop, in conjunction with the Turkish National Police and the Institute for Police Studies, a **Center for Intelligence-Based Policing** (that is part of the Institute for Police Studies).
- Develop a **Center for the Study of Urban Criminal Justice Issues** by Summer 2008.

Other:

- Increase **international professional development seminars** offered by the Southern Police Institute and Institute for Community Security and Public Safety.
- Develop a **summer Spanish Immersion program** (in Mexico) for JA majors.

Resources Needed:

2007-2009	\$ 60,000 (Faculty line in crime analysis) 75,000 (three graduate assistants for Ph.D. program) 25,000 (program support, CAR or one-time funds)
2009-2011	60,000 (faculty line for Ph.D. program) 75,000 (three graduate assistants for Ph.D. program) 25,000 (program support, CAR or one-time funds)
2011-2013	60,000 (faculty line for Ph.D. program) 75,000 (three graduate assistants for Ph.D. program)
2013-2015	100,000 (four graduate assistants)
2015-2017	100,000 (four graduate assistants)

Space: All space in Brigman Hall or the equivalent.

LATIN AMERICAN AND LATINO STUDIES

New Vision/Emphasis

- Grow the “Latin American Studies” program into the **Department of Latin American and Latino Studies** by 2011 (using new lines and affiliated faculty in other A&S departments).

Academic Programs:

- Develop a **minor program in Latino Studies** by Fall 2007.
- Develop a **graduate certificate program in Latino Studies** by Fall 2009.
- Develop a **B.A. in Latin American and Latino Studies** by 2011.
- Develop an **M.A. in Latin American and Latino Studies** by 2015.

Curriculum:

- Create on-line **Spanish Immersion** Courses for the Professions.

Other:

- **Expand international programs and internships** in Mexico, Argentina, Panama, et al.

Resources Needed:

2007-2009	\$ 60,000 (one faculty line in Latin American and Latino Studies)
2009-2011	60,000 (one faculty line in Latin American and Latino Studies)
2011-2013	75,000 (three graduate assistantships)
	25,000 (staff support)

Space: Adequate space to accommodate an expanded program.

LIBERAL STUDIES

New Vision/Emphasis

- Establish A&S as a **nationally recognized center** for interdisciplinary teaching and learning.
- Become the internal home for **interdisciplinary programs** within the College.

Academic Programs:

- Develop the **M.A. in interdisciplinary studies** into an extension of Liberal Studies at the graduate level.

Other:

- Complete fundraising drive for LBST **endowment for Distinguished Visiting Scholars** initiative.
- Promote awareness of LBST among undergraduates to **stimulate growth** in the number of student majors.

Resources Needed:

2007-2009	\$ 50,000 (supplement Distinguished Visiting Scholars program)
2009-2011	15,000 (support for M.A. in Interdisciplinary Studies)
	20,000 (undergraduate research fund)

MATHEMATICS

New Vision/Emphasis

- Elevate the **national ranking of Mathematics**, to the level of benchmarks such as the University of Cincinnati by 2017—by:
 - Offering a more comprehensive **Ph.D. program**.
 - Expanding engagement in **interdisciplinary** programs.

Curriculum:

- **Redefine/restructure involvement in remedial education** by hiring specialized term faculty.
- Develop and offer **international programs, internships** and **undergraduate student research**.

Research:

- Increase faculty **publications** and **extramural funding**.

Other:

- Increase **technology** use (all class rooms need to have data projectors, data cameras and computers).
- Increase involvement in **dual credit** offerings and **outreach** to local public schools by hiring specialized term faculty.

Resources Needed:

2007-2009	\$ 70,000 (for one tenurable faculty line). 60,000 (for one term line) 24,000 (convert LLS to two term lines) 60,000 (two graduate assistants)
2009-2011	\$ 70,000 (for one tenurable faculty line) 30,000 (staff support) 60,000 (for one term line) 12,000 (convert LLS to one term line) 60,000 (two graduate assistants) 40,000 (for program expenses)
2011-2013	\$ 70,000 (for one tenurable faculty line). 60,000 (two graduate assistants)
2013-2015	\$ 70,000 (for one tenurable faculty line). 60,000 (two graduate assistants)
2015-2017	\$ 70,000 (for one tenurable faculty line). 60,000 (two graduate assistants)

Space: Adequate space to accommodate new classrooms, faculty, graduate assistants and staff.

MIDDLE EASTERN AND ISLAMIC STUDIES (Added by the Dean)

New Vision/Emphasis

- Develop a **Middle Eastern and Islamic Studies Program** by 2008.

Academic Programs:

- Develop a **minor program in Middle Eastern and Islamic Studies** by Fall 2008.

- Develop a **graduate certificate program in Middle Eastern and Islamic Studies** by Fall 2010.

Other:

- **Expand international programs and internships** in the Middle East.

Resources Needed:

2007-2009	\$ 60,000 (one faculty line in MEIS Studies)
2009-2011	\$ 60,000 (one faculty line in MEIS Studies) 75,000 (three graduate assistantships) 25,000 (staff support)

Space: Adequate space to accommodate an expanded program.

PAN-AFRICAN STUDIES

New Vision/Emphasis

- Elevate the national ranking of the Department, based on **undergraduate major production**, in *DIVERSE Issues in Higher Education* graduation ranking to the top 20 by 2010 and the top 15 by 2015.

Academic Programs:

- Develop and offer a **Ph.D. in Pan-African Studies** by 2010.

Curriculum:

- Develop a comprehensive “Pan-African” curriculum by adding faculty specialized in **East or Southern Africa**, the **Caribbean** and **Brazil**—and by developing formal academic relations with institutions in each region.

Research:

- Increase faculty **publications** and **extramural funding**.

New Centers or Institutes:

- Establish and expand the **Center for the Study of Crime and Justice in Black Communities**.

Other:

- Continue to **upgrade departmental offices, equipment and technology**.
- Reduce and/or **eliminate**, if possible, **joint faculty appointments**.
- Expand **study abroad** and **international student and faculty exchange** programs.

Resources Needed:

2007-2009	\$ 60,000 (one faculty line) 50,000 (two graduate assistantships) 30,000 (one staff position)
2009-2011	\$ 60,000 (one faculty line) 75,000 (if feasible, funds to eliminate joint appointments) 50,000 (two graduate assistantships)
2011-2013	\$ 75,000 (three graduate assistantships)
2013-2015	\$ 75,000 (three graduate assistantships)

2013-2015 \$ 75,000 (three graduate assistantships)

Space: Adequate space to accommodate new faculty, graduate assistants and staff.

PHILOSOPHY

Academic Programs:

- Develop and offer, with the School of Medicine, an **interdisciplinary M. A. in Bioethics** by Fall 2007.
- Develop and offer an **M. A. in Philosophy** with a Bioethics concentration by 2011-2012.

New Centers or Institutes:

- Establish a **Center for Professional and Community Ethics** by 2011-2012.
- Establish a **Critical Thinking Center** by 2010-2011.

Research:

- Increase faculty **publications**.

Other:

- **Reduce the percentage of PHIL course taught by part-time lecturers** (if possible, from 43 percent to 15 percent by 2017).
- **Increase diversity**—among Philosophy faculty and students.
- Increase the number of **undergraduate majors** in Philosophy from 50 to 100 by 2017.

Resources Needed:

2007-2009	\$ 60,000 (one faculty line) 50,000 (two graduate assistantships) 12,000 (convert LLS to one term line)
2009-2011	\$ 60,000 (one faculty line) 50,000 (two graduate assistantships)
2011-2013	\$ 75,000 (three graduate assistantships)
2013-2015	\$ 75,000 (three graduate assistantships)
2015-2017	\$ 75,000 (three graduate assistantships)

Space: Adequate space to accommodate new faculty, graduate assistants and staff.

PHYSICS and ASTRONOMY

New Vision/Emphasis

- Add an emphasis in **Atmospheric Science (Meteorology)**.

Academic Programs:

- Restructure the **B. A. in Physics**; add tracks for students interested in education, law, medicine.
- Develop a **B. S. in Atmospheric Science (Meteorology)** by Fall 2008.
- Develop an **M.S. in Atmospheric Science (Meteorology)** by Fall 2012.
- Develop a **Ph.D. in Physics and Astronomy**, by Fall 2008.

Other:

- Increase **extramural funding**.
- Increase faculty and student **diversity**.

Resources Needed:

2007-2009	\$ 60,000 (one faculty line, atmospheric science) 12,000 (convert LLS to one term line)
2009-2011	60,000 (one faculty line, atmospheric science) 50,000 (two graduate assistantships)
2011-2013	60,000 (for one tenurable faculty line).
2013-2015	70,000 (for one tenurable faculty line). 75,000 (three graduate assistantships)
2015-2017	75,000 (three graduate assistantships)

Space: Adequate space to accommodate new classrooms, faculty, graduate assistants and staff.

POLITICAL SCIENCE

Academic Programs:

- Develop an **International and Comparative Urban Development concentration** in the Ph.D. program in Urban Affairs.
- If demand and resources warrant, develop a **Ph.D. in Political Science**.

New Centers or Institutes:

- Enhance research profile in international and comparative politics by building the **Institute for Democracy and Development, and the Center for Asian Democracy**, into prominent research organizations.
- Establish a **Center for African Development and Democracy** by 2009-2010.

Other:

- Improve the quality of undergraduate instruction by **reducing the faculty/student ratio**.

Resources Needed:

2007-2009	\$ 60,000 (one faculty line) 50,000 (two graduate assistantships)
2009-2011	60,000 (one faculty line, African Development) 50,000 (two graduate assistantships) 12,000 (convert LLS to one term line)
2011-2013	50,000 (two graduate assistantships)
2013-2015	60,000 (one faculty line) 100,000 (four graduate assistantships)
2015-2017	60,000 (one faculty line) 100,000 (four graduate assistantships)

Space: Adequate space to accommodate new faculty, graduate assistants and staff.

PORTUGUESE STUDIES

Curriculum:

- Increase the number and diversity of **courses** dealing with Portuguese language, history and culture.
- Increase the number of **cross-listed courses** offered in Portuguese Studies.
- Establish **interdisciplinary relationships** with other A&S departments and programs, specifically Pan-African Studies and the Brazilian Studies program.

Other:

- Develop **faculty and student exchanges** with Portuguese universities.
- Develop joint **international research projects** involving A&S faculty and students—and their counterparts in Portugal.

Resources Needed:

2009-2011 \$ 60,000 (tenurable faculty line in Portuguese language)
 25,000 (staff support)

Space: Additional office space and equipment.

PSYCHOLOGY

New Vision/Emphasis

- Achieve **parity with benchmark institutions** in total number of faculty, research productivity, extramural funding, publication impact rates and numbers of Ph.D. degrees awarded by 2017.

Academic Programs:

- Strengthen **undergraduate programs** in Psychological and Brain Sciences.
- Strengthen **graduate programs** in Psychological and Brain Sciences.
- **Redesign the MA in Psychology** with an applied focus to strengthen community relations and links to other disciplines.

Research:

- Continue to increase faculty **publications** and **extramural funding**.

Curriculum:

- **Revise the undergraduate curriculum** by:
 - Integrating core content classes into a structured sequence that culminates in a **capstone** experience;
 - Increasing the number of laboratory courses, statistics courses, specialized seminars and courses with writing requirements (WR) in which students receive hands-on opportunities and individual instruction; and
 - Offering more courses on diversity and providing more opportunities for experiences in community and in diverse settings.
- **Revise the graduate (PhD) curriculum** by:
 - Providing advanced training in contemporary state-of-art statistical methods;
 - Providing additional specialized research courses and courses that address contemporary and interdisciplinary links;

- Better focusing curriculum to address diverse populations and needs of 21st century.

New Centers or Institutes:

- Establish a **Center for Health and Wellness**, with a focus on under-served communities.
- Establish centers for **focal research areas** which build on existing strength and provide training for students in collaborative and multidisciplinary research.
- Expand the **Psychological Services Center** as a laboratory for translational research and training with diverse community populations.

Other:

- Increase faculty and student **diversity**.
- Improve **undergraduate advising**.
- Provide more formal undergraduate student **mentoring** and advising workshops.
- Increase research and scholarship productivity of graduate students.

Resources Needed:

2007-2009	\$ 140,000 (two tenurable faculty lines) 150,000 (five graduate assistants) 12,000 (convert LLS to one term line) 100,000 (supplement operating/program budget)
2009-2011	\$ 140,000 (two tenurable faculty lines) 75,000 (add two staff support lines) 12,000 (convert LLS to one term line)
2011-2013	\$ 140,000 (two tenurable faculty lines) 150,000 (five graduate assistants)
2013-2015	\$ 140,000 (two tenurable faculty lines)
2015-2017	\$ 140,000 (two tenurable faculty lines) 150,000 (five graduate assistants)

Space: To accommodate all faculty and research labs, Psychology will need the equivalent of a new building (with the square footage of the Life Sciences Building).

SOCIOLOGY

Academic Programs:

- Develop a **Ph.D.** program in Sociology by 2010 (that is unique in the region).
- Strengthen **undergraduate programs** in Sociology.
- Develop and offer an **undergraduate minor in Global Studies**.
- Strengthen **graduate programs** in Sociology.
- Develop and offer a **graduate certificate in Applied Sociology** at Punjabi University (India).

Curriculum:

- Expand course offerings with an **international** focus.

Research:

- Increase faculty **publications** and **extramural funding**.

Other:

- Develop a **Gallery of Visual Sociology**.
- Expand involvement in **study abroad** programs.
- Expand community research efforts and support for the annual **Louisville Metropolitan Survey** project.

Resources Needed:

2007-2009	\$ 60,000 (one tenurable faculty line) 40,000 (two graduate assistants) 12,000 (convert LLS to one term line)
2009-2011	\$ 60,000 (one tenurable faculty line) 60,000 (three graduate assistants) 24,000 (convert LLS to two term lines)
2011-2013	\$ 60,000 (one tenurable faculty line) 60,000 (three graduate assistants)
2015-2017	\$ 60,000 (one tenurable faculty line) 60,000 (three graduate assistants)

Space: Adequate space to accommodate new faculty, graduate assistants and staff.

THEATRE ARTS

New Vision/Emphasis

- Grow Theatre Arts into the **preeminent theatre program** in the region.

Curriculum:

- Strengthen the undergraduate concentration in **design**.
- Building upon the strength of the AATP, continue **expanding diversity** to encompass ethnicity, religion, internationalism, and sexual preference.
- Establish a **culminating project requirement** for all undergraduate majors.

Research:

- Increase faculty **publications**.

New Centers or Institutes:

- Establish a **Center for the Performing Arts** (in a new building) by 2012.

Other:

- **Improve theatre technology**.
- Raise the local and regional **visibility** of Theatre Arts and its productions.

Resources Needed:

2007-2009	\$ 12,000 (convert LLS to one term line)
2009-2011	55,000 (one tenurable faculty line in Acting) 60,000 (two graduate assistants) 25,000 (operating funds supplement)
2011-2013	60,000 (two graduate assistants)
Space:	A new Theatre building (est. \$20,000,000)..

URBAN & PUBLIC AFFAIRS

New Vision/Emphasis

- Meet the need for a Social Science Ph.D. in A&S by expanding the Ph.D. program tracks in collaboration with other A&S units.
 - a **concentration in International and Comparative Urban Development** (with the Department of Political Science) by 2008.
 - a **concentration in Environmental Policy**.
 - a **concentration in Criminology** (with the Departments of Justice Administration, Sociology or other A&S departments).

Academic Programs:

- Develop a **joint MPA/MFA** program with the Department of Fine Arts and the Division of Humanities.
- Develop and offer a **graduate certificate in Real Estate Studies** 2010.
- Strengthen the **Masters of Urban Planning**.
- Strengthen the **Masters of Public Administration**.

Research:

- Increase faculty **publications** and **extramural funding**.

New Centers or Institutes:

- Establish a **Center for Real Estate Studies** 2010.

Resources Needed:

2007-2009	\$ 70,000 (faculty line in Planning and Urban Design) 60,000 (two graduate assistants)
2009-2011	70,000 (faculty line for MPA) 60,000 (two graduate assistants)
2011-2013	60,000 (two graduate assistants)
2013-2015	60,000 (two graduate assistants)
2015-2017	60,000 (two graduate assistants)
	\$100,000 (Endowed Chair, Urban Solutions---\$3,500,000 fund-raising campaign needed)
Space:	Adequate space to accommodate new faculty, graduate assistants and staff.

WOMEN'S AND GENDER STUDIES

Academic Programs:

- Strengthen **undergraduate and graduate programs** by:
 - Adding **full-time faculty**; and
 - Adding **graduate assistants**.
- Develop and offer an **undergraduate minor in LGBTQ Studies** by 2010.
- Develop an **applied track** in the M. A. in Women's and Gender Studies.

Curriculum:

- Expand community **internships**.
- Develop new courses in **LGBTQ studies**.
- Develop new courses in "**masculine studies**."

Other:

- Develop and offer **international programs** for WGS students by 2011.

Resources Needed:

2007-2009	\$ 55,000 (new faculty line) 40,000 (two graduate assistants)
2009-2011	55,000 (new faculty line) 40,000 (two graduate assistants) 25,000 (staff support position)
2011-2013	40,000 (two graduate assistants)
2013-2015	55,000 (new faculty line) 40,000 (two graduate assistants)
2015-2017	55,000 (new faculty line) 40,000 (two graduate assistants)

Space: Adequate space to house all faculty and graduate students.

The key programmatic implications of the A&S Strategic Plan may be summarized as follows. The Plan, if implemented fully, will add significant capacity to the University in these specific domains:

New Academic Programs: M.A. in Bioethics (interdisciplinary, PHIL/MED, 2007)
M.A. in Communication (COMM, 2007)

B.A. concentration in Chemical Biology (CHEM, 2008)
B.A. in Physics (Meteorology, 2008)
M.A. in Anthropology (ANTH, 2008)
M.A./M.P.A. in Museum/Curatorial Studies (FA and UPA, 2008)
MFA in Visual Arts (FA, 2008)

M.S. in Applied Geography (2008)
Ph.D. in Justice Administration (JA, 2008?)
Ph.D. in Physics and Astronomy (2008)

B.A. in Global/World Languages (CML, 2009)
M.A. in Public History and Preservation (2009?)
M.A. in Theatre of the African Diaspora (TA/AATP, 2009)
M.A. in Interdisciplinary Studies (LBST, 2009)

B.A. in Asian Studies (2010)
B.A. concentration in Nanomaterials (CHEM, 2010)
MFA in Creative Writing (ENG, 2010)
Ph.D. in Pan-African Studies (2010)
Ph.D. in Applied Sociology (2010)
B.A. in Latin American and Latino Studies (2010)

M.A. in Philosophy (2011)
M.A. in Interpretation and Translation (CML, 2011)

M.S. in Physics (Meteorology, 2012)

Ph.D. in Communication (2014?)

M.A. Asian Studies (2015)
M.A. in Latin American and Latino Studies (2015)

New Departments/Programs:

Judaic Studies Program (2008)
Middle Eastern and Islamic Studies Program (2008)

Asian Studies Program (2009)
Brazilian Studies Program (2009)
Caribbean Studies Program (2009)

Department of Latin American and Latino Studies (2011)

Department of Asian Studies (2013)

New Research Initiatives,
Centers/Institutes:

Institute for Intercultural Communication (COMM, 2007)
Center for the Study of Crime and Justice in Black Communities (PAS, 2007)

Center for Regulatory, Environmental and Analytic Metabolomics (CHEM, 2008)
Center for the Study of Urban Criminal Justice Issues (JA, 2008)

African World Theatre Institute (TA, 2009)
Health Communication Center (COMM, 2009)
Center for African Development and Democracy (POLS, 2009)
Center for Urban Solutions (UPA, 2009)

Center for Public History (HIST, 2010)
Center for Religion, Humanities and Democracy (HUM, 2010)
Center for Critical Thinking (PHIL, 2010)
Center for Real Estate Studies (UPA, 2010)

Center for Professional and Community Ethics (PHIL, 2011)
Center for Health and Wellness (PSYC, 2011)

Center for the Performing Arts (TA, 2012)

Center for Freshwater Conservation and Restoration (BIOL, 2013)
Center for Evolutionary Medicine (BIOL, 2013)

Part IV

Resources Needed and Funding Strategy

Resource Implications of A&S Unit Plans

As outlined in Part III, above, the College needs a significant and sustained infusion of new resources to support our current mission adequately and to lay the foundation for the realization of our vision of the future. Clearly, more tenurable faculty and graduate assistantships are the key human resources needed. But, how many more and in what departments and programs, by what process and time-table, and at what cost are practical questions the answers to which are essential to the implementation of this Plan.

First, we can construct a baseline for calculating the number of new tenurable faculty lines needed for each A&S department/program by comparing faculty numbers in selected A&S departments to faculty numbers in the same departments at several benchmark institutions—below, at or above the current ranking of the University of Louisville.

Table 1

Tenured Faculty by Selected Departments and Institutions: 2006-2007

	<u>N of Tenurable Faculty Lines</u>				
	<u>UofL</u>	<u>IU</u>	<u>U Cincinnati</u>	<u>UK</u>	<u>WKU</u>
Biology	21	77		29	25
Chemistry	25	37		29	16
English	33	55		26	32
History	20	---	25	30	18
Mathematics	30	47	28	53*	23
Philosophy	7	16	72	15	14
Political Science	15	49	26	21	12
Psychology	24	46	44	32	33

*Includes Department of Statistics

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Using these baseline data—and assuming that (1) **no A&S department should offer less than an M. A. by 2008**, (2) **no A&S department should have fewer than 10 tenurable faculty lines by 2010** and, (3) **no more than 10 percent of the credit hours produced by any A&S department will be produced by part-time and/or term faculty by 2017**—it is possible to project the number of faculty needed by each department and program to create the capacity to achieve the goals outlined in this Plan. Table 2, below, reflects these projections.

Table 2

New Tenurable Faculty Lines Needed

	<u>06/07</u>	<u>2020</u>	<u>2020</u>	<u>2020</u>
<u>Unit</u>	<u>Faculty</u>	<u>New Lines</u>	<u>New Lines</u>	<u>Target N</u>
		<u>Unit/Plan</u>	<u>Dean's</u>	<u>of Faculty</u>
<u>Departments</u>				
	7	2	0	9*
ANTH	23	8	0	31
BIOL	24	4	2	30
CHEM	18	3	0	21
CML	14	0	2	16
COMM	32	10	0	42
ENG	21	5	0	26
FA	8	0	2	10
GEO	20	5	0	25
HIST	3	4	0	7*
HUM	12	3	0	15
JA	28	6	0	34
MATH	10	3	0	13
PAS	8	2	0	10
PHIL	15	2	2	19
PHYS	16	4	0	20
POLS	23	10	0	33
PSYC	16	4	0	20
SOC	8	1	0	9*
TA	9	2	0	11
UPA	5	4	0	9*
WGS				
<u>Programs*</u>				
AATP	0	0	2	2
Asia	0	0	2	2

Brazil	0	0	2	2	
Caribbean	0	0	2	2	
China	0	0	2	2	
CCHS	0	0	1	1	
Debate	0	0	0	0	
Judaica	0	0	2	2	
Latin American	0	0	2	2	
MEIS	0	0	2	2	
Portugal	0	1	0	1	
TOTAL	320	83	25	428	+ 33.8 %

* Unless an area studies program is slated to evolve into an autonomous department, faculty lines will be based in a department to be specified.

Second, the same historical factors that created the need for more full-time tenurable faculty also led to our decades-long over-reliance on part-time faculty and, to a lesser extent, term faculty with heavy teaching loads. Consequently, the cost of building greater overall faculty capacity can be minimized by combining a strategy to reduce our reliance on part-time and term faculty, i.e., to change how we structure and use our existing capacity, with a strategy to add tenurable faculty capacity in absolute terms.

The conversion is not without cost—particularly **if we assume, as we must, that our capacity to accommodate students (i.e., credit hour production and number of course sections offered) remains constant.** For example, it costs roughly \$24,000 for PTL (2006-2007 associate professor rate) to teach eight three-hour courses (a typical term faculty teaching load), i.e., \$1000/credit hour or \$3000 per course. It costs roughly \$36,000/year (allowing for higher rates in the sciences) for one term faculty member to teach the same eight courses. In other words, an **additional \$12,000** is needed to shift these credit hours **from a part-time to a term faculty member**. However, in a PhD-granting department, with a 2-2 teaching load, it would take **two tenurable faculty members** to cover the same eight three-hour courses in a given year—at a (conservative) cost of \$52,000 each, or \$104,000 per year. In other words, **an additional \$68,000** is needed to shift responsibility for the same number of courses **from a term to a tenurable faculty member—and an additional \$80,000** to shift the same responsibility **from a part-time faculty to a tenurable faculty member.**

Further, in 2005-2006, A&S generated roughly **270,000** credit hours, nearly **25 percent** of which were produced by part-time faculty. Assuming a mean enrollment of 30 students per course, the eight courses referenced above translate into **720 credit hours** per PTL or term faculty member, i.e., roughly **0.25%** of total credit hour production. Thus, to reduce the number of credit hours produced by part-time faculty would require **\$48,000 for every 1% shift from part-time faculty to term faculty**—but **\$320,000 for every 1% shift from part-time faculty to tenurable faculty**. The magnitude of these costs is, of course, explains why this conversion process has never taken place.

As outlined below (Tables 3 and 4), this Plan will initiate the conversion of at least 50% of the credit hours produced by part-time faculty to term faculty, accompanied by the limited conversion of term lines supported by CAR funds—and assuming that the need for term faculty supported by one-time funds will diminish as full-time tenurable faculty lines increase over time.

Table 3

Part-Time Faculty: Conversion to Term Lines
(2006-2007 dollars)

<u>Unit</u>	<u>06/07 LLS Budget</u>	<u>06/07 LLS Budget (\$24K = 1 FTE)</u>	<u>N of Term Lines Created</u>	<u>New Funds Needed LLS + \$12K per Line</u>	<u>New LLS Budget</u>
ANTH	\$ 29,576	1.23	1.0	\$ 12,000	\$ 5,576
BIOL	42,774	1.78	1.0	12,000	18,774
CHEM	59,114	2.46	1.0	12,000	35,114
CML	204,022	8.50	6.0	72,000	60,022
COMM	130,964	5.47	4.0	48,000	34,964
ENG	313,956	13.08	10.0	120,000	73,956
FA	91,279	3.80	3.0	36,000	19,279
GEO	36,829	1.53	1.0	12,000	12,829
HIST	84,716	3.53	3.0	36,000	12,719
HUM	94,688	7.32	3.0	36,000	22,688
JA	21,508	0.90	0.0	0	21,508
MATH	109,225	4.55	3.0	36,000	37,225
PAS	17,175	0.72	0.0	0	17,175
PHIL	56,070	2.34	1.0	12,000	32,070
PHYS	51,174	2.13	1.0	12,000	27,174
POLS	45,325	1.89	1.0	12,000	21,325
PSYC	72,999	3.04	2.0	24,000	24,999
SOC	89,302	3.72	3.0	36,000	17,302
TA	40,719	1.70	1.0	12,000	16,719
UPA	28,178	1.17	0.0	0	28,178
WGS	0	0.00	0.0	0	0
Total			45.0	552,000	
Fringe benefits (21.5%)				118,680	
Total				670,680	

Allowing for inflation over the life of the Plan, the cost of this first conversion can be estimated at **\$750,000**.

Table 4

CAR Term Faculty: Conversion to Tenurable Lines, Phase I
(2006-2007 dollars)

<u>Unit</u>	<u>N of Term Lines 2006-2007</u>	<u>N of CAR Term Lines 2006-2007</u>	<u>Funds Needed (Term line + \$68K = 2 FTE New Faculty)</u>	<u>N of New Tenurable Lines Created</u>
ANTH	1.0	0.0		0.0
BIOL	1.0	1.0	68,000	2.0
CHEM	1.0	0.0		0.0
CML	10.0	4.0	136,000	4.0
COMM	4.0	0.0		0.0
ENG	6.0	1.0	68,000	2.0
FA	1.0	0.0		0.0
GEO	0.0	0.0	0	0.0
HIST	1.0	0.0	0	0.0
HUM	5.0	1.0	68,000	2.0
JA	4.0	0.0		0.0
MATH	5.0	1.0	68,000	2.0
PAS	1.0	0.0		0.0
PHIL	0.0	0.0	0	0.0
PHYS	0.0	0.0	0	0.0
POLS	1.0	0.0	0	0.0
PSYC	4.0	0.0	0	0.0
SOC	2.0	0.0	0	0.0
TA	1.0	0.0	68,000	2.0
UPA	1.0	0.0		0.0
WGS	0.0	0.0	0	0.0
			0	
Total	48.0	8.0	476,000	14.0
Fringe benefits (21.5%)			102,340	
			578,340	

Assuming that all new tenurable faculty positions are filled at the assistant professor level—and assuming a mean starting salary (in 2006 dollars) of ca. \$52,000: the **14** new tenurable faculty lines created through the conversion process will cost **\$476,000**, plus **\$102,340** in fringe benefits (21.5 percent), for a total of **\$578,340**. Allowing for inflation over the life of the Plan, the cost of this conversion can be estimated at **\$650,000**.

Although ~~total~~ part of this Plan, Appendix 2 estimates the cost of converting the term lines through the process described in Table 3.

Third, by reviewing the numbers of **graduate assistantships** in comparable departments at other institutions, it is possible to project the need for additional graduate assistantships and to adjust department/program requests accordingly. Table 6 reflects these calculations.

Table 5

New Graduate Assistantships Needed

<u>Unit</u>	<u>06/07 GAs</u>	<u>2017 New Lines Unit/Plan</u>	<u>2017 New Lines Dean's</u>	<u>2017 Target N of GAs</u>
<u>Departments</u>				
ANTH.	0	4	6	10
BIOL	23	12	0	35
CHEM	33	25	0	58
CML	7	0	8	15
COMM	0	6	9	15
ENG	34	20	0	54
FA	4	10	6	20
GEO	0	6	4	10
HIST	1	8	8	17
HUM	9	9	2	20
JA	3	9	8	20
MATH	25	10	0	35
PAS	7	4	9	20
PHIL	0	4	11	15
PHYS	12	2	6	20
POLS	1	6	8	15
PSYC	29	15	0	44
SOC	3	11	0	14
TA	13	4	0	17
UPA	14	10	0	24
WGS	0	10	0	10
<u>Programs*</u>				
AATP	0	4	6	10
Asia	0	3	0	3
Brazil	0	0	0	0

Caribbean	0	3	0	3	
China	0	0	0	0	
CCHS	0	0	0	0	
Debate	0	2	0	2	
Judaica	0	0	0	0	
Latin American	0	3	0	3	
MEIS	0	0	3	3	
Portugal	0	0	0	0	
<u>Admn. Units</u>					
Advising	0	2	1	3	
Diversity	0	2	0	2	
TOTAL	220	204	95	519	+ 135.9%

Assuming that all new graduate assistantships are divided evenly between in-state and out-of-state students—and assuming an average cost of \$25,000 per assistantship (allowing for fringe benefits and insurance, and the differential between master’s and doctoral level assistantship stipend levels)—299 new assistantships would cost roughly **\$7,475,000** plus **\$598,000** in fringe benefits, for a total of roughly **\$8,000,000.**

Fourth, unit plans also identified the need for **thirty (30) additional support staff lines.** Assuming an average cost of \$35,000 for each position (including fringe benefits), roughly **\$1,000,000** would be needed.

Fifth, to provide adequate operating expenses for existing programs and to support new and expanding programs, another **\$1,500,000** will be needed.

To support improvements in **information technology** and **research infrastructure** (including increasing available funds for research start-up costs), another **\$1,100,000** will be needed.

Seventh, to house nearly 450 new faculty, staff and graduate assistants—assuming an average of 150 square feet per faculty and staff line for office space (**23,250** square feet), 500 square feet of lab space for 60 new faculty (**30,000**) and 50 square feet for each graduate assistant (**14,100** square feet)—and adding classrooms, administrative space, space for students, the University would need to construct, furnish and equip **two** buildings with roughly the same square footage as the Bingham Humanities Building. Based on our investigations, each structure would cost roughly \$25,000,000 in one-time funds, plus the cost of additional maintenance and operations, for an estimated total of **\$50,000,000,** one-time.

To summarize, the financial implications of the A&S Strategic Plan:

New Faculty Lines (108)	\$ 7,000,000
Part-time (LLS) to Term Faculty Conversion	\$ 750,000
Term Faculty to Tenurable Faculty	

Conversion (14 lines)	\$ 650,000	
New Staff Lines (30)	1,000,000	
New Graduate Assistantships (300)	8,000,000	
New Operating Expenses	500,000	
New Value-Added Programs	1,000,000	
IT and Research Infrastructure	1,100,000	
	<u>20,000,000</u>	CAR

Major Faculty and Classroom Facility **50,000,000 One-Time**

Total

Funding Strategy

As elaborated above, **\$20,000,000** in permanent funds and another **\$50,000,000** in one-time funds (for one or two buildings) will be needed to resource the A&S Strategic Plan. It is possible to estimate, within limits, the expected relative contribution from each of the following key sources:

- Assuming the sustainability of the **A&S Enhancement Fund** (i.e., the continued retention of salary savings), the College itself could fund as many **three** (3) new faculty lines or **six** (6) new graduate assistantships or **five** (5) new staff lines each year—or some combination thereof. This funding source will be critically important in the **early** phases of plan implementation.
- Assuming the continued funding of **research positions**, the College could expect as many as **three** (3) to **five** (5) new lines each year for those departments with the greatest likelihood of attracting extramural funding. This funding source will be critically important in the **early** phases of plan implementation.
- The College will need sufficient new funds to support the part-time faculty conversion, as many **three** (3) new faculty lines or **six** (6) new graduate assistantships or **five** (5) new staff lines each year—or some combination thereof—for departments and programs that do **not** attract significant extramural funding. This funding source will be critically important in the **early** phases of plan implementation.
- The **A&S Comprehensive Development Plan**—prepared as part of the University’s upcoming capital campaign—includes \$160 million in fundraising initiatives for endowments sufficient to support **40** faculty lines, **25** graduate assistantships and roughly \$750,000 of funding for value-added programs—even funds for a “Life of the Mind” facility and an A&S Technology Center. Not having yet been raised, these funds will not be available in the early years of the plan, but will play a significant role in the **later** phases.
- It is reasonable to assume—and to expect—that a significant number of the new graduate assistantships and staff support lines targeted for departments in the Divisions of Social and Natural Sciences will be supported by **extramural** funds. This funding source will become increasingly significant over the **life** of the plan.

The relative contribution from each source is projected as follows:

A&S Strategic Plan: Funding Sources, I

<u>Budget Category</u>	<u>% Internal Reallocation</u>	<u>% Development</u>	<u>% Extramural Funding</u>	<u>General Funds</u>	<u>\$\$\$ Total</u>
New Faculty Lines (108)	35	10	%	55	\$ 7,000,000
Research Lines from EVPR (40)				100	
All other programs (68)	40	20		40	
Lecturer Lump Sum to Term Faculty Conversion	50			50	750,000
Term Faculty to Tenurable Faculty Conversion (14)	40	20		40	650,000
New Staff Lines (30)	15	20	15	50	1,000,000
New Graduate Assistantships (300)	10	10	40	40	8,000,000
New Operating Expenses		30		70	500,000
New Value-Added Programs		75		25	1,000,000
IT and Research Infrastructure		25		75	1,100,000
Total					<u>20,000,000</u> CAR
Major Faculty and Classroom Facility					<u>50,000,000</u> One-Time

Consequently, the University commitment needed to support the strategic priorities of the College of Arts and Sciences is summarized below:

A&S Strategic Plan: Funding Sources, II

<u>Budget Category</u>	<u>General Funds</u>	<u>Other Sources</u>	<u>Total</u>
New Faculty Lines (108)	\$ 6,300,000	\$ 700,000	\$ 7,000,000
Lecturer Lump Sum to Term Faculty Conversion	750,000	0	750,000
Term Faculty to Tenurable Faculty Conversion (14 lines)	650,000	0	650,000
New Staff Lines (30)	650,000	350,000	1,000,000
New Graduate Assistantships (300)	4,000,000	4,000,000	8,000,000
New Operating Expenses	350,000	150,000	500,000
New Value-Added Programs	250,000	750,000	1,000,000
IT and Research Infrastructure	825,000	275,000	1,100,000
	13,775,000	6,225,000	<u>20,000,000</u> CAR
Major Faculty and Classroom Facility (1)			<u>50,000,000</u> One-Time

Total

Part V

Strategic Funding Priorities and Plan Implementation

Each goal and objective referenced in the A&S Strategic Plan is, in a fundamental sense, a priority. However, in a scarce resource environment, some priorities must be higher—and/or must be addressed sooner—than others. Thus, implementing the A&S Strategic Plan will require making choices from among hundreds, if not thousands, of goals and objectives. The CAR Funding Priorities summarized in tabular form below reflect the application of A&S strategic priorities (pp. 4-5) to each unit strategic plan.

CAR Funding Priorities for 2007-2009 and 2009-2011

Fund: **First Priority**; **Second Priority**; Third Priority

<u>Unit</u>	<u>2007-2009</u>	New building <u>2009-2011</u>	<u>2011-2013</u>	<u>2013-2015</u>	<u>2015-2017</u>	<u>2017-2019</u>	<u>Notes</u>
Office of the Dean							
Advancement							
Coordinator, Alumni Relations	\$ 40,000						Expand outreach to alumni.
Coordinator of Advancement		\$ 70,000					
Advising							
4 Academic Advisors FR/SO Division	130,000	97,500					Need new Advising facility.
1 Academic Advisor, JR/SR Division	33,000						
Programmatic enhancements	17,500		5,000				
Graduate Assistants (3)	20,000		20,000	20,000			
Mentoring and Peer Advising					\$ 80,000		
Diversity and Outreach							
Awards, workshops	10,000						
Staff/expand Saturday Academy	30,000	20,000					
Graduate assistant	20,000	20,000					
Service Learning	10,000						
Speakers, conferences		50,000					

<u>Unit</u>	<u>2007-2009</u>	<u>2009-2011</u>	<u>2011-2013</u>	<u>2013-2015</u>	<u>2015-2017</u>	<u>2017-2019</u>	<u>Notes</u>
International Programs							
Coordinator, International Programs	\$ 30,000						Expand programming; improve coordination..
Support Staff	30,000						
International program support	100,000	100,000	100,000				
Total	470,500	357,500	125,000	20,000	80,000		
Academic Departments							
AATP							
Faculty lines (2)	55,000		55,000				M.A., Theatre of the African, 2009; African Theatre Institute, 2009; space.
Administrative Assistant	30,000						
Operating funds supplement		25,000					
Graduate assistantships (2)	50,000	50,000	50,000	50,000	50,000		
ANTH							
Faculty lines (2)	62,500	62,500					For new M.A., 2008.
Graduate assistantships (3)	50,000	25,000	25,000	50,000	50,000		
LLS to Term Line Conversion	12,000						
Asia							
Faculty lines (2)		120,000					Minor, 2008; B.A., 2010; Graduate Certificate, 2012; M.A., 2015; Department, 2013.
Graduate Assistantships (3)			75,000				
Staff support			25,000				
BIOL							
Faculty lines (10)	130,000	130,000	130,000	130,000	130,000		Centers for Freshwater Conservation and Restoration; Evolutionary Medicine, 2013
Graduate assistants (10)	50,000	75,000	50,000	75,000	50,000		
Staff support (3)		25,000	25,000	25,000			
Recruitment funds		5,000					
LLS to Term Line Conversion		12,000					
Term Line Conversion			68,000				
Brazil							
Faculty lines (2)	60,000	60,000					Minor, 2010; Graduate Certificate, 2012

<u>Unit</u>	<u>2007-2009</u>	<u>2009-2011</u>	<u>2011-2013</u>	<u>2013-2015</u>	<u>2015-2017</u>	<u>2017-2019</u>	<u>Notes</u>
Caribbean							
Faculty lines (2)		120,000					Minor, 2008; Graduate Certificate, 2010.
Graduate Assistantships (3)	25,000		50,000				
CHEM							
Faculty lines (4)	125,000		125,000		125,000		B.S., Chemical Biology;
Graduate assistants (25)	160,000	160,000	160,000	160,000	160,000		Nanomaterials, 2010;
LLS to Term Line Conversion	12,000	12,000					
China							
Faculty lines (2)	60,000	60,000					Graduate Certificate, 2010; B.A., 2012
CML							
Faculty lines, term (2)	80,000						B.A., Global Languages, 2009; Grad Certificate
Faculty line		55,000					Interpretation and
Graduate assistants (8)			50,000	75,000	75,000		Translation—M.A., 2011
Lecturer Lump Sum Conversion	24,000	48,000					
Term Line Conversion	68,000	68,000					
CCHS							
Postdoc	44,000						
Assoc. Director x-pay		5,000					
Admn. Asst. (.50 FTE)		17,000					
COMM							
Faculty lines (2)				110,000			Ph.D., 2014?; Intercultural
Graduate assistants (6)	50,000	50,000	50,000	100,000	125,000.		COMM Institute, 2007;
Lecturer Lump Sum Conversion	24,000	24,000					Health COMM Center, 2010; Center for Non-Profit Relations?
Debate							
Graduate Assistantships (2)	45,000						
Debate scholarship pool		140,000					

<u>Unit</u>	<u>2007-2009</u>	<u>2009-2011</u>	<u>2011-2013</u>	<u>2013-2015</u>	<u>2015-2017</u>	<u>2017-2019</u>	<u>Notes</u>
ENG							
Faculty lines (10)	110,000	110,000	110,000	110,000	110,000		MFA, Creative Writing?
Graduate assistantships (20)	100,000	100,000	100,000	100,000	100,000		
Staff support (4)		25,000	25,000	25,000	25,000		
Graduate recruitment funds		5,000					
LLS to Term Line Conversion	24,000	24,000	24,000	24,000	24,000	24,000	
Term Line Conversion	58,000						
FA							
Faculty lines (5)	60,000	60,000	60,000	60,000	60,000		MFA, 2008; Ph.D. in
Graduate assistantships (10)	50,000	50,000	100,000	100,000	100,000		Visual Arts?
LLS to Term Line Conversion	24,000	12,000					
GEO							
Faculty lines (2)	60,000		60,000				M.S., Applied Geography,
Graduate assistantships (6)		50,000	50,000	50,000	100,000		2008.
LLS to Term Line Conversion	12,000						
HIST							
Faculty lines (6)	120,000	120,000	60,000	60,000			Graduate Certificates in
Graduate assistantships (16)	100,000	100,000	100,000		100,000		Public History, Historic
Lecturer Lump Sum Conversion	12,000	24,000					Preservation, Museum
							Studies; Center for Public
							History
Honors							
Associate Director	50,000						
Admn. Asst.	20,000						
Coordinator, Service Learning		35,000					
HUM							
Faculty lines (4)	55,000	55,000	55,000	60,000			Center for Religion,
Graduate assistantships (9)	50,000	75,000	75,000	75,000			Humanities and
Graduate student support (PhD)	10,000						Democracy
LLS to Term Line Conversion	12,000	24,000					
Term Line Conversion	68,000						

<u>Unit</u>	<u>2007-2009</u>	<u>2009-2011</u>	<u>2011-2013</u>	<u>2013-2015</u>	<u>2015-2017</u>	<u>2017-2019</u>	<u>Notes</u>
JA							
Faculty lines (3)	60,000	60,000	60,000				Ph.D., 2008? Graduate Certificate, Homeland Security, 2008; Center for Intelligence-Based Policing
Graduate assistantships (9)	75,000	75,000	75,000	100,000	100,000		
Program support	25,000	25,000					
Lecturer Lump Sum Conversion							
Judaica							
Faculty lines (2)	55,000	55,000					Minor, 2009; Graduate Certificate, 2011.
Latin American/Latino Studies							
Faculty lines (2)	60,000	60,000					Minor (2008), Graduate Certificate, (2009), B.A. (2011), M.A. (2015) in Latino Studies; Department in 2011.
Graduate Assistantships (3)			75,000				
Staff support			25,000				
LBST							
Distinguished scholar funds	50,000						M.A, Interdisciplinary Studies (2009)
Graduate student support		15,000					
Undergraduate student support		20,000					
MATH							
Faculty lines (5)	70,000	70,000	70,000	70,000	70,000		For teacher prep.
Term Line Conversion	68,000						
Graduate assistantships (10)	60,000	60,000	60,000	60,000	60,000		
Staff support		30,000					
Program support		40,000					
Lecturer Lump Sum Conversion	24,000	12,000					
Middle Eastern and Islamic Studies							
Faculty lines (2)	60,000	60,000					Minor, 2008; Graduate Certificate, 2010.
Graduate Assistantships (3)		75,000					
Staff support		25,000					

<u>Unit</u>	<u>2007-2009</u>	<u>2009-2011</u>	<u>2011-2013</u>	<u>2013-2015</u>	<u>2015-2017</u>	<u>2017-2019</u>	<u>Notes</u>
PAS							
Faculty lines (3)	60,000	60,000	60,000				Ph.D., 2010; Center for Crime and Justice in Black Communities, 2007.
Faculty lines (eliminate joint appts)		75,000	75,000				
Graduate assistantships (13)	50,000	50,000	75,000	75,000	75,000		
Staff support	30,000						
PHIL							
Faculty lines (2)	60,000	60,000					M.A., Bioethics, 2007; M.A., 2011; Center for Professional and Community Ethics, 2011
Graduate assistantships (13)	50,000	50,000	75,000	75,000	75,000		
Lecturer Lump Sum Conversion	12,000						
PHYS							
Faculty lines (2)	60,000	60,000	60,000	60,000			B.S., Meteorology, 2008; M.S., Meteorology, 2012; Ph.D. Physics, 2008
Graduate assistantships (8)		50,000		75,000	75,000		
Lecturer Lump Sum Conversion	12,000						
POLS							
Faculty lines (4)	60,000	60,000		60,000	60,000		Ph.D. concentration in Urban Affairs? Center for African Development, 2009
Graduate assistantships (14)	50,000	50,000	50,000	100,000	100,000		
Lecturer Lump Sum Conversion		12,000					
Portuguese Studies							
Faculty lines (1)		60,000					
Staff support		25,000					
PSYC							
Faculty lines (10)	140,000	140,000	140,000	140,000	140,000		Center for Health and Wellness, 2011)
Graduate assistantships (15)	150,000		150,000		150,000		
Staff support (2)		75,000					
Program support	100,000						
Lecturer Lump Sum Conversion	12,000	12,000					

<u>Unit</u>	<u>2007-2009</u>	<u>2009-2011</u>	<u>2011-2013</u>	<u>2013-2015</u>	<u>2015-2017</u>	<u>2017-2019</u>	<u>Notes</u>
SOC							
Faculty lines (4)	60,000	60,000	60,000		60,000		Minor, Global Studies, 2008; Graduate Certificate, Applied Sociology, 2009; PhD?
Graduate assistantships (11)	40,000	60,000	60,000		60,000		
Lecturer Lump Sum Conversion	12,000	24,000					
TA							
Faculty line		55,000					Center for the Performing Arts, 2012
Graduate assistantships (4)		60,000	60,000				
Program support		25,000					
Lecturer Lump Sum Conversion	12,000						
Term Line Conversion			68,000				
UPA							
Faculty lines (2)	70,000	70,000					Center for Urban Solutions, 2009; Center for Real Estate Studies, 2010; MFA/MPA with Fine Arts
Graduate assistantships (10)	60,000	60,000	60,000	60,000	60,000		
WGS							
Faculty lines (4)	55,000	55,000		55,000	55,000		Minor, LGBTQ Studies? Applied track in M.A. Braden Institute, 2007
Graduate assistantships (10)	40,000	40,000	40,000	40,000	40,000		
Total (Departments)	4,023,500	4,247,500	3,155,000	2,409,000	2,564,000		
Grand Total	4,494,000	4,605,000	3,280,000	2,429,000	2,644,000		
Priority 1	1,469,500	1,617,000					
Priority 2	1,309,000	1,492,000					
Priority 3	1,715,500	1,496,000					

Please note that the planning framework extends through 2020, but actual priorities for funding extend only through the end of 2010-2011. We will conduct an assessment of our progress in implementing the plan during Spring 2011 and will re-prioritize for 2011-2020 at that time.

Finally, this is an ambitious plan, but, given a ten-year time-horizon and the possibility of using multiple sources of funds (general funds, extramural funds, earmarks, donations), neither an unreasonable nor unrealistic plan. For example, the \$20,000,000 needed in CAR funds is a bit more than one third of the A&S budget for 2006-2007 (general and restricted funds). Viewed in a slightly different context, if these new funds were available in 2006-2007, the A&S budget would roughly the same as that of the UK College of Arts and Sciences—adjusting for relative size (i.e., UK’s College of Arts and Sciences is smaller than A&S at U of L, but has a budget that is \$10 million more).

Part VI

Assessment

A New Scorecard for a New Plan

The extent to which the College of Arts and Sciences can enhance quality and increase productivity across the broad range of programs, functions and activities envisioned by this Plan is dependent on the interplay of two factors: 1) how efficiently existing human and material resources are used to achieve these goals; and 2) the extent to which the additional strategic investments outlined in the Plan are made over time. The quality and productivity measures summarized below assume that all new resources needed, as identified in the preceding sections, will be secured over the life of the Plan. In theory, these measures will be adjusted, up or down, depending on the actually level of investment.

<u>Program/Function/Activity</u>	<u>University Plan Articulation</u>	<u>A&S Target (2020)</u>
Academic Programs	Strategic Theme 1, Educational Experience Strategic Theme 2, Research and Scholarship	Achieve membership in Phi Beta Kappa Increase the number of nationally ranked programs by 100%. Offer Masters degrees in all A&S departments. Increase the number of PhDs programs offered in the A&S Humanities and Social Sciences divisions by 100%. Increase the number of interdisciplinary area studies programs, centers and institutes by 100%.
Advising and Student Services	Strategic Theme 1, Educational Experience	Reduce the student-to-advisor ratio to 200 to 1.
Alumni	Strategic Theme 5, Creative and Responsible Stewardship	Increase the number of A&S alumni giving to the College by 20%.
Development	Strategic Theme 5, Creative and Responsible Stewardship	Increase annual giving and major gifts to the College by 25%.
Diversity	Strategic Theme 4, Diversity, Opportunity and Social Justice	Achieve all goals of the A&S Diversity Plan.
Faculty:	Strategic Theme 1, Educational Experience Strategic Theme 2, Research and Scholarship	Increase the number of full-time faculty by at least 33%. Reduce reliance on part-time faculty by at least 50%.
International Programs	Strategic Theme 1, Educational Experience Strategic Theme 4, Diversity, Opportunity and Social Justice	Insure that all A&S students have an opportunity to participate in a study abroad, exchange or other international program.

Outreach	Strategic Theme 3, Community Engagement	Expand special partnership initiatives in Arts and Humanities, Public Education, and Civic Engagement. Increase the number of students and faculty participating in community outreach by 100%.
Research	Strategic Theme 2, Research and Scholarship	Increase extramural funding by 100%. Increase faculty publications and other forms of scholarship by 33%. Increase the number of A&S students engaging in undergraduate research by 200%.
Students: Undergraduate	Strategic Theme 1, Educational Experience	Increase undergraduate enrollment by 25%. Increase the A&S first-year retention rate to 85%. Increase the A&S six-year graduation rates to 60%. Increase the number of A&S students earning Bachelors degrees by 50%.
Students: Graduate	Strategic Theme 1, Educational Experience Strategic Theme 2, Research and Scholarship	Increase the number of A&S students earning graduate degrees by 100%.

jbh

11/19/06; 02/05/07; 03/07/07; 04/03/07: 04/09/07; 04/15/07; 04/26/07; 05/15/07; 05/21/07; 06/05/07; 07/27/07; 08/18/07; 10/12/07; 10/18/07

Appendix 1

Strategic Planning Process

<u>Phase</u>	<u>What</u>	<u>Who</u>	<u>When (due)</u>
1	Review and assessment of current <u>A&S scorecard</u> , <u>Dean's Workplan</u> in relation to <u>University Strategic Planning</u> guidelines.	Dean, Chairs, Dean's Staff	October 9, 2006
2	Formulation of draft <u>A&S strategic planning framework</u> (use 8-14-06 memo to President and Provost).		October 9, 2006
3	a) Development of department/program goals and priorities by the chairs and faculty of each department/program;	Chairs, faculty	October 30, 2006
	b) development of goals and priorities for each area under the responsibility of an Associate, Assistant or Assistant to the Dean.	Dean's staff	October 30, 2006
4	Review of department/program and Dean's staff goals and incorporation, as appropriate, into a draft <u>A&S Strategic Plan (2007-2017)</u> Dean	Dean	November 6, 2006
5	Dissemination of draft A&S Strategic Plan for review by and input from A&S faculty, staff, students (by website) and alumni.	College	November 20, 2006
6	Incorporation of input from A&S faculty, staff, students and alumni into the A&S Strategic Plan. Final A&S Strategic Plan. Forward to University Planning body, the President and Provost, and disseminate to the College community.	Dean	December 1, 2006
7	Articulation and alignment of A&S Plan with new University Plan and other academic and administrative unit plans, if any.	Dean	Spring 2007

Strategic Plan Criteria and Guidelines

Responsibility for the development of each departmental or unit plan will rest with the department chair, program director or appropriate member of the Dean's staff. Each unit plan must be consistent with and/or build on the pertinent sections of the University's Challenge for Excellence, Strategy for Excellence: Strategic Directions, 1998-2004 (May 1998), the Kentucky Equal Opportunity Plan and the Council on Postsecondary Education Strategic Plan.

First, each plan must address some or all of the criteria outlined below:

- **The Educational Experience** (academic programs, student outcomes)
 - Undergraduate programs
 - Graduate programs
 - Area Studies Programs
 - International Programs
 - Centers and Institutes
 - Student "satisfaction", retention and graduation
 - Advising and Student Services
 - Facilities

- **Research, Creative and Scholarly Activities**
 - Faculty scholarship and creative work
 - Extramural Funding
 - Centers and Institutes
 - Graduate Assistants
 - Research Space

- **Accessibility, Diversity, Equity, and Communication**
 - A&S Diversity Plan
 - Increasing Administrator, faculty, staff and student diversity
 - Increasing Curricular diversity

- **Partnerships and Collaboration**
 - Outreach and Community Education Programs
 - International Programs
 - Centers and Institutes

- **Institutional Effectiveness of Programs and Services**
 - Alumni Relations
 - Development and Fundraising

Second, plans for your departments/programs or areas of functional responsibility must include:

- 1) a concise statement of your **vision**;
- 2) your **priority goals/objectives** for the next 10 years, with milestones for every year or two, in measurable terms;
- 3) your **strategy** or **action steps** to achieve those goals and how (i.e., through assessment) you will **measure goal achievement or progress** toward it;
- 4) **resources needed**, again with milestones for every year or two; and
- 5) **resource acquisition strategy**, i.e., the “source” of and strategy for acquiring the necessary resources.

Third, each plan will be limited to **no more than 5 pages**.

Appendix 2

Term Faculty: Conversion to Tenurable Faculty Lines
(2006-2007 dollars)

<u>Unit</u>	<u>N of CAR Term Lines Converted</u>	<u>Funds Needed (Term line + \$68K = 2 FTE New Faculty)</u>	<u>N of New Tenurable Lines Created</u>	<u>N of CAR Term Lines Retained</u>
ANTH	1.0	68,000	2.0	0.0
BIOL	1.0		0.0	0.0
CHEM	2.0	68,000	2.0	1.0
CML	6.0	204,000	6.0	3.0
COMM	4.0	136,000	4.0	2.0
ENG	10.0	340,000	10.0	5.0
FA	3.0	136,000	4.0	1.0
GEO	3.0	136,000	4.0	1.0
HIST	3.0	136,000	4.0	1.0
HUM	3.0	136,000	4.0	1.0
JA	0.0		0.0	0.0
MATH	3.0	0	0.0	3.0
PAS	0.0	0	0.0	0.0
PHIL	1.0	0	0.0	1.0
PHYS	1.0	68,000	2.0	0.0
POLS	1.0	68,000	2.0	0.0
PSYC	2.0	136,000	4.0	0.0
SOC	3.0	136,000	4.0	1.0
TA	1.0	68,000	2.0	0.0
UPA	0.0		0.0	0.0
WGS	0.0	0	0.0	0.0
		0		
Total	48.0	1,836,000	54.0	20.0
Fringe benefits (21.5%)		394,740		
		2,230,740		

Assuming that all new tenurable faculty positions are filled at the **assistant professor** level—and assuming a mean starting salary (in 2006 dollars) of ca. \$52,000, the creation of **54** new tenurable faculty lines would cost **\$1,836,000**, plus **\$394,740** in fringe benefits (21.5 percent), for a total of **\$2,230,740**.

Total

Appendix 3
College of Arts and Sciences
STEM Initiative

The College of Arts and Sciences (A&S) is committed fully to achieving the CPE goal of doubling the number of college graduates in the Commonwealth of Kentucky by 2020 and, in particular, to increasing the number of graduates in the STEM (Science, Technology, Engineering and Mathematics) disciplines. A&S proposes to operationalize this commitment by implementing a three-pronged strategy:

1. working collaboratively with the College of Education and Human Development and other academic units to increase the number of public school teachers in the STEM disciplines;
2. working collaboratively with other academic units to improve the quality and increase the productivity of their programs in the STEM disciplines; and
3. working directly to improve the quality and increase the productivity of A&S programs in the STEM disciplines

The first prong of this strategy can be implemented through the establishment of the University of Louisville STEM Institute summarized by Dean Mickey Wilhelm of the J. B. Speed School of Engineering (July 2, 2007), in consultation with myself and Dean Robert Felner of the College of Education and Human Development. The resources required for A&S to contribute optimally to this collaboration are as follows (and are in addition to the resources required to fund the A&S Strategic Plan):

STEM INSTITUTE

2007-2009	\$ 240,000 (Faculty Specialists: four new term faculty lines, one each in BIOL, CHEM, MATH, PHYS)
	80,000 (Director, one new tenure track faculty line, possible joint appointment in CEHD)
	35,000 (one academic counselor)
	25,000 (program assistant)
	30,000 (expenses, faculty x-pay)
	90,000 (fringe benefits)
Total	\$ 500,000

The second and third prongs of this strategy, as outlined in the A&S Strategic Plan (draft, June 2007, pp. 11-12), will emphasize the following:

- Continuing to provide general education and other specialized courses in Biology, Chemistry, Geosciences, Mathematics and Physics that support both A&S academic programs and programs offered by other academic units (and exploring new pedagogical, curricular and faculty development options);

- Increasing the number of majors—and graduates—in Biology (ca. 700 current majors), Chemistry (ca. 200 current majors), Geosciences, Mathematics (ca. 125 current majors) and Physics (ca. 40 current majors);
- Developing a new undergraduate—and, ultimately, graduate—program in Atmospheric Sciences;
- Increasing opportunities for undergraduate research; and
- Expanding science oriented outreach programs in the local community and in local/regional schools.

These related strategies (as outlined in more detail in Appendices 1, 2, 3 and 4, attached) will require the following resources:

BIOLOGY (A&S Strategic Plan, pp. 15-16)

2007-2009	\$ 65,000 (one new tenure track faculty line) 50,000 (two new graduate assistantships)
2009-2011	\$ 65,000 (one new tenure track faculty line) 75,000 (three new graduate assistantships) 12,000 (convert LLS to one term line)
2011-2013	\$ 65,000 (one new tenure track faculty line) 50,000 (two new graduate assistantships)
2013-2015	\$ 65,000 (one new tenure track faculty line) 447,000
Fringe	98,340
Total/STEM	545,340

Total1

CHEMISTRY (A&S Strategic Plan, p. 17)

2007-2009	\$ 65,000 (one new tenure track faculty line) 160,000 (five new graduate assistantships) 12,000 (convert LLS to one term line)
2009-2011	12,000 (convert LLS to one term line) 249,000
Fringe	54,780
Total/STEM	303,780

Total1

MATHEMATICS (A&S Strategic Plan, p. 28)

2007-2009	\$ 70,000 (for one tenurable faculty line). 60,000 (for one term line) 24,000 (convert LLS to two term lines) 60,000 (two graduate assistants)
2009-2011	\$ 70,000 (for one tenurable faculty line) 60,000 (for one term line)

	12,000 (convert LLS to one term line)
	60,000 (two graduate assistants)
	\$416,000
Fringe	91,520
Total/STEM	507,520
Total1	
PHYSICS (A&S Strategic Plan, pp. 30-31)	
2007-2009	\$ 60,000 (one faculty line, atmospheric science)
	12,000 (convert LLS to one term line)
2009-2011	60,000 (one faculty line, atmospheric science)
	50,000 (two graduate assistantships)
	\$182,000
Fringe	40,040
Total/STEM	222,040
Total1	

A&S STEM RESOURCE SUMMARY:

STEM Institute	\$ 500,000
A&S Initiatives	
BIOL	545,340
CHEM	303,780
MATH	507,520
PHYS	222,040
Administration, Expenses, Program Funds	200,000
Grand Total	2,278,680

This total represents roughly 12 percent of the resources needed to fund the entire A&S Strategic Plan.

Finally, strengthening our programs in the STEM disciplines and raising significantly the number of students who graduate from those programs will require not only new human resources, but considerably more and appropriately equipped facilities. This cannot be overemphasized. Even a mediocre STEM initiative should require science laboratories that are at least as good as those found in our local high schools. A world-class STEM initiative will require much more. Ideally, upgrades to existing facilities, new laboratories and technologically sophisticated classrooms, et al., as well as dedicated space in the new academic building will be included in the University's business plan.

Appendix 4
College of Arts and Sciences
Phi Beta Kappa Initiative

UNIVERSITY of LOUISVILLE

College of Arts and Sciences

Office of the Dean
University of Louisville
Louisville, KY 40292

Office: 502-852-6490
Fax: 502-852-6888

Date: October 15, 2007

Memorandum To: Shirley C. Willihganz
Executive Vice President and University Provost

From: J. Blaine Hudson
Dean, College of Arts and Sciences

RE: Strategic Initiative to Achieve Membership in Phi Beta Kappa,
2007-2009

In early May 2007, the University was notified that our application to shelter a chapter of Phi Beta Kappa would not be given further consideration in this triennial cycle. The official letter from John Churchill, Secretary of Phi Beta Kappa, to Greg Hutcheson, head of our Application Committee, stated:

“The Committee noted, among the strengths of the University of Louisville, its honors program, study abroad programs, and the general curriculum. The graduation rate, however, at 41% seemed seriously low, and hard to reconcile with a 76% rate of retention from the first year to the second. The ratio of academic advisors to students seemed perilously high, and it was a matter of concern that a full third of the instruction in arts and sciences disciplines was conducted by contingent faculty. Salaries for full time faculty seemed to the Committee to be relatively low.

We know now that the University was probably closer to membership status than ever before—and could conceivably have been recommended for the next round of the review process (and a site visit) had our contingent faculty and advising data been interpreted accurately. This fact, however, does not guarantee “automatic” success in the next review cycle. Rather, if we plan to reapply in 2009, I believe that we must:

- insofar as possible, address the key problem areas cited by Phi Beta Kappa, i.e., graduation rates, faculty salaries;
- strengthen the borderline problem areas, i.e., contingent faculty ratio, advisor-to-student ratio;
- continue to enhance our areas of strength, i.e., Honors, international programs, general curriculum; and
- address areas and issues that may figure prominently in an anticipated second stage of review in 2010-2011, i.e., facilities and library holdings.

Based on my own assessment and input from our PBK Application Committee (see Appendix 1), it is crucial, I believe, for the University to make at least some measurable progress—and, hence, to make at least some meaningful investment—in the following priorities:

1. **increasing graduation rates** by:
 - o strengthening **advising** and
 - o increasing full-time faculty—which will also reduce the number of contingent faculty);
2. **increasing the number of full-time faculty** (particularly in the liberal arts and sciences—which will also reduce the number of contingent faculty);
3. **increasing support for international and other enrichment programs** (both in A&S and centrally);
4. **improving instructional facilities and equipment.**
5. **increasing support for the Library;** and
6. **improving faculty salaries** (University-wide).

Simply identifying priorities does not solve the practical problem of translating them into a plan—particularly under tight budgetary and time constraints. First, we will have only four “opportunities” to make resource allocations that can impact either a Fall 2009 application or a possible site visit sometime in 2010-2011:

- **2007-2008a:** commitments can still be made and expended in **this** year, e.g., advisors, program funds, facilities/equipment;
- **2007-2008b:** for CAR funds available in 2008-2009, e.g., tenurable faculty lines, TAs, other items noted above;
- **2008-2009:** for 2009-2010 (that could be **referenced** in a Fall 2009 application and impact a possible 2010-2011 site visit); and
- **2009-2010:** for 2010-2011 (that could be **referenced** in a possible second round).

Second, it is crucial to note that, even if all priority areas are equally important, equal levels of resource investment will not produce the same degree of improvement in each area. For example, a very modest investment (ca. \$200,000) will essentially our most fundamental resource problems in academic advising, both in our advising center and our academic departments—and, thus, position both A&S and the University to make continued progress in increasing graduation rates and improving the quality of the student experience. The same level of investment will subsidize virtually all A&S international and outreach programs. However, this same \$200,000 will fund only three new faculty lines, or between six and seven graduate assistantships—only proverbial “drops in the bucket” relative our needs and the goals of our Strategic Plan. I recommend strongly that we solve the problems we can—and make as much progress with respect to the other priorities as available funds will allow.

Third, we should not create a plan to achieve membership in Phi Beta Kappa that is at cross-purposes with any existing A&S and University plans. Because achieving membership in Phi Beta Kappa is already a priority for A&S (see A&S Strategic Plan, p. 8), the A&S Plan will serve as a framework for resource investments in A&S. Appendix 2 summarizes the priorities and associated costs, by department/ program, related most directly to the PBK priorities listed above. Beyond A&S, how funds are channeled to

address broader University concerns will be determined by the President and the Provost, but I recommend strongly that the PBK Plan should be treated as a “Strategic Priority” in the University Strategic Plan and the University’s CPE Business Plan.

Thus, assuming that the University’s budget “going forward” is similar to its budget in recent years, new CAR funds should be allocated, at minimum, to the overall PBK Plan during this year and in each of the next three fiscal/academic years as follows—with more significant allocations (e.g., another **faculty salary benchmark** adjustment) if our budgetary situation improves more than anticipated:

	<u>2007-2008 for 2007-2008</u>	<u>2007-2008 for 2008-2009</u>	<u>2008-2009 for 2009-2010</u>	<u>2009-2010 for 2010-2011</u>
<u>A&S</u>				
Advising	\$ 100,000	\$ 50,000	\$ 50,000	\$ 0
Programs	100,000	50,000	50,000	0
Faculty Lines	0	250,000	250,000	300,000
PTL to Term Conversions	0	50,000	50,000	50,000
TAs	0	50,000	50,000	50,000
Facilities and Equipment (one-time)	50,000	50,000	50,000	100,000
Total A&S	250,000	500,000	500,000	500,000
Other Priorities (University)	250,000	500,000	500,000	500,000
Total Plan	500,000	1,000,000	1,000,000	1,000,000

In conclusion, this plan is, I believe, responsive to the most recent PBK review, appropriate to the “problems” at hand, and realistic with respect to the new funds likely to be available in the next biennium or two. It can be funded with an annual allocation that is roughly **half** the amount allocated to fund new research faculty lines in recent years—and will meet fully our resource needs in advising and international/outreach programs, and will improve our position in all other areas.

Please let me know if any additional information would be helpful.

cc: PBK Application Committee

Appendix 1

PBK priority list: Application Committee

First tier (improve graduation rate/student experience)

PRIORITY	IMPACT	TIMELINE
increase numbers of tenured/tenure-track faculty	reduce student-faculty ratio; improve retention/graduation rate	for preliminary application (submitted fall 2009), we report both graduation rate and faculty numbers (including student-faculty ratio) for 2008-2009.
build academic advising	reduce student-advisor ratio; improve retention/graduation rate	for preliminary application, we report graduation rate in 2008-2009
ALSO, build staff in ancillary offices (study abroad, national scholarships, undergraduate research, career services)	increase student engagement; improve numbers in areas that serve as indicators of institutional success in providing a liberal arts education.	for preliminary application, we report study abroad numbers for 2008-2009, placement of graduates in graduate programs/professional schools for 2008-2009, national scholarship success rate for 2004-2009
improve A&S facilities and instructional equipment	demonstrate institutional commitment to supporting A&S instruction (PBK asks for "total instructional expenditures in A&S...as a percentage of total institutional expenditures."); improve facilities in anticipation of campus visit.	general application (submitted in fall 2010) will require dollar amounts and percentages for 2004-2009; campus visit projected for 2010-2011

NOTE: consensus seems to be that the above factors all work in tandem to improve learning experience and increase graduation rates.

Second tier

PRIORITY	IMPACT	TIMELINE
increase faculty salaries	bring UofL in line with benchmarks against which we'll be compared by CQ.	for preliminary application, we report numbers for 2004-2009; for general application, numbers for 2005-2013.
support library acquisitions	demonstrate sustained growth of library collection	general application requires dollar amounts for 2005-2010

NOTE: above items may not be "deal-breakers" in and of themselves; they nonetheless have potential for raising dangerous red flags in CQ discussion.

Appendix 2

Phi Beta Kappa Strategic Plan: A&S Resources Needed
(Priority 1)

Advising and Student Services

- **Review current advising configuration in 2008-2009** and determine whether to retain the current structure or consolidate the Freshman/Sophomore and Junior/Senior division units.
- Continue to improve the **retention, satisfaction and graduation rates** of A&S students.
- **Reduce the student-to-advisor ratio to 200:1.**
- Expand **on-line** and **computer assisted advising**, beginning in 2007-2008.
- Develop and implement strategies to improve **faculty advising**.

Resources Needed:

2007-2009	\$ 130,000 (4 Academic Advisors)
	33,000 (1 Academic Advisor, Pre-Health Professions)
	17,500 (Programmatic enhancements)
2009-2011	20,000 (Graduate Assistant, FR/SO Division)

Diversity and Outreach Programs

- Create a climate, culture and structure in A&S that embraces and embodies **diversity** and **pluralism**.
- Eliminate all **under-utilization** in the employment of **women** and **persons of color** in A&S by Fall 2010.
- Strengthen and expand, if possible, **academic programs** focusing on persons of color and women.
- Expand **Signature Partnership** initiatives in Arts and Humanities, Public Education, and Civic Engagement.

Resources Needed:

2007-2009	\$10,000 (awards, workshops)
	30,000 (staff/expand Saturday Academy)
	20,000 (graduate assistant)
2009-2011	50,000 (speakers, conferences, other programs)
	20,000 (supplement/expand Saturday Academy)

Key Departmental and Programmatic Goals and Objectives

AFRICAN AMERICAN THEATRE PROGRAM

- Develop and offer an **M. A. in Theatre of the African Diaspora** by 2009.
- Establish an **African World Theatre Institute** by 2009.

Resources Needed:

2007-2009	\$ 55,000 (one tenurable faculty line in African American Theatre)
	50,000 (two new graduate assistantships)

ANTHROPOLOGY

- Develop and offer a **graduate program** (M.A.) in Cultural Anthropology by 2008.
- Expand opportunities for **study abroad, internships** and **undergraduate research**.

Resources Needed:

2007-2009	\$ 62,500 (one new tenure track faculty line)
	12,000 (convert LLS to one term line)
2009-2011	25,000 (one new graduate assistantship)

ASIAN STUDIES

- Develop an **Asian Studies Program** by 2009.
- Expand **international programs and internships** in Asia.

Resources Needed:

2009-2011	\$ 120,000 (two faculty lines in Asian Studies)
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BIOLOGY

- Strengthen and enhance the **graduate program**.
- Add **recitation sections** to all classes containing more than 50 students.
- Enhance the **Biology Honors Program**.
- Develop a **culminating experience** for all Biology majors.

Resources Needed:

2007-2009	\$ 65,000 (one new tenure track faculty line)
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BRAZILIAN STUDIES

- Develop a **Brazilian Studies Program** by 2009.
- Expand **international programs and internships** in Brazil.

Resources Needed:

2009-2011	\$ 60,000 (one faculty line in Brazilian Studies)
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CARIBBEAN STUDIES

- Develop an **Caribbean Studies Program** by 2009.
- Expand **international programs and internships** in the Caribbean region.

Resources Needed:

2009-2011	\$ 60,000 (one faculty line in Caribbean Studies)
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CHEMISTRY

- Add an undergraduate concentration in **Chemical Biology** and **Nanomaterials**.

Resources Needed:

2009-2011	\$ 160,000 (five graduate assistantships)
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CHINESE STUDIES

- Develop a **graduate certificate program in Chinese Studies** by Fall 2010.
- Explore the feasibility of developing a **B. A. in Chinese Studies** by Fall 2012.
- Expand **international programs and internships** in China.

Resources Needed:

2009-2011 \$ 60,000 (one faculty line in Chinese Studies)

CLASSICAL AND MODERN LANGUAGES

Academic Programs:

- Explore the feasibility of developing a **Global Languages** degree program.
- Enhance **graduate course** offerings.
- Develop a Graduate Certificate and an MA in **interpretation and translation**.
- Add course offerings in **new** language areas, e.g., Japanese.
- Develop an introductory language sequence for **Heritage Speakers**.
- Create at least two new **international exchange programs**.

Resources Needed:

2007-2009	\$ 24,000 (LLS to term line conversion)
	68,000 to convert term line to two tenure track lines
2009-2011	55,000 for one (1) tenurable faculty line in bilingual interpretation
	48,000 (LLS to term line conversion)
	68,000 to convert term line to two tenure track lines

COMMONWEALTH CENTER FOR THE HUMANITIES AND SOCIETY

- Raise **visibility**, and expand **outreach** and both **academic and public programming**.
- Promote **research** across the College by sponsoring **symposia, seminars** and other programs.
- Promote quality **teaching** across the College by collaborating with the Book in Common and other projects.
- Expand **collaboration** with A&S departments, centers and institutes, e.g., the Braden Institute.

Resources Needed:

2007-2009	\$ 44,000 for Postdoctoral Scholar
2009-2011	\$ 5,000 for Associate Director (x-pay)
	17,000 (make Administrative Assistant full-time)

COMMUNICATION

- Open the **Masters of Arts in Communication** program in Fall 2007.
- Continue to develop **international programs** and **service learning** programs.
- Establish the **Intercultural Communication Institute**, effective 2007-2008.

Resources Needed:

2007-2009	\$ 24,000 (convert LLS to two term line)
2009-2011	24,000 (convert LLS to two term line)

ENGLISH

- Explore the feasibility of developing an **MFA program in Creative Writing** by Fall 2010.
- Increase student exposure to diversity issues through hiring faculty in **Hispanic-American Literature**, the **Literature of Disability**, **Gay & Lesbian Studies**, **Native American Literature**, **Diaspora Studies**.
- **Reduce the use of part-time faculty** in the undergraduate classroom.
- Develop collaborations with **Theatre Arts** and the local theater community.

Resources Needed:

2007-2009	\$ 24,000 (convert LLS to two term lines)
2009-2011	24,000 (convert LLS to two term lines)

FINE ARTS

- Develop a **joint MPA/MFA** program with the Department of Urban and Public Affairs and the Division of Humanities.
- Strengthen academic programs by **reducing faculty teaching loads** and **increasing the number of tenurable faculty**.
- Increase curricular **diversity**.
- Reinstitute and expand study abroad programs.

Resources Needed:

2007-2009	\$ 50,000 (two new graduate assistantships)
	24,000 (convert LLS to two term lines)
2009-2011	12,000 (convert LLS to one term line)

GEOGRAPHY AND GEOSCIENCES

- Develop and offer a **Master of Science in Applied Geography** by 2008-2009.

Resources Needed:

2007-2009	\$12,000 (convert LLS to one term line)
2009-2011	60,000 (new tenure track faculty line)
	50,000 (two graduate assistantships)

HISTORY

- Strengthen **academic** programs.
- **Reduce reliance on part-time faculty**.
- Develop programs in **Public History**, **Historic Preservation** and **Museum Studies**.
- Explore the feasibility of establishing a **Center for Public History**.

Resources Needed:

2007-2009	\$ 60,000 (faculty line in U. S. Latino History)
	60,000 (faculty line in Public History)
	12,000 (convert LLS to one term line)
2009-2011	60,000 (faculty line in Historic Preservation)
	24,000 (convert LLS to two term lines)

HONORS

- Promote the incorporation of **service learning, research,** and **leadership** into the core of the honors experience.
- Create “**Honors joint appointments**” for faculty, i.e., shared faculty lines with definite % allocations to Honors.
- Create **living/learning communities in a new housing complex.**
- Continue to improve the quality of **academic advising.**
- Create an enhanced **scholarship program** for non-scholarship students.

Resources Needed:

2007-2009	\$50,000 (Associate Director for Advising and Programs)
	20,000 (Administrative Assistant, Part-time)
2009-2011	35,000 (Coordinator of Service Learning)

HUMANITIES

- To attain national prominence for the Humanities Ph.D., Civic Leadership MA, and Religious Studies programs; to lead the community in Dialogues on Religion in a Democracy; and to create a dynamic synergy with the local community in arts and humanities education.
- Continue to strengthen the **Ph.D. in Humanities.**
- Strengthen the **Humanities and Civic Leadership** program.
- Deepen and formalize involvement with the **Honors Program.**
- Expand **international** programs.
- Establish a **Center for Religion, Humanities, and Democracy.**

Resources Needed:

2007-2009	\$ 12,000 (convert LLS to one term line)
2009-2011	24,000 (convert LLS to two term lines)

JUDAIC STUDIES

- Develop a **Judaic Studies Program** by 2008.
- **Expand international programs and internships** in the Israel and the Middle East.

Resources Needed:

2007-2009	\$ 55,000 (one faculty line in Judaic Studies)
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JUSTICE ADMINISTRATION

- Develop a **Ph.D. in Justice Administration** by Fall 2008.
- Develop an undergraduate interdisciplinary degree program in **computer forensics.**
- Develop of a new concentration in the undergraduate program in **crime analysis.**
- Develop a **summer Spanish Immersion program** (in Mexico) for JA majors.

Resources Needed:

2007-2009	\$ 60,000 (faculty line in crime analysis)
2009-2011	75,000 (three graduate assistants for Ph.D. program)

LATIN AMERICAN AND LATINO STUDIES

- Grow the “Latin American Studies” program into the **Department of Latin American and Latino Studies** by 2011.
- **Expand international programs and internships** in Mexico, Argentina, Panama, et al.

Resources Needed:

2007-2009	\$ 60,000 (one faculty line in Latin American and Latino Studies)
2009-2011	60,000 (one faculty line in Latin American and Latino Studies)

LIBERAL STUDIES

- Develop the **M.A. in interdisciplinary studies** into an extension of Liberal Studies at the graduate level.

Resources Needed:

2007-2009	\$ 50,000 (supplement Distinguished Visiting Scholars program)
2009-2011	15,000 (support for M.A. in Interdisciplinary Studies) 20,000 (undergraduate research fund)

MATHEMATICS

- Expand engagement in **interdisciplinary** programs.
 - Develop and offer **international programs, internships** and **undergraduate student research**.
 - Increase **technology** use (all class rooms need to have data projectors, data cameras and computers).

Resources Needed:

2009-2011	30,000 (staff support) 40,000 (for program expenses)
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MIDDLE EASTERN AND ISLAMIC STUDIES

- Develop a **Middle Eastern and Islamic Studies Program** by 2008.
- **Expand international programs and internships** in the Middle East.

Resources Needed:

2007-2009	\$ 60,000 (one faculty line in MEIS Studies)
2009-2011	\$ 60,000 (one faculty line in MEIS Studies) 75,000 (three graduate assistantships) 25,000 (staff support)

PAN-AFRICAN STUDIES

- Develop and offer a **Ph.D. in Pan-African Studies** by 2010.
 - Develop a comprehensive “Pan-African” curriculum by adding faculty specialized in **East or Southern Africa**, the **Caribbean** and **Brazil**—and by developing formal academic relations with institutions in each region.
 - Expand **study abroad** and **international student and faculty exchange** programs.

Resources Needed:

2007-2009	\$ 60,000 (one faculty line) 30,000 (one staff position)
2009-2011	\$ 60,000 (one faculty line)

50,000 (two graduate assistantships)

PHILOSOPHY

- Develop and offer, with the School of Medicine, an **interdisciplinary M. A. in Bioethics** by Fall 2007.
- Establish a **Center for Professional and Community Ethics** by 2011-2012.
- Establish a **Critical Thinking Center** by 2010-2011.
- **Increase diversity**—among Philosophy faculty and students.

Resources Needed:

2007-2009	\$ 50,000 (two graduate assistantships) 12,000 (convert LLS to one term line)
2009-2011	\$ 60,000 (one faculty line)

PHYSICS and ASTRONOMY

- Develop a **B. S. in Atmospheric Science (Meteorology)** by Fall 2008.
- Develop an **M.S. in Atmospheric Science (Meteorology)** by Fall 2012.
- Develop a **Ph.D. in Physics and Astronomy**, by Fall 2008.
- Increase faculty and student **diversity**.

Resources Needed:

2007-2009	\$ 12,000 (convert LLS to one term line)
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POLITICAL SCIENCE

- Build the **Institute for Democracy and Development, and the Center for Asian Democracy**, into prominent research organizations.
- Establish a **Center for African Development and Democracy** by 2009-2010.
- Improve the quality of undergraduate instruction by **reducing the faculty/student ratio**.

Resources Needed:

2007-2009	\$ 60,000 (one faculty line)
2009-2011	50,000 (two graduate assistantships) 12,000 (convert LLS to one term line)

PORTUGUESE STUDIES

- Establish **interdisciplinary relationships** with other A&S departments and programs, specifically Pan-African Studies and the Brazilian Studies program.
- Develop **faculty and student exchanges** with Portuguese universities.
- Develop joint **international research projects** involving A&S faculty and students—and their counterparts in Portugal.

Resources Needed:

2009-2011	\$ 60,000 (tenurable faculty line in Portuguese language) 25,000 (staff support)
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PSYCHOLOGY

- Strengthen **undergraduate programs** in Psychological and Brain Sciences.
- Strengthen **graduate programs** in Psychological and Brain Sciences.
- Establish a **Center for Health and Wellness**, with a focus on under-served communities.
- Increase faculty and student **diversity**.
- Improve **undergraduate advising**.

Resources Needed:

2007-2009	\$ 12,000 (convert LLS to one term line)
	100,000 (supplement operating/program budget)
2009-2011	75,000 (add two staff support lines)
	12,000 (convert LLS to one term line)

SOCIOLOGY

- Develop a **Ph.D.** program in Sociology by 2010 (that is unique in the region).
- Develop and offer an **undergraduate minor in Global Studies**.
- Develop and offer a **graduate certificate in Applied Sociology** at Punjabi University (India).
- Expand course offerings with an **international** focus and **study abroad** programs.

Resources Needed:

2007-2009	\$ 60,000 (one tenurable faculty line)
	12,000 (convert LLS to one term line)
2009-2011	24,000 (convert LLS to two term lines)

THEATRE ARTS

- Strengthen the undergraduate concentration in **design**.
- Building upon the strength of the AATP, continue **expanding diversity** to encompass ethnicity, religion, internationalism, and sexual preference.
- Establish a **Center for the Performing Arts** (in a new building) by 2012.

Resources Needed:

2007-2009	\$ 12,000 (convert LLS to one term line)
2009-2011	55,000 (one tenurable faculty line in Acting)

URBAN & PUBLIC AFFAIRS

- Develop a **joint MPA/MFA** program with the Department of Fine Arts and the Division of Humanities.

Resources Needed:

2009-2011	70,000 (faculty line for MPA)
	60,000 (two graduate assistants)

WOMEN'S AND GENDER STUDIES

- Strengthen **undergraduate and graduate programs**.
- Develop and offer an **undergraduate minor in LGBTQ Studies** by 2010.
- Develop and offer **international programs** for WGS students by 2011.

Resources Needed:

2007-2009 \$ 55,000 (new faculty line)
 40,000 (two graduate assistants)
 2009-2011 55,000 (new faculty line)
 40,000 (two graduate assistants)
 25,000 (staff support position)

The "PBK Plan" in the A&S Strategic Plan: Resource Summary

<u>Unit</u>	<u>PTL to Faculty</u>	<u>TA Term</u>	<u>Lines</u>	<u>Other</u>	<u>2007-2009</u>	<u>2009-2011</u>	<u>Total Needed</u>
<u>Administration</u>							
ADVISING	1			*	\$ 180,500	\$ 20,000	\$ 200,500
DIVERSITY	1			*	60,000	70,000	130,000
<u>Departments</u>							
ANTH	1	1	1		74,500	25,000	99,500
BIOL	1	0	0		65,000		65,000
CHEM	0	0	5			160,000	160,000
CML	5	2	0		92,000	171,000	263,000
COMM	0	2	0		24,000	24,000	48,000
ENG	0	2	0		24,000	24,000	48,000
FA	0	2	1		74,000	12,000	86,000
GEO	1	1	2		12,000	110,000	122,000
HIST	3	2	0		132,000	84,000	216,000
HUM	0	3	0		12,000	24,000	36,000
JA	1	0	3		60,000	75,000	135,000
LBST	0	0	0	*	50,000	35,000	85,000
MATH	0	0	0	*		70,000	70,000
PAS	2	0	2	*	90,000	110,000	200,000
PHIL	1	1	2	*	62,000	60,000	122,000
PHYS	0	1	0		12,000		12,000
POLS	1	1	2		60,000	62,000	122,000
PSYC	0	2	0	*	112,000	87,000	199,000
SOC	1	3	0	*	72,000	24,000	96,000
TA	1	1	0		12,000	55,000	67,000
UPA	1	0	2			130,000	130,000
WGS	2	0	4	*	95,000	120,000	215,000

<u>Programs*</u>						
AATP	1	0	2	105,000		105,000
Asia	2	0	0		120,000	120,000
Brazil	1	0	0	0	60,000	60,000
Caribbean	1	0	0		60,000	60,000
China	1	0	0	0	60,000	60,000
CCHS	0	0	0	*	44,000	66,000
Honors	0	0	0	*	70,000	105,000
Judaica	1	0	0		55,000	55,000
Latin American	2	0	0		60,000	120,000
MEIS	2	0	3	*	60,000	220,000
Portugal	1	0	0	*	0	85,000
Personnel	32	24	31	1,591,000	2,089,000	3,680,000
Fringe Benefits (21.5%)				342,065	449,135	791,200
Total Personnel				1,933,065	2,538,135	4,471,200
Non-Personnel				177,500	125,000	302,500
Other Program Expenses*				375,000	375,000	750,000
Total Non-Personnel				552,500	500,000	1,052,500
TOTAL				2,485,565	3,038,135	5,523,700
Priority 1				883,500	644,000	1,527,500

Center for Academic Advising and Student Services: FR/SO Division**Vision:**

The College of Arts & Sciences' Center for Academic Advising and Student Services: FR/SO Division is committed to providing accurate, effective, and engaging services to all Arts & Sciences students. The Center aims to integrate current scholarship and technological advancements to aid in the retention, major selection, diversity awareness, and development of students. In addition to the services provided within and by the center, the staff of the advising center will collaborate with other campus offices to create an environment that fosters student success.

Focus Area	Goal/Objective	Means of Execution	Form of Assessment		Needed Resources
Staffing	Offer graduate assistantship or graduate internship annually	Collaboration with Student Affairs, College of Education, and the Graduate School	Increased awareness of advising as a career choice, wider pool of professional advisers, quality assurance of personnel	2011	\$30,000
	Continue to move towards reducing the adviser-student ratio via full-time staff positions to 250:1	Hire an additional 4 staff members for the Freshman/Sophomore Division of Academic Advising	Student evaluation after appointment may	2012	\$125,000
	Implement a system of professional advancement to meet the level of education, professional development, and experience in academic advising	Collaboration with Human Resources and the Provost Office to re-vamp current PIQ structure and introduce advising through a tenure track as well as staff structure.	Measure of professionalizing the field, with an increase in the number of MA and Ph.D. recipients employed in the field with commensurate pay.	2015	Pending levels of enhancement
	Develop centers within centers to address the special needs of student sub-populations with hierarchical structure of administration	Enhancement of current programs and outreach with growth in student	Concentrated focus on focused issues that impact student experience and retention within the university	2016	NA
	Goal/Objective	Means of Execution	Form of Assessment		Needed Resources
Staffing Cont..	Enhance peer education programs and outreach services through advising and mentoring.	Reduce adviser-advisee (one paired with each adviser)/mentor-mentee ratio (50%); Enhance training & offer annual course; Weekly/bi-weekly staff meetings; Provide them with increased computer access; mandatory programming; increase visibility/marketability; include transfer students & upper classmen in mentoring; fund scholarships	Improved line of communication with student, leadership development through academic pursuits, increase retention of students participating in the program, collaboration with other units on training and development	2017	\$80,000 (Dean's Office, grants, & development)
	Revamp advising webpage to have current information and adviser contacts readily available, including referral links & frequently asked questions	Work with Dean's Office and IT to design a user-friendly site as well as other advising units for question and answer page.	Decreased number of on-call or walk-in questions that relate to the same areas of interest for students	2007	NA

Center for Advising & Student Services – Junior-Senior Division Strategic Plan (2007 – 2016)

Unit Vision

The Junior-Senior Division of the A&S Center for Advising and Student Services embraces and strives to carry out, from an upper-division liberal arts perspective, the University-wide “Academic Advising Vision” adopted in Spring 2005: “Academic advising at the University of Louisville aspires to be a dynamic, nationally-recognized system that sets standards of excellence focused on student learning, technological innovation, and a collaborative commitment to student success in a diverse and changing society.”

Priority Goals/Objectives

Student Learning – What is presented in advising is information about the campus and the educational offerings, policies, and procedures of the College of Arts and Sciences. What is taught are the critical thinking skills students need to make wise decisions as their undergraduate experiences unfold and options present themselves. Given existing resources, we have the capability of providing basic program information, periodic academic progress reports, and general guidance concerning the policies and procedures applicable to undergraduate students. We are also slowly, as time permits, sharpening and enhancing that objective emphasis by continuing to conceive and develop supplemental online advising tools and methods of communication. The four new positions proposed as milestones in this strategic plan will not only allow us to hasten the development of these tools but will also lower the student-advisor ratio enough for us to expect improvements in student learning based on increased Counselor availability and the opportunities thereby created for unit staff to get to know and serve students both more intensively and on a more personal basis. The capacity to work more closely with students and to engage students affectively as well as cognitively can be expected to have a significant impact on the College’s overall retention and graduation rates.

Milestones and Action Steps (Student Learning)

2007

- Add one new Academic Counselor Senior position to focus on pre-health professions advising plus a second Academic Counselor Senior position, the latter constituting a first step toward lowering student-advisor ratios for upper-division students in general.
- Train new hires.
- Review Junior-Senior Division webpage and related web services for targeted use by A&S juniors and seniors; implement improvements in basic coverage; set priorities for adding coverage of special topics.

2008

- Assess effectiveness of webpage basic coverage, including polling for student satisfaction; make adjustments as needed.
- Begin development of webpage special topics (phase one).

2009

- Add two additional Academic Counselor Senior positions as the second and final step in lowering student-advisor ratios at the upper-division level.

- Train new hires.
- Implement phase one of webpage special topics.
- Continue development of additional webpage special topics (phase two).

2010

- Assess effectiveness of webpage special topics (phase one), including polling for student satisfaction; make adjustments as needed.
- Implement phase two of webpage special topics.

2011

- Assess effectiveness of webpage special topics (phase two), including polling for student satisfaction; make adjustments as needed. .
- Set priorities for the development and completion of any remaining webpage advising topics.

Technological Innovation – The Junior-Senior Division of the A&S Center for Advising and Student Services is developing new methods of organizing, storing, and retrieving student data for advising and administrative purposes and new protocols for sharing these data with students, their faculty advisors, and others on a need-to-know basis. Degree checks are arguably the most sought-after service provided by our unit. Indeed, students often talk as if advising and degree checks were one and the same, and we suspect that it is for that reason that faculty advisors, many of whom lack confidence in dealing with curricular requirements outside the major, are frequently uncomfortable advising students. The systems under development will utilize Blackboard to make the degree checks prepared by our staff available online to both students and their assigned faculty advisors. These reports will be available in two formats, namely, in the traditional format showing how all completed coursework has been applied to degree requirements, and also in a new format that will display only the requirements remaining for the student to complete his or her degree. In addition, we envision the creation of matching templates outlining the degree requirements for each A&S degree program. These templates will be available on the College's website (via links on the Advising webpage) and will not only outline all of the academic requirements for each program but will also, using drop-down boxes to minimize clutter, list all of the courses approved to meet each requirement. It will also be possible to indicate special caveats or suggestions as the need for such commentary arises.

Milestones and Action Steps (Technological Innovation)

2007

- Begin, on a pilot basis, phasing in use of degree-check portfolios on Blackboard to give students in the pilot and their faculty advisors online access to the Advising Center's most recent degree checks for these students.
- Resume work on sample online program templates, one appropriately-representative program sample per A&S Division.
- Add one new Program Assistant Senior position to assist in the development and maintenance of the technical apparatus required for the technological innovations outlined in this section of the strategic plan.

2008

- Assess results of pilot use of electronic degree-check portfolios on Blackboard, including polling for student and faculty satisfaction; make adjustments as needed.
- Continue implementation of Blackboard degree-check portfolio program.
- Introduce sample online program templates for student and departmental review; make adjustments as needed.

2009 Continue assessment of Blackboard degree-check portfolio project, including polling for student and faculty satisfaction; make adjustments as needed.

- Assess effectiveness of sample online program templates, including polling for student and faculty satisfaction; make adjustments as needed.
- Continue development of online program templates, with the goal of completing templates for at least half of the College's forty-three academic programs by the end of academic year 2009 – 2010.

2010

- Complete remaining online program templates by the end of academic year 2010 – 2011.
- Assess the overall impact and effectiveness of the full suite of online advising tools described above, including polling for student and faculty satisfaction.

A Collaborative Commitment to Student Success in a Diverse and Changing Society – The unit recognizes and respects the expertise found in other areas, for example, the University Career Center, our local and regional business community, and the academic departments of the College. These areas provide links to the world and careers outside the University and are, therefore, well-positioned to shed light on the ways in which the lessons of a student's curriculum find application in our diverse and changing society. We look forward to forging new partnerships with the University Career Center, local and regional businesses, and the academic departments of the College in creating and offering an assessment program designed to ensure that students are on track not only with respect to the formal requirements for graduation but also with respect to success beyond their undergraduate careers. As part of this program, which would include an initial assessment early in the junior year and a follow-up assessment at the beginning of the senior year, students could expect to receive, among other things, advice on making an effort to get involved in campus activities, developing relationships with faculty, service opportunities, job shadowing and internship experiences, study abroad and research opportunities, preparation and requirements for graduate and professional programs, and constructing realistic career plans and job search strategies.

Milestones and Action Steps (Collaborative Commitment to Student Success)

2007

- Develop a concrete working relationship with the new University Career Center.
- Work with academic departments to develop preferred protocols for serving their approved majors and thereby supplementing departmental advising.

2008

- Work through the University Career Center to begin to establish a network of connections within the local and regional business community.
- Begin the work of researching and designing a model assessment program for subsequent discussion with prospective partners and eventual implementation once recommended staffing levels have been achieved.

2009

- Seek feedback on assessment program designs from students and prospective partners.
- Establish partnerships required for implementation of the assessment program.

2010

- Implement pilot assessment program for testing and review, including polling participants for satisfaction.

- Add one new Program Assistant Senior position to provide ongoing support for the assessment program.

2011

- Fully implement assessment program.

Resources Needed and Resource Acquisition Strategy

The resources needed to support this strategic plan are principally, though not exclusively, for four new Academic Counselor Senior positions and two new Program Assistant Senior positions. The present salary range for an Academic Counselor Senior is \$32,772 – \$53,987; the range for Program Assistant Senior personnel is \$11.54 - \$18.41 per hour. Funds have already been requested through the A&S Enhancement Fund for the pre-health advising position. There are no funds available in the Junior-Senior Division's budget to support either the new positions requested or the specialized technical assistance required for final implementation of the technology initiatives outlined in this plan. New money will need to be provided through others who believe in and are willing to support the goals of this plan. Without the requisite resources, this plan cannot be carried out.

Alumni Relations and Development 2007-2017

Submitted by
Anne Domeck, Assistant Dean for Administration

Vision

The College receives high profile, positive recognition—nationally, locally and within the campus community—for its outstanding programs, involvement in promoting the welfare of the community, contributions to specific disciplines, and outstanding faculty, staff and students. There is a sense of community among students, faculty and staff as evidenced through widespread participation in a number of College and Departmental events and programs that bring us together over the course of each academic year. We enjoy the support of a large body of engaged alumni who contribute through their service and their gifts, and friends of the College contribute generously to support the priorities of the College and its departments. Each year, giving to the College totals 20% of the College's CAR budget. Our facilities and programs benefit from this ongoing infusion of support and progress to a level beyond what would be possible on our CAR funds alone.

A well staffed and supported Advancement Unit within the Dean's Office works closely with the Dean and the Departments in support of the College's priorities. The A&S Advancement Unit comprises four areas:

Communications staffed by the Coordinator of Public Relations, a Website Coordinator and two half-time student workers

- Websites (including support for departmental websites)
- Monitor System
- Newsletters

Public Relations staffed by the Coordinator of Public Relations, two full-time staff support persons and one half-time student worker

- Event planning
- Consulting with marketing firm
- Advertising
- Promoting faculty and staff to be nominated for awards (identify professional awards, assist with preparation of nominations, track awards received and publicize award winners)

Alumni Relations staffed by the Coordinator of Alumni Relations

- Communicating with alumni
- Carrying out events for alumni
- Cultivating alumni groups across the state and nation
- Supporting departments to build better alumni relations
- Promoting current students and recent graduates to become "engaged" alumni
- Serving as liaison to Alumni Council

Development staffed by four full-time staff: Director of Development plus three full-time staff (one per division) who work for and report to the College

- Securing funding to support College priorities
- Working closely with departments to identify their funding priorities and build and sustain relationships with their donors
- Securing funding to support departmental priorities

This strategic plan is organized around goals and objectives related to four broad areas: Visibility, Development, Community Building, and Alumni Relations. The plan covers goals and objectives that impact several components of the College's strategic planning criteria including alumni relations, development and fundraising, and student satisfaction.

➤ **Visibility**

Goal: To Increase the number of people (on campus, among alumni, in the community, regionally, nationally, and internationally) who have knowledge of and positive regard for the College, its programs, its personnel, or its students.

Objectives (These objectives will apply once the staff support listed on page 1 is in place):

1. Increase by 15% each year the number of expert citations and other positive acknowledgements of the College that appear in print. This will be measured by the number of times A&S faculty, staff, or students or their work are mentioned/cited in newspaper or magazine articles -- not including refereed publications since they will be counted in another part of the strategic plan.
2. Increase by 15% per year the number of awards or other forms of professional recognition received by A&S faculty, staff or students, or alumni. This will include university awards as well as those in community, state, national and international arenas.
3. On all College websites (both Dean's Office and departmental websites), all information will be updated within 6 months, all links will be functional, and all information current.
4. All websites in the College will be fully accessible to users with handicaps.

Strategy/Action Steps

- Provide administrative staff support to identify and disseminate information about award opportunities and to assist faculty, staff and students in pursuing awards
- Compile and organize information to establish baselines and track awards, citations, etc. received
- Publicize awards (and other positive recognitions) that are received
- Improve the College's use of its websites--at Dean's office and departmental levels--by 1) continually monitoring all the College and department websites and addressing outdated content and "dead" links; and 2) by providing direct support to Departments and Dean's Office work groups who need the services of a Website Coordinator to enhance the look, function and content of their websites and to assure accessibility of their sites.
- Ongoing work with a marketing firm, as needed, to develop cost effective strategies to raise awareness of the College and carry out recommended strategies, which might include radio programs, cable channel programs, print and radio ads, earned media, etc.

Resources (Note: the Coordinator of Public Relations is also a resource for achieving these objectives)

Hire one full-time administrative support staff member to establish baselines, identify and research award opportunities, encourage nominations, provide assistance in preparing nominations, track progress toward achieving objectives, and publicize awards and citations that are received. Estimated cost of \$30,000 salary plus fringe benefits.

Hire Website Coordinator and two student workers, each at 20 hours per week. Estimated cost of \$34,000 salary plus fringe benefits for Website Coordinator and \$20,000 per year for student workers.

Operating budget for publicity and marketing of \$20,000 per year (not including costs of cable channel programs if we pursue that strategy); and \$4,000 to \$5,000 per month, as needed, for services of a marketing firm

Resource acquisition strategy

Use enhancement funds and funds raised by Development staff to support hiring new staff and student workers and to provide an operating budget.

➤ **Development**

Goal: To increase giving to the College.

Objectives (These objectives will apply once the staff support listed on page 1 is in place)

1. Gifts to the College, not including annual fund gifts, increase by \$675,000 per year.
2. Each department of the College has identified its top three fundraising priorities and receives active and productive assistance from a Development Associate in securing funding for these priorities.
3. Funding to support specific needs identified by departments increases by 20% each year.

Strategy/Action Steps

- Arrange reporting lines so that Development staff who work in support of the College are accountable to the Dean of the College or his designee. This may require that the College pay the full salaries for these positions.
- Shift the fundraising approach to focus on College priorities in place of the current donor-driven approach. The donor-driven approach makes it easier for development staff to increase the “bottom line” but requires the College to divert funds from other uses in order to supplement restricted gifts that do not fully fund new programs or initiatives that donors want.
- Increase staffing so that each division in the College has the support of a Development Associate who is well versed in fundraising strategies that apply to the disciplines in that division.
- Increase involvement of Development staff in working with alumni and other donors outside the Louisville area.
- Provide operating budget for travel for Development staff, promotional materials about the College, donor events, and donor gifts.

Resources

Support for four full-time staff: Director of Development plus three full-time Development Associate Sr. positions (one per division) who work for and report to the College. Estimated costs of \$70,000 in salary plus fringe benefits for the Director of Development and \$45,000 in salary plus fringe for each of the Development Associate, Sr. positions (estimated total \$205,000 salary plus fringe benefits)
Operating budget for development of \$30,000 per year.

Resource acquisition strategy

Use unrestricted gifts to the College and/or one-time funds that will be freed up when programs now supported by the College are supported instead by gifts to the College. Gradually shift salary support to CAR funds as they become available.

➤ **Community Building**

Goal: To increase the number of students, faculty and staff who express positive feelings toward the College (and its programs and initiatives) and to increase the number of students, faculty and staff who interact with one another through College-sponsored activities, initiatives and gathering places.

Objectives (These objectives will apply once the staff support listed on page 1 is in place)

1. Ratings of the College by students, faculty, and staff show a significantly higher score within four years after strategies are implemented.

Strategy/Action Steps

- Hire an outside firm or faculty member(s) within the College to develop and conduct survey of students, faculty and staff to establish a baseline regarding their satisfaction with and opinions of the College and to identify areas for improvement.
- Repeat the College survey every other year.
- Work with focus groups of students, faculty and staff to identify what is “working well” and suggestions for improving the work and learning environments.
- Publicize steps the College has taken to respond to suggestions from the surveys and focus groups.
- Sponsor a series of events or services that create opportunities for students and faculty to interact [examples the College hosts “majors day” where students and faculty from a specific department can gather to enjoy free pizza; the College hosts (and faculty, staff and alumni serve) continental breakfasts or snack breaks for students around exam time; College hosts other community-building events in addition to the Fall picnic].
- Give an A&S t-shirt to every incoming A&S freshman or transfer student and a departmental t-shirt at the time each A&S student is formally accepted into a major.

Resources

Salary and fringe benefits to hire Coordinator of Alumni Relations whose roles include community building by way of promoting current students and recent graduates to become “engaged” alumni. Note: Creation of this position also supports Alumni Relations and the costs for salary and fringe are listed in that section.

New A&S building(s) that feature area(s) specifically designed for and designated as places for students to interact with faculty (such as a restaurant, snack bar with lounge or coffee shop). The need for these common spaces must be part of the discussion from the outset when building size is first being considered. Cost to be determined.

Funds for t-shirts estimated at \$20,000 per year.

Operating budget to cover community-building events and services estimated at \$50,000 per year.

Resource acquisition strategy

Use State funding, or possibly donor funding, to support construction of new building(s) to create places for students and faculty to interact.

Use unrestricted gifts or one-time funds to support operating expenses for College-sponsored events that bring students, faculty and staff together and for t-shirts. Increases in Annual Fund giving and other giving to the College would help offset these costs.

➤ **Alumni relations**

Goal: To increase A&S alumni giving (percentage of alumni who give and total amount given)

Objectives (These objectives will apply once the staff support listed on page 1 is in place)

1. Annual Fund gifts to the College increase by \$65,000 per year.
2. Percentage of Alumni who give increases by 2% per year.

Strategy/Action Steps

- Communicating with alumni through e-newsletters, *The Portal*, and special mailings
- Carrying out events for alumni
- Cultivating alumni groups across the state and nation
- Supporting departments to build better alumni relations
- Promoting current students and recent graduates to become “engaged” alumni
- Providing direction to the A&S Alumni Council

Resources

Support for full-time position as Coordinator of Alumni Relations estimated at \$33,000 salary plus fringe benefits.

Operating expenses estimated at \$18,000 for costs of alumni events, publications, postage, travel to meet with out-of-town alumni groups, etc.

Resource acquisition strategy

Increased giving to the Annual Fund should cover the cost of this position and the operating budget. Enhancement funds also are a possible source.

A & S Diversity and Outreach Programs Strategic Plan

Diversity

I. Vision

The A & S Office of Diversity and Outreach Programs is committed to achieving a community of students, staff, faculty, and administrators that is inclusive, especially of members of historically underrepresented groups. Achievement of a truly inclusive community requires directly addressing the systemic barriers that exclude certain groups—most especially, African Americans—from full participation in our campus community.

II. Strategic Goals and Objectives

A. Faculty Development

1. Continue **diversity workshops** or **guided departmental diversity discussions**.
2. Help faculty to integrate diversity into curricula and teaching.
 - Continue and grow the **Inclusive Teaching Circles** program
 - b. Collaborate with the **Curriculum Development Project** to develop CD courses.
3. Provide programs that cultivate faculty understanding of the systemic barriers faced by historically underrepresented groups
4. Insure that faculty development programming (1-3 above) **reaches** most **part-time faculty and graduate student instructors**.
5. Create **Diversity Award Program** for A & S faculty, staff, and administrators who excel at contributing to diversity or retention.
6. Continue **mentoring programs** for **junior faculty of color and women**.
 - a. Regular informal community-building events
 - b. Roundtable discussion about overcoming barriers to tenure
 - Develop pair-peer mentoring program
 - d. Expand formal mentoring program

B. Structural Infusion of Diversity

1. Explore means of **making faculty, staff, and administrators accountable for on-going professional development in diversity** by making diversity an integral part of everyone's job responsibilities.
 - Enhance **communication of diversity programs** to campus community
 - a. Build **new website** to centralize communication of events, and programs, and best practices in diversity and retention
 - b. establish internal capacity to update diversity webpage at will
 - c. Work with **Delphi Center** to explore means of **disseminating diversity information at university**
 3. Reinforce a regular relationship with other diversity-programming parties, such as CODRE, COSW, Vice Provost for Diversity, Diversity Chairs of each unit, etc.
2.
 4. **Develop diversity leadership within the College.**
 5. Explore starting a **professional peer-reviewed journal** with the focus on **diversity, inclusion, and equity**.

C. Student, Administrator, and Staff Development

1. Develop **Mutual Mentoring programs that encourage faculty, staff, and students to work together** on diversity projects, and offer mutual support
 - a. Take faculty-staff-student team to NCORE, and assist students in putting together a diversity workshop.
 - b. Take faculty-staff-student team to White Privilege conference, and assist students with constructing diversity presentation.
2. Develop other opportunities for co-curricular interaction among students, administrators, and staff.

D. College-Wide Diversity Programming

1. **U of L NETWORK** monthly luncheon dialogues and racial and diversity issues.
2. Explore creating a **Diversity Lecture Series**, drawing on U of L faculty, administrators, staff, and bringing in experts in fields of cultural competency, diversity, and social justice.

E. Additional Diversity Efforts

1. Continue facilitating **Diversity Competency Module** project in collaboration with Provost's Office.
2. Continue augmenting **Louisville Municipal College webpage and Oral History Project**.
3. Continue **facilitating Work-Restricted Religious Holiday Policy and Calendar**

F. Assessment

1. Develop instruments for regular monitoring of campus climate.
 - a. Quantitative surveys.
 - b. Conduct focus group surveys on a two- or three-year cycle such that the results will be comparable longitudinally.
2. Include regular evaluation questions for all diversity workshops and guided discussions, as well as all mentoring programs.
3. Conduct start-of-year and year-end surveys within Inclusive Teaching Circles to assess changes in knowledge and benefit of these discussion groups.
4. Document yearly program contact with Curriculum Development Project, Delphi Center, and other campus groups; document numbers of new CD courses, joint programming with Delphi Center, meetings and joint programs with Vice Provost, CODRE and COSW, and so on.
5. Revise course evaluations to include questions concerning diversity and course design, content, and pedagogical methods.
6. Develop instruments for measuring effectiveness of diversity programs.
7. Develop an instrument (borrow from U of Michigan?) for measuring students' learning about diversity while at U of L.

a.

Funding

1. Expansion of Inclusive Teaching Circles: \$5000
2. Diversity Award Program: \$1000
3. Website Design and Regular Support: 10% of Staff member's PIQ
4. Most other programs can fit into existing Diversity and Outreach budget

G.

Funding Sources

Look into grant activity, where feasible.

H.

Outreach Programs

I. Vision

The Office of External Programs is committed to building partnerships between the College of Arts and Sciences and communities throughout the Greater Louisville metropolitan area, as well as communities and institutions in the Commonwealth of Kentucky. In doing so, we strive to bring the resources of the college to bear upon appropriate areas and issues identified by those communities, and design focused programming to make the college relevant and useful to persons throughout the metropolitan area and the state.

II. Strategic Goals and Objectives

Office Development

- A.
 1. Strengthen linkages with each A & S academic program and continue to build faculty support for external programming.
 2. Widen collaborations with community organizations, non-profit groups, local governmental units, and concerned individuals throughout the state.
 3. Respond to changing demographics in the region and state to be able to design relevant and useful programming.
 4. Network with higher education institutions in the region to learn about and contribute community-oriented partnership building
 5. Build knowledge of venues for potential programs and create an up-to-date contact and capacity file on each.
 6. Develop capacity for wider public dissemination of A & S outreach programming via different communications media.
 7. Build library of programs and activities complete with assessment results and feedback on each.

Programming and Initiatives

- B.
 1. Continue **Signature Partnership** initiatives in Arts and Humanities, Public Education, and Civic Engagement
 - a. **Saturday Academy**, a community-based enrichment program on African World history and culture.
 - b. **Yearlings Club Public Lecture Series**
 - c. Assist with other university-wide Signature Partnership initiatives
 - Develop **Hispanic community programming**
 - a. Continue work toward Hispanic-Black Community Conversations
 - b. Develop programming at several venues (Arcadia Community Center, Americana Community Center, Shelbyville, Hispanic newspaper collaborations)
 - c. Develop programming on state government issues
 - Explore programming initiatives with **Crane House**
2.
 4. Explore A & S joint programming initiatives with **Chestnut Street YMCA**
 5. Increase support of **Service Learning** within College of Arts and Sciences
3.
 - a. Create **Service Learning Fellowship program**, rewarding and supporting creative courses and community engagement within the college
 - b. Establish **Service Learning mini-grant program** for individual faculty and for department curricula.
6. Develop "**International Issues/Local Impact**" **Series**, involving PAS, McConnell Center, Political Science, the Braden Center, the Ali Center, History, and other A & S departments and programs, as appropriate
7. Explore establishing a regional **International Economic, Human Development, and Education Conference** with state government.
8. Assist developing a **Native American Studies program** in the college, including student organization, external programming, and support of Native American students, faculty, and staff

9. Create an “**Urban Issues-Rural Environment/Rural Issues-Urban Environment**” series, focusing on the mutual relationship and concerns of urban and rural areas in Kentucky
10. Formalize an ongoing **Legislative Series**, both previewing upcoming legislative sessions, and afterwards assessing their work.
11. Work to build support for an **A & S cable television presence**, and expanded web presence.
12. Continue to assist planning the **Kentuckiana Asian Pacific American Celebration** at the Speed Museum
13. Explore possibility of bringing **Outreach Scholarship conference** to University of Louisville
14. Support **Environmental Study Service Learning Initiative** underway in Honors Program and Braden Institute
15. Support programs providing underrepresented students bridges into higher education

C. Assessment

1. Do regular surveys and data collection for outreach programs.
2. Provide year-end report on Outreach programs analyzing survey data, and assessing new directions for programming in upcoming year.

Funding

- D.
1. \$75,000 programming budget (\$50,000 for speakers, \$5000 for refreshments, \$10,000 for conference and regional collaborations, \$5000 for facilities/rentals, \$5000 for publicity/public relations)
 2. Maintain current budget for Saturday Academy and Yearlings Club
 3. \$ 7000 for Service Learning Fellowship program; \$5000 for Service Learning Mini-Grant program

A&S Facilities Strategic Plan

I. Vision

To serve the students, faculty and staff of The College of Arts and Sciences through the creation, enhancement and maintenance of the learning, instruction and working environments.

II. Objectives

1. 2006-2007

- a. Davidson Hall- First floor hallway lighting.
- b. Natural Sciences – Renovation of 8 restrooms.
- c. Bingham Humanities – Renovation of 2 restrooms first floor vending lobby.
- d. Begin second phase of classroom renovations and technology installation (priority 1), 12 classrooms and 3 Biology labs.
- e. Begin second phase of new student desk installations. Complete 11 classrooms with 519 desks 22 instructor chairs.
- f. Identify office and lab space for 2 Psychology Assistant Professors.
- g. Anne Braden Institute renovation in Ekstrom library.

1. 2008-2009

- a. Complete second phase of classroom renovations (priority 2), 14 classrooms and 4 Biology labs.
- b. Complete second phase of new student desk installations, 11 classrooms with 454 desks and 22 instructor chairs.
- c. Complete Bingham Humanities restroom renovation (10).
- d. Complete Bingham Humanities second floor hallway flooring replacement carpet to tile.
- e. Complete third phase of classroom renovations, 7 classrooms.
- f. Replace lobby furniture in 6 Life Sciences stairwell lobbies.
- g. Gottschalk Hall Stairway renovation.

2. 2010 -2012

- a. Complete new student desk installations of approximately 1,100 desks.
- b. Complete phase III classroom technology installation 10 classrooms.
- c. New Classroom building of at least 20 classrooms with a capacity of 30 or greater and 20-30 faculty offices.
- d. Renovation of Life Sciences Building to include HVAC, vacuum and compressed air, sprinkler systems.
- e. Renovation of Chemistry building - fume hood exhausts system and teaching labs.
- f. Renovation of Natural Sciences Building, mechanical systems, stairwells and windows.

3. 2013- 2016

- a. Begin classroom renovations again to include technology advances.
- b. Renovation of SUPA building.
- c. Renovation of Schneider Hall mechanical systems.

- d. Renovation of Dougherty Hall, address ADA accessibility and gym.

III. Strategy

- 1. 1.-a. Work order placed, \$70,000 set aside in plant fund.
- 2. 1.-b. Gathering estimates, \$40,000 set aside in plant fund
- 3. 1.-c. Gathering estimates, \$10,000 set aside in plant fund.
- 4. 1.-d. Issue matching initiative request, est. \$490,000.
- 5. 1.-e. Include cost in matching initiative, est. \$75,490.
- 6. 1.-f. Renovate storage area in Student Health, est. \$175,000.
- 7. 1.-g. Gathering estimates, est. \$30,000

- 8. 2.-a. Issue matching initiative request, est. \$330,000.
- 9. 2.-b. Include cost in matching initiative, est. \$66,157.
- 10. 2.-c. Issue enhancement funding request, est. \$50,000
- 11. 2.-d. Work with Physical Plant to allocate funding for replacement, est. \$19,000.
- 12. 2.-e. Issue matching initiative request, est. \$35,000.
- 13. 2.-f. Issue enhancement funding request, est. \$30,000.
- 14. 2.-g. Lobby Central Admin. and Physical Plant for funding. est. \$50,000.

- 15. 3.-a. Issue matching initiative request, est. \$157,000.
- 16. 3.-b. Include in matching initiative request, est. \$180,000.
- 17. 3.-c. Include in capital plan request, est. \$25.5 million.
- 18. 3.-d. Include in capital plan request, est. \$1.75 million.
- 19. 3.-e. Include in capital plan request, est. \$500,000.
- 20. 3.-f. Include in capital plan request, est. \$3.0 million.

- 21. 4.-a. Issue matching initiative request, est. \$100,000.
- 22. 4.-b. Include in capital plan request, est. \$2.0 million.
- 23. 4.-c. Include in capital plan request, est. 1.75 million.
- 24. 4.-d. Include in capital plan request, est. \$1.2 million.

Summary:

2006-2007 - \$620,490 – Does not include existing plant fund monies.

2008-2009 - \$580,157

2010-2012 - \$31,087,000

2013-2016 - \$5,050,000

Total \$37,337,647

Faculty Affairs

I am writing with three suggestions for the A&S strategic plan. These suggestions are from the Office of Faculty Affairs, so it should come as no surprise that all involve faculty of the College. But just as I believe that the measure of a university is the quality of its undergraduate experience, so do I believe that a university's undergraduate experience relies principally on faculty engagement with students.

The following recommendations come from what I see as impediments to faculty engagement with undergraduates. These impediments are

- (1) a faculty culture that over-privileges research at the expense of teaching (and service),
- (2) a splintered, almost balkanized faculty, which tends to see itself in terms of home departments rather than the College, and
- (3) a critical shortage of permanent, full-time faculty and the concomitant over-reliance upon both PTLs and term faculty.

First, the College needs to put more rewards where its rhetoric about teaching is. I'd like to see a public posting of the names of instructors who receive high student evaluation scores. Perhaps the College could pay for a full-page ad in *The Cardinal* for an "Incomplete List of Instructors Ranked as Excellent by their Students." (The University of Illinois at Urbana-Champaign published such a list when I was a graduate student there.) Such a list would not only help students select classes to take, but it could also provide the College with a rationale for rewarding departments for excellent teaching. Perhaps the three departments with the largest percentage of sections with high instructor scores could receive \$10,000, \$9,000, and \$8,000 in S&E funds respectively. Summer money can easily pay for this proposal.

Another issue the College faces is its extreme departmentalism. Faculty identify far more with their departments than with the College to the detriment of all sorts of interdisciplinary work from College committees to research. A large cause of this problem is geographical. Not since the faculty dining room in the Old Student Center was converted into space for IT has the faculty had a space where we, at nominal cost, can gather to get to know each other and each other's work. For this reason, I'd like to propose that one of the classroom buildings that central administration is considering be built with an extra floor for multiple-use meeting rooms and a sizeable faculty lounge of some sort. The cost will be high and the money would have to come from central administration, but the payoff in interdisciplinary work would be significant. But while we're waiting, I propose that the College award four annual interdisciplinary research grants of up to \$8,000 to research projects conducted by A&S professors from two different divisions (e.g., Humanities and Natural Sciences). These awards for incidental expenses, including travel to deliver resulting conference papers, would be administered by the College Research Committee. The money for these awards could come from summer money.

The most pressing need in the College is for more permanent, full-time faculty. I believe that classroom instructors who the students can expect to see throughout the day, throughout the academic year, and throughout their academic careers are key to the student experience here at U of L. I also suspect that one reason for U of L's low six-year graduation rate is the fact that too many instructors are transient, hired either by the semester or by the academic year. Our students will profit tremendously by having more of their classes taught by tenured and tenure-track faculty. To this end, I'd like to see the College add no fewer than 20 permanent lines over the next decade. This increase is well within the realm of possibility: 15 such lines were added to the College over the past decade. We can fund this increase partly by hiring tenure-track assistant professors when faculty retire, as two or three do in any given year. I hope that any remaining salary monies can be made up through our Development Office. Furthermore, I would recommend that these new lines would go to departments with the greatest reliance upon PTLs, with the understanding that five fewer sections would be taught by PTLs each year for every new permanent line a department receives.

Whatever we can do to help the permanent faculty grow in size, interact across disciplinary boundaries, and put more value on teaching will enhance the experience of the students we teach. I hope that some version of the proposals I have outlined above make it into the College's strategic plan.

John P. Ferré, Ph.D., Associate Dean of Arts & Sciences

Research and Graduate Studies

Strategic Plan for the A&S Office of
Wendy Pfeffer and Robert M. Buchanan

Mission and Vision Statement

The Mission of the A&S Office of Research and Graduate Studies is to promote and support undergraduate and graduate research, scholarship and creative activities; assist faculty, departments, institutes and centers in applying for and securing intramural and extramural support for research, scholarship and creative activities and for technology development; serve as a community-wide resource of research expertise; assist departments in developing, expanding, and coordinating existing and new graduate programs in the College; assist interdisciplinary programs associated with the Graduate School.

The vision of the A&S Office of Research and Graduate Studies is to support the region's premiere liberal arts college in its graduate research and educational endeavors by assisting nationally and internationally recognized faculty as well as programs that promote excellence in research, scholarship and graduate education.

The A&S Office of Research and Graduate Studies will meet the five Challenge for Excellence Goals in the following ways. Some items are repeated in different sections and appear under more than one Challenge for Excellence Goal.

I. Goal 1: Educational Experience

A. *College-Wide*

1. Create an advertising budget to improve public visibility of graduate education
2. Fund a webmaster to assist all departments in building good web sites.
3. Increase departmental S&E budgets.
4. Secure and/or create funding to support:
 - a. Faculty research leaves
 - b. Postdoctoral scholarships
 - c. Graduate student scholarships and fellowships

B. *Develop, expand, and coordinate existing and new graduate programs (see Appendix 1)*

1. Expand existing graduate programs so that each department has at least a Master's degree

- a. Create new degree programs:
- b. MA in Communication (admit students, beginning fall 2007)
- c. MA in Anthropology (by fall 2009)
- d. MA or MS in Geological and Geosciences (fall 2009)
- e. MFA in Fine Arts (fall 2007)
- f. MS in Bioethics (fall 2008)
- g. MS in Physics (fall 2010)
- h. PhD in Pan African Studies (fall 2009)
- i. PhD in Political Science (fall 2009)

Expand existing programs in:

2.
 - a. Middle Eastern Studies
 - b. Latin American Studies
 - c. Minor and graduate certificate in Latino Studies (beginning in fall 2007 and 2008, respectively)
 - d. Develop Department of Latin American and Latino Studies offering a BA and MA degree (by fall 2011)

C. Faculty lines

1. Create new full-time tenure-track lines to support expansion of graduate programs (see Appendix 2). More full-time faculty will expand curricular and research expertise, improve instruction and faculty/student ratios (throughout strategic plan period).
2. Reduce the number of term appointments (throughout strategic plan period).

D. Stimulate and coordinate collaborations between interdisciplinary programs

1. Develop international programs involving graduate students, faculty, postdoctoral and visiting scholars (by fall 2010)
2. Develop programs that will provide graduate instruction in:
 - a. **Bioinformatics (based on Task Force Report) (fall 2008)**
 - b. **Clinical and Translational Sciences (fall 2008)**
 - c. **Metabolomics (fall 2007)**

E. Graduate student recruitment

1. Assist departments in recruiting better graduate students (fall 2007).
2. Create a fund to assist departments in their recruiting efforts. (spring 2008).
3. Increase number of GTA, GRA and other awards for graduate students (funding increasing throughout period, see Appendix 3).
4. Expand graduate student teaching in A&S (by fall 2008)

F. Improve the graduate student experience

1. Create a Graduate Student Union (space opens in fall 2011)
2. Assist the library in expanding designated study areas for graduate students on the Belknap campus (throughout period)
3. Create an A&S career service office (beginning fall 2010)
4. Coordinate departmental GTA orientation sessions (in August) in A&S (beginning summer 2007).
4. Determine retention rate (spring 2007)

5. Improve retention rate (fall 2009)
6. Increase number of MS and PhD degrees awarded

II. Research, Creative and Scholarly Activity

A. College-Wide

1. Support growth of research participation in the college (through plan period)
 - a. Undergraduate research programs
 - i. Promote extramural NSF-REU program and intramural undergraduate initiatives through the VPR office (IRIG and KURS)
 - ii. Create an A&S undergraduate research grant competition and poster competition for science departments, and creative workshops and exhibits for the Humanities and Social Sciences
 - iii. Encourage graduate students to submit critical articles or reviews to journals on their research
 - iv. Promote and support minority research initiatives through the VPR office (LSAMP:KY-W.Va alliance), and create A&S supported minority research program
 - b. Graduate research programs (continue through strategic plan period)
 - i. Promote extramural funding for individual and joint investigator applications, departmental equipment, program development proposals, and increase patent applications.
 - c. Expand the total number of grant applications from the college to federal, state, foundation and private agencies by 10% per year over the strategic plan period (see Appendix 4).
 - d. Create a “bridge fund” pool of money from Dean’s office percentage of F&A return on grant to provide short term support faculty between grants, and cover some or all of A&S contributions to research faculty start up costs
 - ii. Proposal Clearance Form Modifications and Grant Management
 - a. Work with grants manager to stimulate more research grant applications
 - b. Resolve conflicts associated with all grants in A&S and participate in reconciliation efforts (with grant manager)
 - c. Work with Grants Management office to resolve problems with grants, assist in negotiations between other units in the University, and assist in negotiation of subcontracts
 - d. Assist in the construction of grant applications—usually multi-investigator and planning grants
 - e. Work with PIs, department chairs, and the Dean to secure matching funds from the College and the SVPR office
 - f. Hire professional grant writer for college
 - iii. Grant Applications
 - a. Assist faculty in locating funding opportunities and securing grants, and function as liaison between UofL, VPR office and funding agencies b. offer grant writing and budget preparation workshops
 - c. Resolve conflict and problems associated with the management of extramural and intramural grants
 - d. Expand grant submission and management policies, research newsletter, guidelines for preparing and submitting grants
 - e. coordinate distribution of grant information to faculty and staff
 - f. Coordinate department and college web page announcements related to research, create link network to improve navigation between research departments and programs
 - iv. Encourage more applications and participation in intramural grant programs through the VPR office (see Appendix 5).
 - iv. Increase the number of University and Distinguished University Scholars in the college

B. Develop, establish and expand centers and institutes

1. Create the Anne Braden Institute for Social Justice Research (spring 2007)
2. Create the Center for Regulatory and Environmental Analytical Metabolomics (spring 2007)
3. Create a Center for Asian Studies (fall 2008)
4. Centralize oversight and support of institutes and centers in the college (fall 2009):
 - a. Assist in securing designated and shared space
 - b. Add shared staff
 - c. Assist centers and institutes in expanding library resources.
5. Stimulate collaborations between institutes and centers (throughout strategic plan period)

C. A&S research and creative activities grants and awards (see Appendix 5)

1. Expand the present programs budget (\$20,000/year) by \$5,000 each year over the strategic plan period.
2. Create new incentive programs to stimulate broader participation in intramural funding competitions in the college.
3. Stimulate greater participation in A&S Distinguished Research and Creative Activities, Teaching and Service awards—add prize \$\$ to base salary, use the *Portal* to feature articles of awardees, and reward departments of awardees.

D. Publications and Creative Activity

1. Increase number of conference presentations by faculty and students
 - a. Increase travel funds for faculty to attend national and international conferences (fall 2007)
 - b. Create graduate student travel fund to attend meetings (fall 2007)
2. Increase number of publications (see Appendix 6)
3. Increase number of exhibits and performances
4. Increase publicity for A&S research activities
5. Give monetary prizes for outstanding works

III Accessibility, Diversity, Equity and Communications

A. Infrastructure

1. Lab space as needed for new faculty and programs (see I.B.1.a above)
 - i. Anthropology
 - ii. Geography and Geosciences
 - iii. Physics and Atmospheric Science
 - iv. New research building and modification of existing buildings (i.e. add new wing on chemistry and natural sciences buildings)
2. Office space as needed for new faculty and programs (see I.B.1.a above)
 - i. Pan-African Studies
 - ii. Political Sciences
 - iii. Bioethics
 - iv. Latin American (and Latino) StudiesResidential space

3.

- i. Increase amount of Graduate Student Housing (fall 2010)
 - ii. Increase amount of UofL visitor housing for (fall 2010)
 - a. Long-term visiting faculty
 - b. Guest lecturers
 - c. Job candidates
 4. Improve www design and management
 5. Expand Chemistry and Natural Science Buildings, and construct multi-level structure for instructional and office use (present Fine Arts Building site) by fall 2011 or later
- B. Minority Hires (African Americans, Latinos and Women)*
1. Increase the number of minority faculty throughout the College
 2. Increase number of African American faculty in math and science departments

IV. Partnerships and Collaborations

- A. With other institutions* (see III.A.3ii. above)
1. Establish collaborations with region schools to promote research and graduate education in the state (i.e. KAS at UofL in fall 2007)
- B. With other colleges of UofL* (see I.D.2. above)
- C. Create Graduate Internship opportunities with companies, state and local, government agencies*
- D. Work with local companies*
1. UPS / National Weather Service
 2. Advanced Materials Research Group

V. Institutional Effectiveness of Programs and Services

A. Alumni Relations

1. Track graduate alumni to assess quality of graduate programs and their ability to prepare students for chosen career paths.
2. Assist departments in generating alumni databanks and surveys to stimulate fund raising for graduate programs

B. Development and Fundraising

1. Assist in securing donations from local businesses to promote research and graduate education in the college
2. Work with Development Office to secure funds to support library holdings for graduate programs, fellowships, assistantships and scholarships for graduate students

Undergraduate Education

Submitted by Julia Dietrich

Vision

I envision the College of Arts and Sciences, over the next decade, becoming a place where students identify as liberal arts and sciences students (and not just identify with their major) because they understand what a liberal education is and why it is valuable. I envision the College as a providing a demonstrably high-quality liberal education to its graduates and the foundation of such an education to all UofL students through the General Education Program. I envision the College as a place where faculty and staff have a clear understanding of our mission and goals for undergraduate education and know that they will be appropriately rewarded for their contributions.

Priority #1 : The College (faculty, staff, and students) will share a clear understanding of what a liberal education is and why it is valuable.

Action step #1: The College will establish a task force to gather information, research the literature, and hold conversations with faculty throughout the College and then propose an answer to this question: “What would be the demonstrable characteristics of a high-quality liberal education in the context of a metropolitan research university?” Though the ideal is likely to stand beyond what our current resources allow, the Task Force should describe a model to which we can reasonably aspire, with the additional resources that it would be reasonable to expect.

Completed by: June 2008

Action step #2: The Dean will respond to the description proposed by the Task Force, and the resulting description will be disseminated widely to faculty, staff, and students in the College for their response. Based on that response, a revision will be written.

Completed by: December 2008

Action step #3: The description will become a part of the College’s mission statement, be prominently displayed on our website, and widely disseminated to faculty, staff, and students.

Completed by: June 2009

Resources needed for Priority #1: faculty and staff time

Priority #2: The College Strengthens the Liberal Education it Provides through the General Education Program

Action step #1: The College establishes a faculty group to oversee General Education in the College, charged with ensuring that it function as a program and not simply as a menu of courses. The Committee will be charged with analyzing assessment results and making recommendations for strengthening aspects of the program. The Committee will make budget recommendations to the Dean, with the object of enabling and rewarding highly effective General Education. (This Committee might be the Curriculum Committee, with a revised and enhanced charge.)

Completed by: August 2007 (too soon?)

Action step #2: The College contributes to the improvement of students’ critical thinking skills in the General Education Program, and in so doing supports the QEP; to the improvement of students’ effective communication skills; and to students understanding of cultural diversity, the area most in need of improvement, according to the first year’s General Education assessment.

Measurement of progress: scores on the General Education assessment, plus any additional assessments instituted in concert with QEP.

Goals: rising scores on these assessments, with goals set in two-year increments

Resources needed: term faculty and GTA lines and, when possible, faculty lines; if there were even \$100,000 available in every two-year period to enable and reward departments, the total would be \$500,000 over the decade.

Resource acquisition: Central Administration sends check. (We might also see if there is a way to reward departments for efficiency and also explore Gen Ed online.)

Priority #3: The College Strengthens the Liberal Education it Provides its Students.

Action step #1: The College supports departments as they strengthen the teaching of critical thinking in their major curricula, in concert with University QEP.

Measurement of Progress: scores on the assessment of critical thinking skills at the completion of the major

Goals: rising scores on these assessments, with goals set in two-year increments

Resources needed: funds to enable and reward; perhaps \$100,000 over ten years

Resource acquisition: funds from Central Administration in support of QEP; College re-allocation.

Action step #2: The College supports departments as they expand opportunities for their majors to study abroad, do undergraduate research, participate in service learning, and complete internships. (This effort will also be in concert with the QEP.)

Measurement of Progress: number of students participating in such experiences; number of departments providing such experiences in their curricula

Goals: increasing numbers of students participating in such experiences and increasing number of departments including them in their curricula, with goals set in two-year increments

Resources needed: this is really an unknown, at least to me, but I'd guess 1M over ten years, because study abroad has to be subvened pretty heavily

Resource acquisition: Central Administration support for QEP; College re-allocation; some online bonanza we might devise

Priority #4: The College will appropriately reward faculty and departments for their contributions to undergraduate education.

Action step #1: The College will consider departmental contributions to undergraduate education (including Gen Ed) when allocating resources such as retention of faculty lines, acquisition of new lines, term faculty, GTAs, travel money, S&E, and space. Contributions will be evaluated not only as numbers of credit hours produced but also as quality, measured by the assessments listed above. In areas where the assessment is not disaggregated to the departmental level or in areas where there is no assessment to capture the value to which departments wish to speak, departments will be invited to offer their own assessment data in support of their request.

Completed by: fall 2008? (I'm suggesting that time because it gives departments time to put in place any assessments they want to use to make their case.)

Resources needed: none; this one adds criteria for getting resources but doesn't take new resources, except as needed to support additional assessments, which should be manageable through the Fund for the Improvement of Teaching

Action step #2: The College will enable individual faculty members to obtain and present evidence of their contribution to undergraduate education so that they can be rewarded appropriately; to this end, the College will revise the course evaluation questionnaire to bring it in line with the description of a liberal education (discussed above), will revise the format of the memo on teaching that is included for annual personnel review; will establish a task force to recommend additional ways in which faculty may demonstrate the effectiveness of their teaching.

Completed by: spring '09?—since it waits upon the liberal education description?

Resources needed: none

Appendix 6

Departmental/Programmatic Strategic Plans

DEPARTMENT OF ANTHROPOLOGY STRATEGIC PLAN 2007-17

Vision:

Anthropology studies human cultural diversity which is a central component of a contemporary liberal arts education. Our departmental vision strives to have a faculty broadly representative of the profession as a whole. Our thematic scope ranges from the study of genetics and human evolution to the rise of culture and contemporary social problems related to food, development, migration, displacement, sex and gender studies, and comparative religions, among others. Our geo-cultural areas of coverage currently include Africa, the Middle East, Latin America, Europe, and the US.

Our vision and goals for the next decade revolve around the development of:

- a graduate program;
- the continued strengthening of undergraduate education, the essential mission of the College, through smaller classes, more opportunities for study abroad, community internships, undergraduate research, and working closely with students to compete for awards, scholarships, and grants, particularly for study abroad;
- faculty research and extramural funding.

The Department of Anthropology has undergone recently a remarkable transformation. We have 6.5 tenure-track lines and about 115-120 majors. We have witnessed rapid growth in graduation rates, majors, and enrollments over the past five to six years. Since 2000, we have quadrupled the number of degrees conferred, more than tripled our majors, and doubled our student credit hours taught (from 4,695 in 2000-01 to 8,577 in 2005-06). About half of all graduating anthropology majors have participated in study abroad; an impressive number engage in internships locally. Our close involvement with students enhances retention and graduation rates. However, we have probably reached a critical point where our pattern of rapid growth can only be sustained and furthered with new resources. With our number of majors, student credit hours generated and graduation rate, there is no logic in Anthropology remaining the smallest faculty in the College. In short, it is evident that Anthropology has used its limited resources very effectively and warrants an investment of new resources to allow it to continue to grow.

Our vision for the next decade builds upon the Challenge for Excellence and stresses the close relationship between student achievement and faculty professional activity.

Objectives and Time-Lines:

1. Undergraduate Opportunities: Our objective is to enhance the strengths of a comprehensive undergraduate program by widening opportunities for undergraduate students for: study abroad, community internships, and undergraduate research. With more faculty resources we can require that all students have as part of the major, at the minimum, one of these opportunities.

a. **STUDY ABROAD:** About half of the graduating anthropology majors have had some study abroad experience. New faculty with active research agendas abroad can enhance the number of opportunities for our students to participate in study abroad programs. This also pre-supposes the presence of an international center that actively pursues new study abroad opportunities and assists students in applying for them.

b. **INTERNSHIPS:** About one-third of our graduating majors have completed a community internship. Our goal is to increase that number every year over the next decade so that the majority of our students will have had such an experience. New faculty will allow us to assign one faculty as internship coordinator

c. **UNDERGRADUATE RESEARCH:** Our students, particularly in Biological Anthropology and Archaeology have had undergraduate research opportunities. We envision increasing these while developing more opportunities for cultural anthropology students. New faculty can involve students in a range of opportunities for research and by spreading service activities more equitably we can facilitate increased faculty involvement in undergraduate research.

Time-Line:

2007-2009 – Develop new opportunities for undergraduate research, internships, and study abroad

2009-2012 - Half of majors will have participated in undergraduate research, internships or study abroad

2012- 16 – All majors will have participated in study abroad, an internship or undergraduate research

d. **Awards, Grants and Scholarships:** Our students have been fairly successful in competing for awards, grants, and scholarships for research or study abroad. As we increase our faculty we will be able to assign one faculty to supervise all student awards thus increasing our students' competitiveness.

Thus, within a 10 year period, each graduating major should have had at least one opportunity for an internship, study abroad, or undergraduate research.

2. Graduate Program

Building a M.A. program in Anthropology with an initial emphasis on Cultural Anthropology; with new faculty in biological anthropology and archaeology we can expand the graduate program to include these two areas. Within the next three years (2007-2010) a program should be accepting students and within five years graduating its first group of M.A. students.

To offer a graduate program without new faculty lines would mean shifting significant faculty resources and efforts away from undergraduate education. This dilemma can be minimized by hiring new tenure track faculty.

Time-Line:

2007-08 Develop the parameters of a graduate program with a focus on cultural anthropology and begin the process of applying for accreditation

2008-09 Recruit students; begin developing MA program in Biological Anthropology and Archaeology and recruit students

2009-10 Graduate first students in Cultural Anthropology

2009-10 Enroll students in Biological and Archaeological concentrations

2011-12 Graduate students from all three concentrations

3. Research and Extramural Funding

For its small size, Anthropology has a respectable rate of grants and publications for its small size. More junior faculty will enhance those rates. The Department envisions generating more grants and publications to establish it as one of the premier programs in the region. Our rate of publications and grants can be improved by sharing service tasks among more faculty, particularly advising, allowing them more time to focus on research and publication and the seeking of extramural funds.

4. Interdisciplinary Collaboration across the College and University: We have an on-going collaboration with the Medical School through our biological anthropologist. New faculty could expand our collaboration to the Kent School, the School of Law and the new Public Health program.

Strategy

Our strategy to achieve these objectives and implement our vision requires the expansion of the faculty from 6.5 to 10.5. The shortage of full time tenure track faculty is the main obstacle to our expansion and our ability to offer a graduate program. We have built a solid program with a respectable number of majors (about 115-120) on a small faculty base (6.5). Our vision requires more faculty to take on the tasks of supervising undergraduate research, setting up and coordinating internships, supervising undergraduate research, advising, and to participate in a graduate program.

Resources:

Our small faculty has reached a threshold in its ability to sustain further growth. Four new tenure track positions would meet our increased teaching demands, allow for smaller classes which will facilitate faculty involvement in developing undergraduate opportunities and play a central role in developing a graduate program. Thus the addition of new faculty would begin to alleviate the problem of critical mass to a department committed to, but becoming stretched, in its efforts to provide quality undergraduate education, enhance retention and graduation rates, develop a graduate program, engage in research and publications and compete for extramural funding.

To meet our objectives outlined above requires four (4) new tenure track lines and 2-3 graduate Teaching Assistantships; funding will be sought from the Enhancement Fund and funds for minority hires. The anthropology department may be able to provide some funds generated from Distance Education classes and its lecture lump sum.

1. Biological Anthropologist hired for academic year 2007-08. We have applied for funds for this position from the Enhancement Fund.

2. Archaeologist specializing in the New World, the historical era, and plantation life. This position will contribute to the diversity mission of the University. We will apply for Enhancement Funds for this position in 2007-08; these funds can be supplemented by funds from Distance Education and our lecture lump sum.

3 Two Cultural Anthropologists:

a. East Asian specialist – we have applied for Enhancement Funds for this position. This position will enhance the University's teaching on global affairs and cultural diversity and contribute to building an East Asian Studies Program. As envisioned, this position will involve research and teaching on East Asian political and social transformation, environmental issues, and migration and Asian diasporas. Part of UofL's metropolitan mission is to encourage research on such communities and work to solve problems of integration. A faculty member with expertise on East Asia can participate in the Institute for Democracy and Development and the Center for Asian Democracy as well as in the building of the Chinese Studies Program.

b. Latino specialist – we will apply for Enhancement Funds and for minority hire funds for this position. We envision a cultural anthropologist with a focus on migration and ethnicity, border studies, Latinos in the US, applied anthropology and policy issues with a focus on social services such as law, health and nutrition, and youth.

This faculty will participate in the burgeoning Latin American and new Latino studies program and further the College's active involvement in teaching and research on diversity. This position would also build links with the Kent School of Social Work and the Law School as well as contributing to the University's metropolitan mission.

5. 2-3 Teaching Assistantships (TA) positions to support the new graduate program.

In sum, we anticipate these positions will further undergraduate education as a primary mission of the College and enable us to improve it while maintaining an active research and grants profile. Finally these positions will significantly bolster our capacity to begin a graduate program.

Facilities:

If we were to receive funding for new lines, we would have to expand our office space as we are now at capacity. We would require four new offices. There is potential for space in Lutz Hall on the 3rd floor and in the basement depending on the Speed School's use of space in the building.

Department of Biology

Strategic Planning Criteria: The “Score-card” in A&S Terms

This is a preliminary document initiating the strategic planning process in the Department of Biology. The Biology faculty provided many of the ideas incorporated into this working document. This initial planning stage sets forth the areas where the Department believes it can contribute directly to the College and University planning. The Department planning has also considered the ongoing student assessments and QEP required by the Provost and will undoubtedly evolve as Central Administration develops the University plan and the College develops its plan.

-Submitted by Dr. Ronald D. Fell, Chair of Biology, October 18, 2007

I. The Educational Experience (academic programs, student outcomes)

A. Undergraduate program

1. **Curriculum** – With the rapidly changing developments in modern Biology, the curriculum requires an active assessment process in order to ensure it provides our students with the highest quality educational experience.
 - a. **Add recitation sections** to all classes containing more than 50 students. This would allow more individual attention to student learning and one on one classroom experiences. Such recitation sections are common in many other disciplines (Chemistry, Math, Physics) as well as in Biology programs at other institutions. This significant enhancement could impact the success of Biology students in the lower division courses more than any other single enhancement. In order to do this, there would need to be a dramatic increase in the number of graduate teaching assistants in order to cover these recitations. Lower division courses would be best served by covering recitations with GTAs while upper division classes that add recitations would best be covered by the faculty.
 - b. **Continue the assessment plans** developed and initiated in 2006. An assessment exam given to students at four different stages of their degree program has begun to provide direct evidence of curriculum strengths and identify where weaknesses may exist in the curriculum. This assessment may become a model for other departments and preliminary evidence suggests it may provide the type of information the University really needs in order to evaluate program effectiveness. In order to maintain such an assessment plan in the long term, additional resources will be needed to complete analyses, interpretation and delivery of the program. Faculty time is the main requirement for this program, and this means some time away from the classroom and research lab.
 - c. **Enhance the Biology Honors Program**. The rationale for this plan lies in the fact that many of our students do not have a clear idea of how science is done until they actually try to develop and test a hypothesis themselves. Ultimately, there should be enough faculty, facilities and resources available so every undergraduate student could get involved in a research project at some level. Since any plan for Department enhancement will take considerable time, one way this goal could be met is to start with the Department honor’s program and enhance the incorporation of research into it first. As a start, the honor’s seminar could be more fully incorporated into the Departmental seminar series.
 - d. **Develop a culminating experience** for all Biology majors. As required in the Universities QEP, the Department is continuing to discuss a variety of culminating experiences it can develop for its students in order to enhance the educational experience in Biology. Due to the large variety of sub disciplines in Biology, a number of such experiences are currently being investigated. Because the Department has such a large undergraduate population of students, it is considering ways to make such experiences efficient and what resources will be needed in order to establish such experiences. Currently the largest obstacle for setting these

experiences up is the number of both faculty and graduate students that could supervise such culminating experiences. This has been a desire of the Biology faculty for some time, however, the large numbers of students the Department attracts, puts limitations on how much the small faculty can accomplish in the instructional area and maintain high quality research productivity required to enhance our graduate program.

B. Graduate program

1.. **Curriculum** – As the Department continues to enhance its major divisions of Evolution, Ecology, and Behavioral (EEB) biology and Molecular, Cellular and Developmental (MCD) biology, the curriculum must match the needs of each division’s students.

- a. **Strengthen and enhance the graduate program.** Currently there are no MS students on graduate assistantship funding. We have had an increase in both the number and quality of graduate applications in recent years and in order to attract the best students, have decided to fund only PhD students as the highest priority. The graduate program is limited by the number of graduate assistantships held in the Department. Faculty continue to request funding for graduate students on grants and fellowships, however, the costs of tuition and fellowship stipends is such that grants funds are better spent on technical support staff that can accomplish more of the proposed research work than graduate students that must take a full load of courses while working on research projects. There will be a need to increase the number of graduate assistantships if the curriculum enhancements proposed are to be met.
- b. **Enhance graduate course offerings.** The size of the undergraduate program requires all faculty participate in that curriculum and as such have less time to offer specialty classes in their areas of expertise at the graduate level. The Department needs all its current faculty participating in both undergraduate and graduate programs and this spreads everyone’s responsibilities very thin. If we are going to continue to expand our student population in the graduate division, we must find additional faculty support for needed courses. Laboratory space will be addressed under the facilities heading below.
- c. **Focused direction of the graduate program** must continue in order to keep our small department building toward levels of significant recognition. Our strengths in MCD and EEB have been developing because of selected faculty hires that support existing areas of focus rather than hires that create separate isolated discipline areas where collaborative support is nonexistent. Additional faculty hires in the area of conservation and urban suburban landscape ecology as well as molecular evolution as related to disease will continue to enhance the Department and encourage collaborations with the community and other units in the University including the HSC and Engineering.

I. International Programs

Although there is certainly an awareness of the global nature of today’s world, there are only so many things a small Department with a large undergraduate and graduate student body can accomplish. There are no present plans supported that would develop special International programs. We encourage international students train in our Department and many of our faculty are invited to participate in international scientific meetings and those activities will continue to be supported at the highest level.

II. Centers and Institutes / Area Studies Programs

A. Biology would like to develop a new center of interest in freshwater conservation and restoration.

Kentucky is a center of diversity for the most imperiled freshwater groups in North America (mussels and crayfish). Kentucky has a state and federal non-game initiative underway to develop conservation programs for these species and the Biology Department already has some significant research underway in this area. Biology’s restoration programs are also starting to attract national attention and efforts in this area would raise the profile of U of L even more. It does and would involve current and future faculty within the department (etc. genetics, ecology, conservation, physiology) and from other departments (GeoGeo, Public Health, Law) and KIESD.

B. Center for Evolutionary Medicine – continued development

Biology made some significant faculty hires in the area of evolutionary medicine several years ago and those faculty are just starting to interact and develop collaborative research relationships with other faculty in the University. With the more recent addition of Distinguished University Scholar, Dr. Dan Dykhuizen, Louisville is starting to be recognized by many scientists around the country as being a “player” in this exciting new area of biological science. Additional support for faculty, students, and facilities in the area of evolution, microbiology, biochemistry, bioinformatics will need to be developed in order to develop this area further.

IV. Student “satisfaction”, retention and graduation

Current time required to obtain the undergraduate Biology degree has been less than 6 six years for quite some time. During the past three years this has been confirmed by conducting exit interviews with graduating seniors. Such exit interviews have indicated a number of areas where student satisfaction can be improved, i.e., advising, timely scheduling of classes, additional research opportunities, campus parking, campus drainage, and facilities.

V. Advising and Student Services

Because of the size of the undergraduate student population in Biology, advising is one of the most significant ways the Department can have an impact on its student retention and graduation rates. Biology has tried various ways of advising large numbers of students, and has been one of the leaders in developing efficient and innovative ways to advise. There is more the Department can do in the future to continue to enhance the undergraduate experience.

A. Advising

Many Biology students are preprofessional degree seeking students and they don’t “connect” well with staff advisors. The authority of experienced faculty that are well informed about professional degree programs are the types of advisors students seek. Because there is not enough tenured experience Biology faculty to work with all of our students, there is a need to work more of the nontenured faculty into the advising plan. Additional use of group advising and online advising will continue to be explored for those students that prefer that type of advising.

An important future plan is to obtain a method for getting better institutional data so better advising decisions can be made. Because the Department keeps track of every officially declared major in Biology, the Department has more accurate data than the University Peoplesoft system. This system needs to be improved upon and made more efficient in order to better serve the students.

B. Assessment

Biology is developing a method of student assessment that will serve to monitor the progression of students through its curriculum. The resulting data should allow specific enhancements to the curriculum that could have immediate impacts on the students and better serve their needs in their career following the college experience.

VI. Facilities

Concern: There has been approximately \$18 million targeted for renovations to the Life Sciences building. The Life Sciences building was built in 1969 and the heating/air conditioning as well as the vacuum, air pumps and fume hoods are inadequate for many current Biological methods and most labs cannot be certified for many biohazard uses. Some of the teaching labs are marginally acceptable for today’s safety standards.

Recommendation: Invest a minimal amount in the current Life Sciences building and direct funding toward a new wing on the building. It may be possible the new wing could support additional parts of Life Sciences and get more for the available finances. The cost per square foot is generally about twice as high for major retrofitting than for new structures, especially if the retrofitting is done while the building is being inhabited. In this wing, four to six new teaching labs could be created (which could be multipurpose) with attached preparation rooms, recitation/ TA tutoring rooms, and lab coordinator/preparator/technician offices. Additional lab space is needed for a Molecular Biology lab that requires a cleaner and adequate air handling system not currently available in Life Sciences. A computer lab would service this Molecular Biology lab and allow gene bank searching and bioinformatics methodology to be added to the curriculum. Such a wing would allow state of the art experimental experiences as well as allow for the addition of recitation sections for smaller groups of students and thus enhance the undergraduate program. These labs could accommodate new science teaching methodology including small group experiential learning. This new addition could allow the older part of Life Sciences to be renovated for research space to accommodate new faculty hires needed in the future. Many new research labs require less for renovation costs than teaching labs.

Animal facilities on Belknap campus are minimal and in demand. Additional faculty hires may require more animal facilities and thus the need to use the HSC vivarium. With a new building wing, additional animal rooms could be added to the Belknap satellite facility and enhance the ability to hire new faculty.

If any part of the strategic plan for Biology involves an enhancement of its faculty, serious considerations of laboratory space need to be addressed. The Life Sciences building was developed as a teaching facility and during the past 15 years has been sliced up into a teaching/research facility, now inadequate for both.

VII. Research, Creative and Scholarly Activities, Extramural Funding

All Biology faculty participate in some type of research, or creative activity and attempt to secure extramural funding. The newest faculty are hired with the expectations they will maintain an externally funded research program. Given the teaching requirements, the lack of internal support (sufficient travel funds, laboratory facilities, the lack of ongoing support for equipment that must serve both a teaching and research function, the lack of building environmental controls (heating/cooling), and 9 month contracts, the Biology faculty do a very good job at competing for federal, local and private external funds. They publish research results and make presentations of their work at a rate equal any department in the College. This will continue to be emphasized in the future planning and enhanced pending the addition of more Department faculty positions.

VII. Diversity Plan

Biology needs to enhance the diversity in the Department. This has continued to be problematic. The Department has been successful at attracting more females to its faculty, one Asian (Indian) and has current negotiations underway with another Asian (Indian) and a Hispanic faculty member. The Department recently invited several African-American faculty to visit the University but last minute decisions kept these faculty from visiting. The University continues its dedication at enhancing the Department's diversity and the Biology faculty are dedicated at locating and hiring additional minority faculty member in order to enhance its diversity.

VIII. Alumni Relations

As part of the strategic plans, Biology proposes to develop a plan in concert with the Development Office that will contact its alumni and inform them of the many changes that have occurred in the Department over the past 10 years. Biology has a very large group of alumni that have gone on to professional schools and should now be out in established professional careers and be in a position to help the Department with its future plans to enhance both the teaching and research missions of the Department. This has not occurred in the past because of restrictions on who in the University could contact past alumni if the alums graduated from one of the professional schools at the University. It appears this policy has changed and as such the alumni need to be incorporated into future planning in the Department.

IX. Development and Fundraising

A. Biology needs to develop plans with the Development Office, to approach appropriate sources to contribute to the renovation and potential naming of several of its teaching laboratories. Both of the labs below would fit nicely into a development plan to enhance the training of students in our own community with regards to the health care industry as well as the biotech industry expanding rapidly in Louisville.

1. The highest priority lab is the microbiology teaching laboratory. This lab contains asbestos lab tops that are worn out, rusted sinks, laminated cabinets where the wood is peeling off drawers and cabinet doors and the side rooms should be removed and the renovated space redesigned for incorporation of modern microbiology safety cabinets. This lab serves students in the nursing program as well as Biology majors. It approaching a state where ethically it is not right to teach the material that is taught in that classroom given the shape it is in. Lab planning funds need to be sought, as faculty are not trained in construction matters.
 2. The second high priority lab is the Genetics lab. This lab needs renovation and the space gained will allow its use as a state of the art molecular biology lab with facilities for bioinformatics. Graduating Biology majors have commented that this lab is badly in need of updating and more as well as new equipment is needed.
- B. Another area of Biology that should receive attention in the strategic plan is an effort to secure additional funds for graduate assistantships in the area of conservation biology. The Louisville community has a large interest in conservation and many supporters of the University have put their family farms in conservation easements or have expressed an interest in giving their property to the University in support of training students in conservation. We have a strong faculty emphasis in this area, but do not possess the faculty numbers so they can help such community members with personal conservation interests. With some support for establishing graduate fellowships, graduate students could assist with such efforts in the community during their training.

Summary:

The items listed above consist of a quick plan where Biology needs to more fully develop each item for inclusion into its own strategic plan. There are possibilities to develop enhancements in every area mentioned although there are priorities that are clear. Most enhancements can be met by the simple recognition that we need support in the areas of faculty, graduate assistantships and facilities. As a natural science within the College of Arts and Sciences, Biology attracts the largest number of undergraduate majors and one of the largest graduate programs in the University, Biology should be able to make a much larger contribution to the educational experiences of large numbers of students that could make a valuable pool of alumni. Biology can be a greater source of recognition and income to the College and University through enhancement of Conservation Biology related to urban/suburban communities and the area of Molecular Evolution of Disease as related to health care. The strength of the liberal arts aspect to the Biology degree is valued and cannot be neglected, however, as a laboratory science, it has special needs that unfortunately come at a higher investment than many other areas in the College. Biology looks forward to the development of the strategic plan and is dedicated to strengthen the College of Arts and Sciences and its students in any way it can.

Based on the size of our student population and a web search of similar programs in the Commonwealth as well as other programs of Biology at other institutions outside Kentucky including benchmark schools, Biology long-term goals are:

1. **A faculty size of 35 faculty members to be in the middle of the pack.**
2. **Graduate Teaching Assistants increased from the current 23 to a minimum of 35.**
3. **Modernized facilities to allow both the teaching and research of modern day Biology.**
4. **An enhanced budget to support the increases listed above.**
5. **Increased staff support by three fully time positions, 2 for lab preparatory support and 1 office staff.**

CHEMISTRY

The Department of Chemistry developed its strategic plan for 2007-2016 with confidence and excitement about the future. The plan embodies a bold vision of expanding undergraduate and graduate educational offerings in the rapidly developing fields of Chemical Biology and of Nanomaterials, building and enhancing educational facilities and infrastructure and developing stronger ties with community industries to enhance career opportunities for our graduates. The strategic plan is ambitious, and the Department will need to build on its strengths and assets to make it succeed. The plan is presented with the new intellectual fields of Chemical Biology and Nanomaterials with their unique benefits and requirements first, followed by the common facilities needed to maintain and enhance our educational mission. We intend to hire new faculty and offer new undergraduate and graduate courses in these specific disciplines. We believe that the addition of twenty new GTA lines will confer benefits to our undergraduate program, our graduate program and our research reputation.

Priorities:

Chemical Biology. The term “Chemical Biology” has become accepted for science at the interface of Chemistry and Biology. The American Chemical Society publishes the monthly Journal “ACS Chemical Biology”. Numerous Departments of Chemistry have changed their names to Department of Chemistry and Chemical Biology (*e.g.* Harvard, Cornell, Rutgers, *et al.*) to reflect the reality that many of the chemistry faculty members are studying biological systems. Much of the recent growth in the number of Chemistry majors is due to our B.S. with a concentration in Biochemistry, reflecting the student demand for this field. Furthermore, opportunities for extramural funding in this field are prevalent, leading to increased research output, and funding for additional graduate research assistants.

An undergraduate concentration in Chemical Biology would require adding courses that approach biological problems from a chemical perspective. These include the areas of Structural Biology, Drug Design, Metabolomics among others.

Milestones (Chemical Biology):

2007 Add two new faculty members. Hire faculty member in informatics. Funding to come from VPR. Hire faculty member in Drug Design. Funding from VPR and Bloch endowment.

2008 Submit syllabi for courses for concentration in Chemical Biology.

2009 Offer first undergraduate courses in Chemical Biology.

2012 Apply to the NIH training grant Predoctoral Research Training Program for funding to provide research training to predoctoral students in the area of chemical approaches to the solution of biological problems.

2015 Apply for departmental name change: Department of Chemistry and Chemical Biology

Nanomaterials:

The fabrication and study of nanomaterials is at the forefront of modern science. We plan to add a concentration in this field. This will serve our undergraduates and graduate students and takes advantage of the clean room facilities in the BRB. We plan to introduce an undergraduate concentration in Materials Science, perhaps in conjunction with the Speed Engineering School. Introduction of Coop experiences with local industry will strengthen our community ties, contribute to our urban mission and provide possible career paths for our graduates. The department is not as far advanced in this field as it is in Chemical Biology, but we see this as a dominant area of scientific research in the first half of the 21st century. At the intersection of materials science and Chemical Biology is the area of "Nanomedicine", which is seen as an emerging area in the NIH roadmap.

Milestones (Nanomaterials):

2006 Initiate exploratory talks with Speed School faculty regarding an undergraduate concentration in materials science.

2007 Hire a faculty member in materials science. Funding to come from the VPR Chem/Phys position for a clean room user.

2008. Initiate coops with Sud Chemie, American Synthetic Rubber Corp. Explore the possibilities of named summer undergraduate research positions (*e.g.* The Sud Chemie summer research fellowship.) Submit syllabi for undergraduate courses in materials science.

2009 Hire faculty member in materials science. Funding uncertain. Retirement replacement if necessary. Offer first courses in materials science. (Zamborini, Baldwin, Mendes, two new chemistry faculty and cooperating Speed School faculty.)

2011 Apply for NSF support of graduate students in this multidisciplinary field by the IGERT (Integrative Graduate Education and Research Traineeship) Program.

Facilities

Modern, state of the art instructional facilities enhance teaching excellence, display the University's commitment toward undergraduate instruction, a vital factor in recruiting the best students, and emphasize the importance and potential of an education in science and technology in modern society. Currently, faculty and teaching assistants of the Chemistry Department conduct their teaching in classrooms and lecture halls in various places on campus due to the marked lack of instructional space in the Chemistry Building. This situation is less than ideal since the Department must rely on external scheduling of classrooms and lecture halls together with the hard fact that many of the lecture halls and classrooms are substandard for chemistry lecture instruction. In particular, chemistry instruction often relies on classroom demonstrations, which require a lab bench and sink. Many instructors carry chemicals across campus for these instructional purposes; others forego these useful demonstrations to the educational detriment of our students. We propose to build an annex to the existing chemistry building, housing a 200-student lecture hall equipped for instruction in laboratory science with a small stock room. In addition, three undergraduate laboratories, each about 1400 square feet, are planned. In 2005 we reconfigured three undergraduate laboratories adding bench space and equipment drawers to accommodate increasing enrollments, but these are now at their maximum capacity. The three laboratories will free up two laboratories in the Chemistry Building, which will be renovated to accommodate the newly hired faculty needed to support the Chemical Biology and Nanomaterials initiatives.

In addition to new classroom and instructional laboratories, it is essential to maintain state of the art scientific instrumentation. In laboratory science one must keep running just to stay in place. NMR spectrometers are essential for training of undergraduates and graduate students and also for maintaining research productivity. We have a proposal to upgrade these to make them available to local industry. While maintenance of the recently acquired instrumentation is necessary, it is not sufficient to guarantee that the program

will remain state-of-the-art. The recently approved laboratory fees are projected to result in \$45,000 annually for the maintenance and upgrading of undergraduate laboratory instrumentation.

2007 Plan for the Chemistry Building Annex. Funding to be from the state.

2007 Set up a faculty committee to determine how lab-fee monies should be used to maintain/upgrade equipment.

2009 Upgrade NMR facility. Possible funding source: Federal earmark (2008)

2012 Building annex completed.

2013 Renovation of laboratory space for new faculty hires in Chemical Biology and Nanomaterials.

Classical and Modern Languages

President James Ramsey, in his State of the University Address, spoke of graduating students who are multilingual; emphasized quality and excellence in our undergraduate programs; addressed the University's ongoing commitment to diversity; and, stressed the 3 "Ts": Technology, Talent and Tolerance. In addition, Dean J. Blaine Hudson of the College of Arts and Sciences stresses the importance of Outreach and Diversity. Classical and Modern Languages will play a key role in enabling the University of Louisville and the College of Arts and Sciences succeed in these endeavors.

I. Language, Literature and Cultural Studies (Multilingualism): Classical and Modern Languages divides its instructional mission in three parts:

- Instruction in cultures and literatures, which leads to minors and majors in several languages and graduate degrees in French and Spanish;
- Language, Culture and Literature courses in target languages and in translation that support area studies programs and programs in the Humanities; and,
- Language Instruction which supports programmatic requirements for all BA and BS degrees throughout the College;

Classical and Modern Languages recommit to these instructional missions.

II. Quality and Excellence in Undergraduate and Graduate Programs: A new emphasis on skills acquisition and cultural competency in our undergraduate programs has resulted in higher student satisfaction ratings. Integrating various disciplines (such as cultural studies, literature, linguistics, film and media) in our graduate offerings has also resulted in an increase in the number of degrees awarded. Classical and Modern Languages recommit to these standards of excellence.

III. Diversity: Classical and Modern Languages believes that diversity is a hallmark not only in the make-up of its faculty but also in the scope and breadth of the courses it offers. The department commits to increasing diversity among its student body, staff, and faculty as well as within its course offerings.

IV. Technology, Talent, Tolerance: Tolerance is a given in much of what CML represents and does. We provide our students with opportunities to develop their linguistic talents in the classroom as well as in study abroad programs. Technology continually finds its way into our classrooms and we are always exploring ways to enhance our instruction through technology. By teaching students about foreign cultures and peoples, their literatures and languages, we foster an understanding and tolerance of others.

V. Outreach: Classical and Modern Languages faculty and students take their talents and skills out into the community. The department commits to exploring and realizing new venues for taking the classroom out into the community.

Vision Statement

Classical and Modern Languages will promote language/culture instruction and acquisition within a global context by becoming a first-class language department, staffed by first-class teacher-researchers.

Strategic Plan

CML has two priorities for 2007:

- Hire a new Chair
- Begin an internal review of all languages taught in the department so as to identify trends and demands for language programs which do not currently offer degrees

By conducting an internal review, CML will have a better understanding of where it currently stands and what path it should chart for itself in the future. CML expects the new Chair to have her/his own vision. Still, CML offers the following by way of a strategic plan:

I. Create a Basic Language Division modeled on the English Rhetoric/Composition Program. To accomplish this, CML will

- Hire 2 qualified faculty with doctorates in Pedagogy or Methodology to oversee the programs (these positions will not be tenure-track ones but will be long term and renewable so as to allow the faculty members to concentrate on curriculum development, training, outreach to primary and secondary schools in Louisville, etc.)
 - Secure three-year, full-time term contracts at the instructor level to ensure the stability and quality of the undergraduate basic language programs
 - Offer classes that support programmatic degree requirements throughout the College
 - Schedule introductory language classes at night and on weekends to better meet student needs for flexibility in balancing work and academic schedules
 - Develop an introductory language sequence for Heritage Speakers of the languages we teach
- Time Frame:** Begin a feasibility study in 2007-08

II. Develop New Majors / Reinstate Majors (depending on demand). In order to accomplish this, Classical and Modern Languages will need to

- Hire tenure-track faculty in language area(s) yet to be determined
- Time Frame:** In 2007, start collecting data on language minors completed in to have a clear idea of interest in new majors or the reinstatement of dormant ones. In addition, CML will develop a means of keeping statistical information regarding interest in new language degrees.

III. Explore the Possibility of a Department-wide Major

Time frame: Discussion began in 2006 and is expected to continue in 2007. Several proposals are under consideration.

IV To meet this need, CML will

- Hire a faculty member with expertise in bilingual interpretation.
 - Develop new classes in translation and interpretation
 - Ultimately offer a professional degree in interpretation / translation
- Time frame:** In 2007-08: Conduct a feasibility study that involves discussions with area organizations that would employ someone with professional training in translation/interpretation. 2008-09: Hire faculty member in bilingual interpretation and develop degree models. 2009 -11: Propose new degree and admit first cohort of students into the program

V. Technology : Classical and Modern Languages has an ongoing-commitment to implement technology in its classes. Thus, the department will:

- Hire a faculty member knowledgeable about computer-assisted language instruction who is also familiar with programs such as PLATO.
- Have language-specific classrooms, with appropriate technology.
- Purchase computer production equipment for instructors working in media and film studies

- Purchase a server to host Classical and Modern Languages web pages and class material
 - Upgrade computer equipment for faculty and staff in two year cycles
 - Increase online offerings through Distance Education
- Time Frame:** 2007-09: Secure funds through A&S to equip 2 - 3 additional language classrooms. 2009-11: Have faculty member in place who will make recommendations regarding technology and implement computer-assisted instructional programs.

VI. Staff: Excellence cannot be achieved without the support of the administrative and technological staff. Classical and Modern Languages will:

- Add full-time personnel to its office staff
 - Add a part-time technology specialist to assist our computer specialist
 - Add part-time personnel to staff the computer lab, making it a true walk-in lab
- Time frame:** In 2007, efforts to secure part-time workers (i.e. work-study) to staff computer lab. 2009-11: Hire one more full-time office staff member and a part-time technology specialist.

VII. Partnerships / Collaborations: Classical and Modern Languages will:

- Develop 2 more relationships with other Sister Cities in other countries (e.g. Argentina, Ecuador, Germany, Russia, etc.) so as to create more exchange programs and/or work-exchange opportunities for students in languages in addition to the current work-exchange program in French
 - Develop relationships with area secondary schools by providing in-service programming for teachers and cultural programming for language classes.
 - Partner with the English as a Second Language Program to develop a “guest student” program whereby an international student visits a language class to provide a native informant perspective
- Time frame:** Efforts to develop relationships with 2 more Sister Cities and area schools will be ongoing. The CML Chair will initiate discussions with the ESL program in 2007 to determine feasibility of the partnership described above.

VIII. Study Abroad Opportunities Funded with Grants and Scholarships: CML will

- Endeavor to expand World Scholars Program so that more students can spend a significant time abroad
 - Continue to provide grants and scholarships through the Modern Languages Fund and the Lewis Fund to offset the costs of study abroad programs
 - Increase Scholarship monies to offset costs related to study abroad programs for minority students using revenues generated by Distance Education
- Time Frame:** Efforts will begin immediately through promotional activities at events such as Campus Preview, Welcome Weekend, Accolades and Orientation. Applications will be distributed to interested students and will continue to be posted on our web page. In 2007: CML Chair and Faculty liaison will meet with the administration regarding the expansion of the World Scholars Program.

IX. CML will consider changing its name so as to better articulate its role within the new globalism taking shape at the University of Louisville

Commonwealth Center for the Humanities and Society

Prepared by: Thomas B. Byers, Director

Date: 1 November 2006

Mission: The Commonwealth Center is charged with enhancing humanistic scholarship, research, creative activity, teaching, and public awareness at the University of Louisville, in the Louisville metropolitan area and, in collaboration with other universities, colleges, and humanities organizations, throughout Kentucky. To this end, the Center offers a variety of programs, some focused internally on faculty research, but many designed to appeal to the public and to help make the University a cultural center for the city and the Commonwealth. Within its means, the Center also offers support in funding, publicity, networking, and other forms, for humanities-oriented projects undertaken by departments, programs, faculty working groups, and community groups with related missions. The Center especially encourages interdisciplinary work and collaboration among individuals, among existing units within the university, and between U of L and other institutions--not only other colleges and universities, but also public schools, museums, arts groups, and other humanities organizations.

Vision Statement: In the next ten years, the Commonwealth Center seeks to expand its activities and its visibility on campus, in the community, and in the profession. The Center seeks further to develop and consolidate partnerships with other university units and community organizations, and it seeks to attract further resources from outside the University. In ten years, the Center hopes to have increased academic and administrative staff; to operate in a physical space suitable to its programs and widely identifiable as its home; to have at least some endowment support and some regular annual fund support; to offer externally funded Research Fellowships in targeted areas; to sponsor and/or co-sponsor diverse, top-flight academic and public programming; and to be a recognized force in the community for the arts and humanities. While portions of this vision are attainable with existing resources, much of it will require additional resources from the University, from donors, and/or from granting agencies.

Priority Goals/Objectives:

A) The Educational Experience

1) The Center seeks to recover the Postdoctoral Teaching Scholar position lost a few years ago in a University-wide budget cut. The Scholars have had a strong impact on undergraduate education, and significant impact on graduate education and on advising as well. These positions are unique in allowing us to hire the best available person, rather than targeting a narrowly specified research and teaching niche. As a result, they have greatly enriched our campus; indeed two of the former Scholars are now tenure-track faculty in the College, in charge of notable new programs: Cate Fosl of the Braden Institute for Social Justice Research, and Shawn Parkhurst of the Portuguese Studies Program. The Postdoctoral Teaching Scholars offer interdisciplinary teaching and research in innovative areas.

2) The Center will try to offer a graduate-level internship each semester, usually to a graduate student in the Humanities Program.

3) The Center seeks to foster a broadly based Book-in-Common Project, on the model of the current English Department Diversity Book-in-Common. Each year, the book would be made available to all undergraduate majors in Humanities Departments and Programs, and to all students in the Humanities PhD Program. The Center would organize a series of discussions and events around the book, culminating in appearances by the author both at a high-profile public program and at a meeting with students. The public appearance would be a major event of the A&S Life of the Mind Series.

4) Facilities: The Center hopes to have the following facilities in ten years: a) a suite of offices housing the Director, the Associate Director, the two Postdoctoral Teaching Scholars; the Postdoctoral Fellows; the administrative assistant; student assistants and interns. b) a large seminar room that would double as a Humanities faculty-student lounge and meeting space and a library of books by U of L authors. As a seminar room, such a space would offer some relief from the existing space crunch and would allow for the expansion of such activities as reading groups. As a lounge, such a space would help to foster the sort of intellectual community necessary for increasing retention rates. Also, the Center, along with many other units that are involved in public programming, has a need for regular use of a large auditorium controlled by the College of Arts and Sciences.

At present, our best space for large events is the Speed Museum Auditorium, but both its availability and its seating capacity are limited, and ultimately it will not adequately serve the future programming we envision.

B) Research, Creative, and Scholarly Activities

1) The Center needs an Associate Director (a tenured Professor in a Humanities field) to help expand its programs, and to focus on the projects listed in the remainder of this section. Eventually we will also need a fulltime administrative assistant.

2) The Center seeks to seed the development of faculty and student reading and research groups in various areas of study, organized by time period, by geographical area, and/or by common theme or intellectual interest. Modeled on the recently formed Medieval-Renaissance Group, such groups will host book discussions, work-in-progress reviews, visiting lectures, and small symposia (these latter modeled after the Center's past Classical, Renaissance, Violence, and Dissent symposia).

3) The Center will seek external funding for one or more targeted post-doctoral Fellowship Programs, responding to interdisciplinary interests and/or capitalizing on existing resources. For instance, fellowships for research on Contemporary U.S. Drama might invite scholars to utilize the recently acquired Actors Theatre Archive, and particularly its materials on the Humana Festival of New American Plays. Depending on the funding agency, it might also be possible for each Fellow to offer a course related to his/her research, thereby enhancing the curriculum and the level of student satisfaction.

4) The Center will continue its efforts to stimulate research and creative activity by fostering programs (talks, symposia, films, exhibitions, etc.) that contribute to an intellectually and artistically rich environment.

5) If the current fundraising effort to establish a Life of the Mind Series of lectures and programs proves successful, the Center hopes to be integral to the planning and execution of this crucial piece of programming.

C) Accessibility, Diversity, Equity, and Communication

1) The Center will continue to program with an emphasis on diversity, as we have already done in contributing to the visits to campus of such guests as Octavia Butler, Azar Nafisi, Sherman Alexie, and Tony Kushner.

2) The Center will continue and expand its existing relations to Women's and Gender Studies, the Latin American Studies Program, and Pan-African Studies, as well as to other units with particular diversity interests, with the goal of making sure that the arts and humanities on our campus consistently model efforts toward furthering diversity.

3) The expansion of the Book-in-Common Project will be a specific diversity effort of the Center.

D) Partnerships and Collaborations

1) Partnerships and collaborations are central both to the mission and to the successful operations of the Commonwealth Center. We will continue and extend our collaborations on campus, placing particular emphasis on collaborating (rather than competing) with other Centers and Institutes in the College, such as the new Centers in Political Science, the Braden Institute, and the planned Pan-African Studies Center on race and criminal justice. We also particularly look forward to further collaboration with the Floyd Theatre in our efforts to make it a venue not only for university audiences but for community audiences as well.

2) We seek to continue and expand our community partnerships, not only with long-time close collaborators like the Speed Museum, but also with occasional partners like Actors Theatre and Crane House, and with potential new partners, particularly those identified in collaboration with the Dean's Office's Community Outreach Programs.

3) If circumstances are propitious, we will seek a third three-year cycle of U.S. State Department Institutes on Contemporary American Literature.

E) Institutional Effectiveness of Programs and Services

1) The Center will seek endowment or long-term annual commitments to support the Book-in-Common Project and, if possible, the second Postdoctoral Scholar position.

2) The Center will begin to seek annual fund contributions, particularly targeting Humanities Faculty through the U of L Cares campaign. These funds will be used for operating expenses, particularly those that cannot be covered with state funds.

Summary and Timetable of Major New Goals and Objectives

Staff: add Associate Director and new Postdoc by year 3; full-time administrative assistant by year 5

Facilities: Center space and auditorium by year 10

Programs: Life of the Mind Series by year 3; three reading groups by year 3 and six by year 6; Diversity Book in Common by year 5

Grants: Postdoc Fellowship grant application by year 3, funding by year 6; possible new State Department Institute application by year 2

Partnerships: Collaborate with other Centers and Institutes beginning immediately; partner in some fashion with at least 5 off-campus organizations by year 5.

Development: Begin annual fund solicitation in year one; begin collaboration with Development on Book-in-Common and Postdoc Scholar in year one; ongoing funding for at least one of these two major projects by year 6.

Resources Needed and Resource Acquisition Strategy:

Staff:

Associate Director: one course off at \$3000 per year for a part-time replacement. Funding by A&S Dean's Office.

New Postdoctoral Teaching Scholar: approximate cost \$34,000 salary and \$8,500 benefits per year. Funding from upper administration for new line, or from endowment

Fulltime Administrative Assistant: Raise current half-time position to fulltime; approximate cost \$13,000 salary and \$3,250 benefits. 75% funding from A&S; 25% from external grants.

Facilities:

Offices and seminar room: offices 3000 square feet; seminar room 1200 square feet. Funding for renovation of existing space or for new space from Dean's Office, dependent on new capital funds coming to College.

Auditorium: Approximately 450 seats. This would have to be a College-level project.

Life of the Mind Series and Book-in-Common:

The College is currently seeking to raise an endowment that would produce full funding for this series. The visit by the Diversity Book-in-Common Speaker would cost approximately \$18,000 / year of this money. We will seek a separate endowment to generate approximately \$10,000 per year to pay for books for this project.

Grants:

Postdoctoral Fellows: approximate cost \$30,000 stipend and \$7500 benefits per year per fellow. To be paid by an outside granting agency such as the Rockefeller Foundation.

U.S. Department of State Institute: approximate cost \$270,000 from Department of State, plus \$27,000 from U of L. \$27,000 cost-share to come from in-kind contributions (such as Director's salary) and from CCHS operating budget.

Conclusion

The above constitutes on the one hand a look at possible directions for the Commonwealth Center, and on the other a wish list of resources that the Center hopes to attract in the next decade. However, one hallmark of the Center's operations has been its flexibility and its capacity to seize opportunities as they appear. No doubt the Center in 10 years will look somewhat different than the vision articulated here, but we do hope to realize as much as possible of this vision.

Most elements of this plan have not yet been discussed with partners; for instance, the proposed expansion of the book-in-common has not yet been broached to the English Department. The vision will no doubt change as partners are consulted, but collaboration has been and will continue to be another hallmark of the Center.

For more information please contact Tom Byers at 852-6770 or 608-6103, or at tom.byers@louisville.edu.

Department of Communication

Space

The number one priority for the department is its physical facilities. In addition to being severely limited by the amount of space (not for research but for instruction and faculty offices) allotted to us, our facilities are dated and worn out. Clearly, more classrooms are a necessity, but for the sake of self-presentation we need to improve how we look. We need flooring, paint, and furniture so that we can present a positive face to the students and their parents. Because of the tremendous contributions we make as a department to the college and university with regard to generating tuition and processing students through the system, we feel that we deserve more consideration when it comes to refurbishing.

Space will be important as we develop and expand our graduate programs and offerings. Some research projects may require some labs, but more important will be the simple space for graduate students to occupy when they go about their tasks as graduate students.

Currently, the department is housed on one floor. At a minimum we will need to expand to another floor where our academic mission should take precedence over some of the non-academic entities currently using up some valuable office, classroom, and research space. Ideally, the department could be moved to another facility (perhaps a new one) where we could contribute even more to the university's mission of becoming a premier metropolitan university.

The Educational Experience

The department faculty have determined that there are certain communication related competencies that they would like to develop in each student going through our programs. The two key competencies are 'relational competence' and 'technological competence.' In the first case we seek to educate students in the processes and subtleties of relating to other people in a variety of contexts. In the second case, we seek to develop students who are capable of using technology in the various types of communication encounters they have.

The department wants to continue to develop international programs and service learning programs. Service learning programs need not be restricted to international venues; however, we do want to develop a climate of "internationalism" or "globalization" and encourage students to take part in international programs. We also hope to develop some international programs of our own, as well as participate in the programs of other units.

Community outreach is another important dimension of our goals for the immediate future. Our new master's degree encourages students to do theses and practica "out" in the community, and we hope to develop a similar program for undergraduate students.

The department also intends on developing a more concrete "exiting" strategy for students. This may include implementing a capstone course or perhaps a senior project.

The department would like to develop an Honors Program for outstanding students. We have been stultified in this endeavor in the past because of a lack of resources. We need to develop a manner in which we can have small classes for honors students but maintain the integrity of our other undergraduate offerings at the same time.

With regard to graduate instruction, the natural evolution, after we get our masters program running smoothly, is to develop a doctoral program. That program may be either stand-alone or interdisciplinary.

Research, Creative and Scholarly Activities

The department has set a high priority on professional development. To that end, we are providing each faculty member with a fund to be used for conference travel and for research needs. The fund is limited but we plan on expanding it as our income from expanded on-line teaching grows.

In addition to providing each faculty member with a professional development fund, we hope to set aside some money to help fund pilot projects that we hope can be turned into extramural funding. We hope the college does likewise.

Currently, the department has no graduate assistants, but that should soon change. In addition to requesting funding for graduate assistantships in the normal fashion, the department is developing a plan to solicit contribution from communication-related industries and businesses for money to fund graduate students.

At the undergraduate level, we are planning on producing a student journal that includes scholarship produced by undergraduate students.

Accessibility, Diversity, Equity, and Communication

To the Department of Communication “diversity” is not limited to African-Americans. Our vision of diversity includes a diversity of ideas in addition to different skin colors. To that end, we hope to establish a faculty that comes from far and wide and offers students radically different views of the world. In other words, we feel that the diversity must start with the make-up of the faculty and it will filter on down to the students. We are already actively recruiting additional African-American colleagues and will branch off from there as the opportunities present themselves.

This global diversity will spill over into our research agenda as well. One means of doing that is the development of an Intercultural Communication Institute that will be a focal point for scholars around the world to turn to in order to learn about a variety of different communication issues – from differences in media around the world to differences in interpersonal dynamics from one location to the next.

Partnerships and Collaboration

Currently, we have two institutes/centers on the drawing board. One is the Intercultural Communication Institute, which will have a number of publications emanating from it as well as faculty exchange programs and conferences. We also are developing an idea for a Health Communication Center to tie in with some of the other initiatives related to community outreach. We already have a good start on this idea from the work some of our faculty have done and are doing in Belize.

As the diversity in our faculty develops, we anticipate other ideas for partnership may appear.

Institutional Effectiveness of Programs and Services

Alumni relations are in a pathetic state. We would like to develop a better relationship with our alumni, starting with a simple newsletter from the department each year. At a minimum, we would like to get the development office to allow us to solicit contributions on our web site.

One of the responsibilities of our new hire in public relations is to develop something approximating a center for non-profit public relations, which itself might well serve as a starting point for fund raising among some local, communication related industries.

Distance Education

Distance education will continue to be an important dimension of our mission as well as a substantial income producer. We intend to expand online offerings to include graduate courses. The only limit on the online programs will be the imagination of the administration. There is no reason that we cannot continue to expand our offerings and buttress our budget in fairly substantial dimensions. Distance Education, whether domestic or international, is the current direction of education and our department plans on being on the cutting edge.

Malcolm X Debate Program, 2007-2017
Strategic Plan
Ede Warner Jr. – Director

I. Our purpose

The transition to an information society created different priorities and values on our educational system in many of the same ways other areas of our lives have been affected by an increasing reliance on information technology, specialization, and a service-based economy. Education drives the engine that created the evolution from an industrial to an information society, and it is important to think critically about the implications of such an evolution.

bell hooks argues in Teaching to Transgress that educational purpose drives the methodology of instruction. She compares her educational experiences in a poor rural segregated school in Kentucky with her master's training at Stanford, one of the top graduate programs in the nation. The former, which trained students to fight for Black liberation during segregation, was personal and interactive. The latter experience, she says, focused more on acquisition of knowledge and information processing of that knowledge. Upon reflection, as technological advances massively increase the quantity of information we access—whether in choosing a school, a baseball league, a President, or a dish-washing detergent—our ability to process information becomes crucial in our decision-making processes in our everyday lives.

The evolution of education towards the primary purpose of information processing is evident in several aspects. In debate, Shelton K. Hill interviewed several Black students about their motivation to participate in intercollegiate debate. One said that debate, now using high levels of speed, large quantities of research and a specialized, jargon-laden speaking style, was “information-processing, like computers bumping up against one another.” Our program assistant, Tiffany Dillard recounts a common criticism of the public speaking class that the evaluation process focuses so much on content, students with can do well without developing speaking skills. In my fifteen years at UofL, I can't remember the number of times I have heard students lament that they wanted to take a Communication course to be taught by professors who could communicate for a change, and that usually they were disappointed.

None of these insights are meant to uniquely slight my department. The reality is the impact of our evolution to an specialized information processing society has impacted all elements of education, in an effort to prepare students for the life in that society. Ultimately, Deborah Tannen argues in her book, The Argument Culture, that our lives have become nasty and adversary, from the decision-making of politics, to the media, to our interactions at youth sporting events. An unforeseen consequence is the loss of civility in society. This loss has a much greater impact than it may appear on face, because the true implication of society's inability to “just get along” is the destruction of effective decision-making.

Aristotle's theory of persuasion is grounded in three primary persuasive appeals: one to credibility (ethos), one to emotion (pathos), and one to logic (logos). Professor Gary Orren at Harvard's Kennedy School of Government suggests that a judicious blending of the three is necessary for effective persuasion. For example, he argues that by studying the communication styles of George W. Bush and Al Gore, one could have predicted the outcome. Gore overemphasized logical argument without the ability to connect to his audience, while Bush, although a minimalist in terms of logos, was substantially stronger at both pathos and ethos. Clinton, prior to the intern scandal where he lost much ethos, was decidedly better at persuasion than either Bush or Gore.

The domination of logos and information processing is a problem throughout the educational system and we need to begin to restore the integration of all 3 forms of persuasive appeals into the curriculum. At UofL for example, almost the only time a student gets any real, practical training in persuasion is during the public speaking courses. And even then, the evaluation focuses on content making the role of style and delivery almost an afterthought. In how many classes, has the power point presentation become the primary method of communicating information to students? In debate, the emphasis on logos has crowded out style so much that students sit down and almost never engage in eye contact

during the presentation of large quantities of information. The bottom line is that teaching students to become efficient processors of large quantities of information is only half the battle. Learning how to connect to and influence others with that processed information is just as important. The lost art of persuasion needs to be recaptured.

Our vision for the University of Louisville Malcolm X Debate Program: The Louisville Debate Program strives to empower students through enhancing critical thinking skills in a persuasion-centered model of instruction. Our goal is to create engaged students who have effective decision-making skills and the capacity to relate those skills to each and every area of their lives in a multicultural democratic society. Our ten year vision will attempt to challenge the logos-centered nature of first, our classroom, followed by an attempt to change the interscholastic policy debate community, and finally the educational system, starting with the University of Louisville. We want to re-conceptualize argumentation and debate as less adversarial with more community-building and an emphasis on superior decision-making.

II. Our goals:

The ten year strategic plan of the University of Louisville Malcolm X Debate Program includes community-building goals through training in persuasion in three major areas of emphasis: the instruction and development of our squad; the interscholastic debate community; and the higher educational system starting with the University. At each level, we want to create a pedagogical model of education that trains students to be critical thinkers as an engaged part of a civic democracy—and more specifically, to train critical thinkers that understand how to engage in a multicultural civic democracy using persuasion as a tool of conflict resolution and policy creation amongst different identities.

The initial internal step is that we want to develop the educational experience of our debate squad by increasing the growth of the program from 16 to 60 scholarship students, with an increase every two years. Concurrently, we want to stabilize one year retention and graduation rates at 75%. Finally, we would like to institute a summer service learning project for our students in order to tie the construction of arguments in debate competition to a real social movement.

As we work to hone the persuasion skills of a growing number of Malcolm X Debate Program debaters, we focus on community building in our second area of emphasis, the interscholastic debate community. Our past competitive success at challenging the methodology found in the norms and procedures of academic debate gives us a blueprint for creating change. In ten years, we have two goals. First, we hope to create a set of evaluation standards which foster a more persuasion-friendly form of debate, with a secondary goal of increasing public participation and attendance at tournaments. Instead of college debate programs having an outreach public debate component in which they hold secondary debates for the public, our goal is to give the competitive debate a dual purpose, which includes the capability of training students in a laboratory, and allows tournament competition to become synonymous with the outreach for intercollegiate debate programs. Our second goal for the interscholastic debate community is to emphasize the importance of diversity and the relationship of instruction methods with that diversity.

Finally, the long term vision of the Malcolm X debate program is a lofty one—transformation of the educational system, starting with the University of Louisville. Persuasion has been termed by many, including Aristotle, an “art” which requires training and cultivation. In oral societies, training in the “art” of persuasion was a cornerstone of the academic system. Now with the persuasive training found in our oral communication competencies, most notably the Communication Public Speaking course, there is little training in persuasion, even if there are substantially more opportunities for public and/or oral performance in education. Our goal is to create a new competency, perhaps along the line of “Writing Across the Curriculum” in 3-5 years. “Debate Across the Curriculum” would create multiple opportunities to train students in a persuasion-centered form of rhetoric, applying the skill sets first introduced in public speaking courses. Much like other skills, training in persuasion requires repetition.

III. Our method:

Our methods for achieving our goals grow from our past experiences with creating new methods for our students to compete the movement we began in order to create social change in the debate community, and finally our experiences in classroom instruction, with special attention to our distance education work. Together, the Debate Program staff is equipped to accommodate the heightened responsibilities that accompany growth and expansion.

Our squad community-building methods include: the creation and development of a recruiting program that identifies students likely to be successful both in the travel-intensively world of intercollegiate debate as well as academic success in the next two years. We will also train students for debate competition using a persuasion-centered model of debate, while also criticizing the contemporary logos-centered model. Moreover, outside of direct competition, we want to identify possible service projects for summer program. We are interested in partnering with the Muhammad Ali Institute for Peace and Justice, specifically as an active participant in their “Do No Harm” campaign. Finally, we want to continue to refine and improve our academic support system to assist with the difficult balance of travel-intensive debate and academics for a diverse population of students.

The community-building methods for academic debate require UofL to compete successfully using a persuasion-centered model, since competitive success drives how the norms and procedures of the activity evolve. UofL debate staff will also need to engage coaches and administrators in professional activity opportunities such as conferences and through publishing to outline the pedagogical advantages to intellectually legitimate the competitive changes. Finally, we will also focus on the importance of activity in our debate service organizations. For example, as part of achieving culturally-sensitive methods and participation as part of intercollegiate debate, we have exercised leadership in development of a diversity plan for our program, as well as pushing for the national and regional debate organizations to adopt such plans as laid out in the literature on diversity in debate.

Our method for achieving our campus and higher education community-building goals starts with the growth and expansion of our Public Debate Series by identifying “hot topics” of interest to the campus, local, or national communities. We also want to create a pool of scholarship students to participate exclusively in our Public Debate Series. The second major action step is to develop a “Debate Across the Curriculum” (DAC) proposal over the next five years that trains faculty to utilize a model of persuasive-speaking debate across disciplines. Finally, we want to target professional development and continuing education courses in the field of urban education and diversity for academic professionals both locally and nationally through distance education and maintenance of our Urban Communication course work, that focuses on developing urban teachers in a variety of educational methods for their populations.

IV. Our assessment:

Our method of assessing our progress is three fold. The first is creation of an annual strategic plan which identifies goals, methods, and outcomes per year. Second, we will create a year-end annual assessment of that progress prior to production of the next year’s strategic plan. Finally, we will utilize the built-in assessments in our plan, including but not limited to: competition, acceptance at conferences and programs, and University acceptance of our proposals all as evidence of progress.

V. Our resources needs:

Our resource needs can be categorized in four areas: scholarship, staffing; program; and travel. Currently, we have a Director, a Program Coordinator, a Program Assistant, and 2 Graduate Assistants. We have sixteen students on scholarship. We are teaching twelve courses a year per the partnership with Communication (we must teach one face to face course) in return for 3 distance education courses per semester which create debate revenue. We host 6 Public Debate Series events per year, do substantial intercollegiate and high school outreach for debate programs using our method of debate, and travel 12-16 students for approximately 15-25 days per semester of debate competition. We need 1 judge per four students in competition and we realistically need 1 coach per every 6 students for instruction. Our instruction needs are about 10-12 hours per week for every 3 teams. We have some flexibility in reducing or increasing student travel based on staff and resources: however, we are somewhat bound by national competition. Our goal is to create a system of resource needs based on acquisition that increases the size of the program as needed. For example, as our distance education component grows, we will need additional instructors. If our “Debate Across the Curriculum” program is approved, it will require resources, etc. For purposes of this document, I have computed a cost per scholarship

student which combines all of the needed costs of the program. Currently, our cost per student per year is \$22,500. Ideally, our cost per student per year should be about \$35,000. I've also factored in an inflation adjustment. As such, our resource needs assuming the target student growth will be*

2007- 16 students @ \$35,000 =	\$560,000
2010- 20 students @ \$37,500 =	\$700,000
2012- 30 students @ \$40,000 =	\$1,200,000
2014- 40 students @ \$42,500 =	\$1,700,000
2016- 60 students @ \$45,000 =	\$2,700,000

*Space is not calculated in these costs.

VI. Our resource acquisition:

Our resource acquisition includes two target areas. First, administrative support. We currently receive approximately \$120,000 in scholarship support, \$45,000 in graduate assistant support, \$90,000 in staff support (including ½ of Director salary); and \$26,000 in S&E, most of which supports travel. Second, the bulk of our current program and travel funds come from Distance Education where we made about \$80,000 in 05-06, and estimate near \$100,000 in 06-07. We believe that these numbers can grow substantially if we are able to obtain CD status for our courses and maintain the ability to teach 3 courses a semester for Communication. We have received CD classification for Communication 275, African American Communication, although we do not always teach this course as part of our partnership with Communication. We could triple our online distance funds by receiving cultural diversity classifications for the following Communication 325 Communicating Hip Hop; and Communication 301, Urban Communication. Our goal is to market and secure partnerships for these courses with professional development continuing education programs in urban school systems, as well as targeting the general education population at UofL.

English Department Strategic Plan 2007-2017

Over the next ten years, the English Department needs to improve the educational experience of its students by increasing their interactions with a tenure-track faculty who are actively engaged in creating knowledge across a range of diverse literatures and literacies. We must strengthen the major and grow the M.A. and Ph.D. programs. We seek to foster talent and tolerance and improve technology. Listed below are our goals, arranged under the A & S rubrics. A list of needed resources follows, with timelines suggested.

Educational Experience

Undergraduate

- Reduce class sizes in English 101 & 102 by increasing faculty hiring and increasing graduate assistantships. 101 currently has 22 students per class; 102 has 26. Our aim would be to meet the NCTE standard of 20 students per class by 2012.
- Reduce the use of part-time faculty in the undergraduate classroom by hiring more tenure-track faculty.
- Improve and retain the pool of part-time and term faculty by increasing pay rates (ours are below those at other institutions in this area).
- Build English major and U of L student identity through Book in Common, English major lounge, improved Newsletter, increased contact with students outside the classroom.

Graduate

- Increase number of M.A. and Ph.D students by adding graduate assistantships as well as tenure-track faculty and by aggressive recruitment, including bringing our best candidates to campus (an increasingly standard practice nationally).
- Improve graduate student experience and time to graduation by making all graduate assistantships twelve months.

All Students

- Increase student exposure to diversity issues through hiring faculty in Hispanic-American Literature, the Literature of Disability, Gay & Lesbian Studies, Native American Literature, Diaspora Studies.
- Expand student experience with multi-modal literacies through classroom technology improvement and through hiring faculty with specialties in this area.
- Create graduate assistantships targeted specifically at graduating U of L minority undergraduates.
- Improve classrooms
- Improve office space for part-time and term faculty and graduate student assistants. Improved space for preparation is important to instructor recruitment and classroom work, as well as to the satisfaction of students meeting with instructors.

Research, Creative and Scholarly Activities

- Increase faculty attendance at professional conferences, seminars, and symposia.
- Expand to include work in Hispanic-American Literature, Drama, the Literature of Disability, Colonial American, Gay & Lesbian Studies, Native American Literature, Diaspora Studies.
- Continue to build on our excellent record of research and scholarship
- Maintain &, if possible, increase the number and quality of speakers, visiting scholars and writers brought to campus and conferences held here.
- Encourage faculty applications for external grants and awards so that we, minimally, maintain current funding levels.

Accessibility, Diversity, Equity, and Communication

- Hire in as many of the following areas as possible: Hispanic-American Literature, Multi-modal Literacies, the Literature of Disability, Gay & Lesbian Studies, Native American Literature, Diaspora Studies.
- Develop curricula in the above areas.
- Create graduate assistantships targeted specifically at minorities.
- Bring in scholars and writers, as well as holding conferences and symposia, that deal with Diversity.

Partnerships and Collaboration

- Continue to work with JCPS on Dual Credit
- Develop outreach to Hispanic-American Population
- Develop collaborations with Theatre Arts and the local theater community

In order to achieve the above goals, we will need tenure track lines (& funds to support them), graduate assistantships, space, and technology.

The English Department has already dedicated the following resources towards these goals for 2007 and beyond:

- We have designated one of our open lines for Hispanic &/or Native American literature and hope to have a faculty member join us for 2007-2008. Over the next few years, we expect her or him to develop curricula and publish scholarship in this field, as well as begin outreach in the community.
- We have designated a second line for Drama and hope to have a faculty member join us for 2007-2008. Over the next few years, we expect her or him to develop liaisons with Theatre Arts and the theater community.
- Designated \$5,000 yearly, beginning in 2007-2008, from Bonnie Funds for use in national Graduate Student Recruitment.
- This year used \$8000 in Composition Portfolio Program funds to equip gta and part-time offices with technology. Plan to continue to draw on these funds for updating.
- Plan to use Distance-Education earnings to fund faculty travel for professional advancement.
- Spearheaded our joining of the Newberry Library Consortium and formed a Steering Committee. Starting with 2007, we will award travel funds to faculty and graduate students for travel to Newberry symposia, conferences, and study at the collection.
- Instituted a small travel fund for Departmental administrators (not including the Chair). These faculty (UG, Grad, & WC Directors, Vice-Chair) are undercompensated for their very time-consuming work. Such funds will encourage them to keep active professionally.
- Reconfigured and broadened the Barker Endowment so as to support a wider range of scholarly and research activities.
- Plan to continue to pursue outside funding to support the Book-in- Common Program

Resources Needed

Tenure-track lines

Optimally, we would want to add two positions each year.

Graduate Assistantships

We have requested that Enhancement Funds be awarded us for the institution in 2007-2008 of a graduate assistantship reserved for a minority who graduates from U of L. Twelve month gaships should become the rule immediately.
Add four-six graduate assistantships per year, to be divided as needed between M.A. and Ph.D. program.

Increase funding for graduate recruitment for a total of an additional \$5000 by the end of the period.

Space

6-8 new Technology classrooms by the end of the period
8-10 added classroom spaces by the end of the period
New offices for faculty and instructors as hired
English major lounge

Staff

Add 3-4 staff support lines by the end of the period.

Travel and Research Funds

Increase internal funding for professional travel by \$5000 per year.
Increase start up funds for new faculty by \$1000 per year.

Department of Fine Arts / Hite Art Institute

STRATEGIC PLAN

Throughout the centuries, developments in art and culture have been inexorably linked to the rise of the city. From the first flourishes of Greek art and culture in Athens to the Renaissance centers of Florence and Rome; from the home of the Impressionists in bohemian Paris of the 19th century to the worldwide Mecca of New York City in the 20th century, a city's artistic life provides a benchmark for a society's level of urbanity and identity. This is also true of the city of Louisville which has prided itself and tied its identity to the richness of its cultural and artistic life. The University of Louisville, with its stated mission to become a preeminent, nationally recognized metropolitan research university, therefore, is the appropriate University within the Commonwealth of Kentucky to develop the state's most comprehensive art program.

The Department of Fine Arts offers the largest and most comprehensive undergraduate studio art and art history curriculum in the Commonwealth and the only Ph.D. program in art history in the state. Undergraduate majors number over 550 with an additional 70 students enrolled in the master's and doctoral programs. In 2001 the Department of Fine Arts restructured its Master of Arts degree to create an innovative, multidisciplinary program with areas of concentration in art history, curatorial studies and studio art. Since its restructuring the program has exceeded enrollment expectations. In 2003 the Department of Fine Arts became the first department and only the third program in the College of Arts & Sciences to have a separate selective policy for admission to the department as a major. The department accepts approximately 125 new students for each academic year. Admission is based on a review of each student's academic performance and artistic, educational, and career goals. In addition, students wishing to major in studio art must also submit a portfolio of work; students wishing to major in art history must submit an essay. Since the adoption of selective admissions, the average ACT score of accepted applicants has increased from 22.7 to a high of 23.45. The retention rate of students has grown from 84% for those admitted in the fall of 2004 to 97% for those admitted for the fall 2005. In the 2005 - 06 academic year, 40 undergraduate degrees were awarded to majors in the department - the third highest total in the College of Arts & Sciences.

The Hite Art Institute / Department of Fine Arts has been recognized by the University as a specific area of emerging strength in the Challenge for Excellence. Before that the University had endorsed the development of the Hite Art Institute as a "Center of Excellence in the Visual Arts". To capitalize upon the University's setting and the Challenge's urban focus, the Department of Fine Arts has several key projects proposed for downtown Louisville. The department will soon open the Cressman Center for Visual Arts - the University's first, non-medical, center located in downtown. The department has also proposed the establishment of a program leading to the Master of Fine Arts degree to be housed in the new Museum Plaza building on the riverfront. Each year the Hite Art Institute sponsors exhibitions, lecture series and hosts visiting artists and scholars including the distinguished Frederic Lindley Morgan Chair in Architectural Design. These programs advance the research mission of the department while providing valuable community outreach. One of the most important strengths of the department is its connection with the cultural wealth of the city of Louisville, and the desire of the visual arts community to make a greater contribution to the growth and well-being of the city. Together these programs not only address the University of Louisville's *Challenge for Excellence* but also serve as a response to the Greater Louisville Region Economic Development Partnership plan, as graduates of the program contribute their skills and ideas to the business community, stimulating economic growth and helping build a vibrant arts community and a community-at-large.

Its active and productive faculty composed of artists and scholars form the core of scholarship and research in the Department of Fine Arts. Each faculty member brings specialized insights gained through years of experience in research in a particular studio area or historical period to bear in the studio or classroom. All of the full-time, tenured and tenure-track faculty in the art history area have earned the Ph.D. degree and have active publication records as scholars. The art history faculty publish books, articles and reviews for journals, contribute chapters for books, present scholarly papers at national and international conferences, assist museums and galleries in collection research, curate exhibitions, serve as consultants on scholarly projects, and are active members of scholarly organizations. All of the full-time, tenured and tenure-track faculty in the studio area have earned the M.F.A. or other appropriate professional degree, and have active professional records as exhibiting artists and active professionals. The studio faculty exhibit their work in galleries and museums locally, nationally and internationally. Their work is shown in one or two person exhibits, invitational or juried group shows, or as designs for publications, graphics and textiles. They work as space planners, designers and architects and their creative efforts have wide commercial application. Faculty members have received six Kentucky Arts Council Al Smith Fellowships, five National Endowment for the Humanities grants, two Kentucky Arts Council Project grants, three Samuel H. Kress Foundation

grants, four Southern Arts Federation Fellowships, three Kentucky Foundation for Women grants, an Alternative Visions grant, an Indiana Arts Commission Fellowship, and residencies at the Vermont Studio School. In addition to the full-time members of the faculty, visiting and part-time faculty, graduate students and undergraduate students contribute to the climate of research, creative and scholarly activities in the department. Visiting artists and scholars, including the Frederic Lindley Morgan Chair of Architectural Design and the Bingham Chair in Humanities allow the department to offer specialized courses while sharing their unique insights with students and the community through lectures, demonstrations and critiques.

As part of its curricular structuring, the department has addressed accessibility and diversity issues. Selective admissions have allowed the department to ensure that there is adequate space in the department's Foundations, or first year studio curriculum, for each incoming student. In studio art, students have the flexibility to choose either a broad-based studio art experience - the B.A. degree program; or a pre-professional media intensive curriculum - the B.F.A. degree program. The department has also restructured its offerings in art history adding additional courses and a specialist in contemporary art, and will add a specialist in Asian art next year. The department has added a course in Mexican Art, expanded course offerings in Byzantine and Middle Eastern art and architecture and will offer a course in Native American art for the first time. The department is committed to increasing diversity in its faculty, staff and student population. Over the past four years the department has hired four full-time, tenure track faculty, and made two term faculty appointments. Of these six appointments four are women and one is African-American.

From its beginnings as a department, the Department of Fine Arts has worked collaboratively with local arts organizations. The department's first studio art offerings were taught by area artists in the community-based Art Center Association's facilities located in the middle of the present day campus. The department maintained its relationship with the Art Center Association even after it assumed full control of the faculty and facilities for studio art. The Louisville Visual Art Association (LVAA), the present day successor to the Art Center Association, focuses on early childhood education in the visual arts through its Children's Free Art Classes (CFAC) and adult and special needs art offerings. The Department of Fine Arts focuses on college level education while joining with the LVAA to house a CFAC class for high school students in the department's studio on the Belknap Campus. The department has also maintained a close relationship with the Speed Art Museum. This relationship has recently expanded with the establishment of a cooperative internship and graduate research assistantship cosponsored by the museum and the department in association with the department's graduate program in curatorial studies. The Cressman Center will help foster new and exciting relationships with other art organizations and community-based artists and will provide opportunities for students in the program and graduates to contribute to a vibrant arts community in the city.

From its establishment the Department of Fine Arts has enjoyed a strong relationship with its alumni and the greater arts community. At the time the University accepted the Hite Bequest in 1947, it was the largest single gift given to an art program. This endowment allowed the department to establish a scholarship program, purchase library books, and enhance the program in countless other ways. Building on this tradition of community-based support for the visual arts, other generous donors over the years have established scholarship programs for incoming freshman and in specific program areas. Frederic Morgan, a Louisville architect, created an endowment which funds a visiting professorship, scholarships and library acquisitions in architectural design and history. Over the past five years the Sutherland Foundation has funded an endowed chair in glass, and Drs. Elizabeth and Frederick Cressman have endowed a scholarship program for graduate students and underwritten the department's studio and gallery complex being built in downtown Louisville. The Department of Fine Arts currently has 23 endowments and 12 gift accounts. Last year and this, two of the department's alumni were honored by the University. The 2006 University Alumnus of the Year was awarded to Sam Gilliam (B.A. 1955, M.A. 1961) and in 2005 the title of College of Arts & Sciences Alumni Fellow was conferred upon Ed Hamilton.

PART TWO - STRATEGIC PLAN

I feel we have a very clear, concise goal set for the Department of Fine Arts and the Hite Art Institute for the next ten years - to move the department *and all of its programs* from one of **regional excellence** to **national recognition**. To reach this goal the department must address its weaknesses while building on its strengths; seek support from the central administration for key programs and improvements; and energize and mobilize our donors, while reallocating our internal resources. With the continued hard work and enthusiasm

of the faculty and staff, I am confident that we can implement a strategic plan which ushers in pending new programs such as the M.F.A., successfully open the Cressman Center for Visual Arts as the first step in the “Fine Arts Urban Initiative”, and find the ways and means to begin reaching our short term goals and laying the groundwork for our long term goals and vision.

The faculty and staff of the Department of Fine Arts began the strategic planning process by identifying our strengths. There is a clear consensus that the department has five, primary, existing strengths: 1.) the quality of our faculty; 2.) our public outreach which includes our galleries and exhibition programs, and our visiting artists and scholars lecture series and programs; 3.) our internal assets, primarily the Margaret Bridwell Art Library, and our existing endowments and scholarships programs; 4.) the department’s current vision and the administration’s support for our plans; and finally, 5.) our urban location and the relationship of the arts to the urban mission of the University and the role the arts are playing in the revitalization of downtown. To move the department forward and reach our goal of becoming a nationally-recognized program we have identified five short term goals, five long term goals, and several visionary, or “big ideas”. Our goals and priorities for the next two to five years are:

Address Current Facilities Issues:

In mid-1970’s the when the Department of Fine Arts was spread across campus in eight different buildings of varying states of condition from the recently completed Humanities Building to industrial building absorbed by the University through “urban renewal” we have had to deal with ongoing facilities issues which have hampered our ability to move the program forward and which now may be posing significant health hazards to the faculty, staff and students who use these spaces. There is a consensus that climate control dysfunction in Schneider Hall makes the building either too hot or too cold depending on the time of year and the moisture created from this promotes the growth of mold and rust. As a short term goal the department seeks a professional analysis of the air quality in Schneider Hall, asks that a comprehensive plan be formed and implemented to solve climate control issues, that existing mold be removed, and steps taken to ensure that Schneider Hall has environmentally safe air quality and proper climate control.

Digital Classrooms and Studios:

The “digital revolution” has changed the basic teaching methods in art history and studio art courses. The use of “visuals” in the classroom - the very nature of how we present the core content in our courses, has changed from one relying on analog slides to one that utilizes digital images and the internet. If the Department of Fine Arts is going to “keep up”, let alone move onto the national stage, we must install digital projection systems in our classrooms and studios, especially those used by the art history program, and move to a database system for creating and accessing digital images. As a short term goal the department seeks administrative funding to make the art history classrooms and some studios “digitally-ready”, and create, install, and maintain a digital database - M-DID in the Visual Resources Collection.

Critical Space Shortage:

As is the case with other departments in the College, the Department of Fine Arts suffers from a critical shortage of space. This is especially acute in regard to lack of studio space we provide to students in our master’s program in studio art and our advanced B.F.A. students. This situation can be addressed through the leasing of industrial-type spaces near or off-campus. This is an essential element for the development of a M.F.A. program and vitally important to undergraduate recruitment efforts if we are to compete nationally.

Faculty Work Load Reform:

In order to become a nationally recognized program the faculty of the department must be given the most important commodity that can be given to them to support the move to national recognition - time. Time to pursue their research, time to mentor students, time to develop programs and curriculum. The faculty of the department currently teaches a 3/2 teaching load. This needs to be adjusted to 2/2 in keeping with other Ph.D./M.F.A. granting departments nationally. The faculty of the department remain committed to the undergraduate mission of the University. The department is one of the few in the College of Arts & Sciences of its size that requires all of its full-time faculty to teach at least one class per year in the first year, and/or Foundations curriculum. The department remains committed to this mission and will approach any faculty teaching load reform with this in mind.

Institute a Revised Advising System for Majors:

The Department of Fine Arts is committed to establishing a climate of open, accessible, accurate advising that will aid our majors in being successful students and promote a high retention and graduation rate. With the adoption of a selective admissions policy in 2003, the quality of the students (based on ACT scores and other measures) has risen significantly. Our retention rate of freshman is currently above 85%. One area where the department wishes to address a weakness, however, is in advising existing students. Taking into account the size of the department - over 550 majors, the unique characteristics of the curriculum - the only selective admissions department in the College, and having two separate programs - one in art history and one in studio art, we feel that the best course of action to ensure we have a well-informed student body, with a higher satisfaction rate, courses schedules which meet the students needs and better management of the department's resources is to seek funding for a staff advisor for the department.

Our long term goals and priorities for the next five to ten years are:

New Faculty Lines:

To move the department and *all of its* programs to one of national recognition, there must be an increase in the size of the full-time faculty. The Ph.D. program in art history is among the smallest faculties of its kind in the country. To expand its research areas and provide for enough dissertation directors to successfully mentor doctoral candidates through the program, and attract sufficient numbers of students from a broader geographically base, the art history faculty needs to be increased substantially. On the studio side, even with the recent curriculum reform and restructuring of course content areas, the current faculty cannot meet the enrollment needs of our majors. Through selective admission the department has reduced the number of students it admits each year, but even with these steps there is an acute shortage of introductory courses in content areas. The addition of the M.F.A. program will put even more demand on the faculty's research time, limiting our ability to address the undergraduate program's needs. The department requests that a five to ten year plan for the addition of five new faculty lines be implemented by the central administration.

Increase GTA Lines and Scholarship Support:

To compete on a national level for the best students, both undergraduate and graduate, the department must increase the level and amount of support given to students. This is essential at the graduate program level. The department has proposed a plan to create new GTA lines in relation to the M.F.A. program involving a combination of CAR funds plus endowment funds distributing the costs of new GTA lines between central administration funded tuition remission scholarships and endowment funded stipends. This program needs to be expanded to include the doctoral program in art history. Additionally, the department seeks the allocation undergraduate tuition remission scholarships to help in recruiting out-of-state students. We now routinely receive inquiries from students in Ohio, central Indiana and Tennessee, but do not have the financial resources to match other institutions, especially art schools, scholarships offers.

Institute International Programs:

After a several year hiatus, the department reinstated a summer study abroad program in Italy in 2006. The success of this program has laid the groundwork for other faculty to propose future summer abroad programs and exchange programs with foreign colleges and universities. The department proposes that each year we offer at least one study abroad opportunity to our students involving a minimum of two faculty members. Preliminary contacts have been made in Oaxaca, Mexico, Osaka, Japan and Scotland, United Kingdom. Release time / flexible scheduling and scholarship support are necessary to move this program forward.

Seek National Accreditation:

If the University of Louisville is to have its art programs compete nationally, it must meet national art accreditation standards. Currently the interior architecture program is the department's only internationally accredited program. This program's accreditation will be reviewed during the 2007-08 academic year. It is absolutely essential that we take whatever steps are necessary to have interior architecture reaccredited. We must also move to seek national accreditation of the entire department through the National Association of Schools of Art and Design (NASAD).

Museum Plaza:

The most visible step the University can take to gaining national attention for its fine arts programs is to establish its presence in the proposed Museum Plaza building being planned for the Louisville riverfront. This architectural significant building will attract international attention when complete; having the department's M.F.A. program housed in the complex will give us not only exposure, but also the space we will need to create a successful program. Funding for the University's presence in the building must be included in the Capital Plan budget beginning in 2009-11.

Our vision for the future includes several proposals that while attainable, and substantially contribute to the Department of Fine Arts and the Hite Art Institute achieving national recognition, will take extraordinary support and a commitment from many sources, both inside and outside the University. These include: the construction of an architecturally significant building on campus with an art museum; the consideration of a Ph.D. in visual arts/studio art or doctoral program in visual studies which incorporates aspects of art history, studio art with visual culture including film studies and new media; the making of the campus of the University of Louisville an "outdoor museum" of public art pieces and a destination for those seeking to see the best examples of public art; the creation of a Grawemeyer Award in the Visual Arts; and, finally, the establishment of a College of Fine and Performing Arts. These are big ideas with far-ranging implications and high costs, but are also part of a "vision" which I feel is necessary if we are to reach on short term and long term goals. The Department of Fine Arts has, I feel, established a comprehensive strategic plan with reasonable goals and expectations; but I also feel we have to dream bigger, to envision our future and that of the University without limitations. Building on our long the tradition of excellence and with this vision for the future, we can meet the challenge of moving the Department of Fine Arts *and all of its programs* from one of **regional excellence** to **national recognition**.

Department of Geography and Geosciences.

Purpose of the Department.

The mission of the Department of Geography and Geosciences is to foster inquiry related to the physical and social (human) realms of the world's environments and the nature and structure of their interactions and outcomes. The vision of the Department is to provide an environment of effective learning through scholarship and teaching such that students are prepared to function effectively and professionally in an increasingly changing and globalized world. Through this vision, students are enabled with the fundamental factual information, critical thinking skills and experience within the relevant content areas such that lifelong learning about the world and the environment in which they live is possible.

Description of Departmental Programs

Undergraduate Programs:

The bachelor's degree program include courses that provide foundational information about geography and the geosciences. This includes instruction in the collection, analysis, presentation and application of geographic and geoscientific information, and specific information in the areas of environmental, urban, and regional and global geography and the geosciences. The Department sustains a strong and effective co-operative and internship program in the undergraduate curriculum that supports professional experience in these content areas. The overarching goal for the undergraduate major programs is to produce graduates who have:

- a) a well developed understanding of spatially distributed social and physical phenomena, and an understanding of the reasons for and the relationships between those phenomena;
- b) the skills necessary to collect and analyze data and present the results in text, graphic and mapped form;
- c) the ability to communicate the results of their work and conclusions through disciplined writing and oration;
- d) a content knowledge and the critical thinking skills required to be a successful candidate at the graduate level.

Contribution to General Educational Offerings.

The Department contributes courses to general education offerings in the following areas:

- a) written communication;
- b) quantitative, qualitative and logical reasoning;
- c) natural and physical sciences;
- d) social and behavioral studies;
- e) cross-cultural studies; and
- f) historical studies.

Participation in Graduate Programs.

At this time the Department does not have a graduate program. We do offer courses that are included in graduate programs in other university departments and faculty serve on thesis committees for graduate students in other departments and schools. The faculty are active participants in the education and training of teachers for P-12 instruction in geography, the social studies, and earth and space sciences through a close association with the School of Education.

The Department of Geography and Geosciences is currently in the process of formulating a graduate program in Applied Geography. This proposed master's program will address an identified deficiency in the geographic training of professionals at the local, state and national levels. This program is being designed to address the employment needs and graduate degree program demand in relevant areas through a curriculum that develops practical competencies unique to the discipline and in widespread demand.

Major Functions of the Department.

The Educational Experience

The Department of Geography and Geosciences has been and remains committed to the provision of a quality academic experience as the foundation of its undergraduate program. Through quality instruction allied with the diversity of course materials, the relevance of the overall curriculum to a contemporary and real-world existence is evolved and understood. Through this approach students become productive members of society, aware of and prepared to address the concerns and needs of a contemporary world. In this manner graduates from the Department of Geography and Geosciences are positioned to become contributors to an informed and globally aware citizenry.

In addition to fundamental content knowledge, student evaluation at the course level is targeted to the assessment of critical thinking, quantitative and qualitative analyses, and critical writing. To complete degree requirements students are charged with the construction of a senior thesis. This work is expected to demonstrate a broad knowledge of the discipline, independence in the design of research problems, the ability for independent and creative thinking, and application of all essential skills emphasized throughout their experience with the Department. The degree of satisfaction of the overall undergraduate program is evident from the high level of employment in the field and in the acceptance of graduates to institutions offering a graduate degree in geography and or the geosciences.

By its very nature the discipline of geography and the geosciences integrates into a diversity of established institutes and organizations. To this end the Department of Geography and Geosciences is coupled with a host of centers and institutes that serve as employment opportunities and as hosts to internships and co-operative experiences for students. To date such institutions that have supported the Department are LODI, SDI, UPS, NWS, and various non-profit community organizations. In addition the Department of Geography and Geosciences houses the Center for Geographic Information Systems (GIS) and all graduates develop competencies in the use and application of this widely used technique.

The intended graduate program is designed to continue and enhance the fundamental philosophy that forms the core of the undergraduate program. In this graduate program the student will experience a nucleated body of course work designed to foster and support the advanced skill sets demanded for the professional and research fields. Students are expected to produce a thesis within their area of focus and at level consistent with the expectations of the Graduate School at the University of Louisville and those standards regarded appropriate at the national level. Coupled with the enhanced level of course content knowledge and the Departmental emphasis upon critical reasoning, effective writing and communication skills, graduates will be both capable and prepared for effective integration into a broad diversity of professional fields. The program as constructed will also draw a student base from other closely related disciplines (urban planning, sociology, biology, among others) in which the techniques and analytical procedure unique to applied geography are finding widespread application.

Research, Creative and Scholarly Activities.

A major function of the Department of Geography and Geosciences is to contribute to the body of knowledge related to the physical and social realms of the world's environment (at all time and space scales). Presently there is considerable focus upon the integration of new techniques to the solution of an array of environmental and social problems. All faculty are currently engaged in a diversity of research endeavors and have secured extramural funding in aid of this research. Such endeavors include analysis of natural hazards,

geochemical processes, glaciological and climate change, transportation studies, health and public welfare, minority, women and gender studies, and a variety of educational outreaches.

With the onset of the proposed graduate program there will be a need to optimize available resources and to plan for additional needs. This is to include not only an increase in course offerings but also space allocation. In addition, it is considered highly desirable to create an environment whereby faculty research initiatives and opportunities for participation in professional organizations are given priority.

The Department of Geography and Geosciences has seen considerable transition in faculty over the past several years and will seek a replacement for a retirement position within the next 12 months. This has provided an opportunity to reconsider the focus of the overall program and to upgrade course offerings that engage issues and content that form the current foundation and direction of the discipline. In turn this has created a more productive, structured and invigorating environment for students and faculty and one that will be strongly supportive of a quality graduate program. With the implementation of the graduate program there will be, however, the need to secure financial assistance for incoming students. This could involve support through graduate teaching assistantships or funding through extramural research grants. The Department will seek more creative funding possibilities by engaging community and professional organizations in the support of graduate students whose increased knowledge and skills will be advantageous to the organization. In addition, there will be a need to provide technological support for students along with allocation of office space. There will also be an increased need for library resources commensurate with the upgrade to a graduate level program. It is also considered that additional funding may well be necessary in support of invited speakers and nationally recognized persons to engage students and faculty with new and current research.

Accessibility, Diversity, Equity, and Communication

The Department of Geography and Geosciences has expanded the course offerings and focus of faculty to enable effective instruction and outreach in minority concerns, gender and equity studies, and issues related to social justice. The faculty has expanded contact with other departments and has become engaged in collaborative and cross-curricular courses. In addition, linkages and connections have and will be continued to be made at the community levels including minority areas, health and related issues. Consistent with University requirements the Department of Geography and Geosciences has and will continue to seek qualified applicants from under represented groups and minorities. The Department has sought and been effective in integrating with other departments including Pan African studies, Sociology, Women and Gender studies. Additionally, the Department faculty in adjunct capacity has consistently provided close curricular support for science and some engineering programs throughout the University.

Partnerships and Collaboration

The Department of Geography and Geosciences has promoted outreach to a variety of community, city, and state organizations. These include agencies such as LOJIC, LoDI, SDI, United Parcel Service, city and urban planning agencies and a variety of non-profit organizations. The skills related to critical writing, thinking and analytical skills such as that evolved with GIS, quantitative analyses, are such that students are not only in demand but many have been offered employment upon degree completion.

With the onset of the proposed graduate program every effort will be made to engage and encourage various agencies to participate in the program through the provision of graduate student funding and for real world content that can be directly related to thesis material. This approach will not only ensure the Department maintains strong ties to industry and community organizations but provides students with direct exposure and access to relevant and contemporary issues.

Consistent with the nature of the urban university setting, the Department of Geography and Geosciences has traditionally maintained high profile presence in community affairs. Faculty participate in decision making processes at the city, county and state levels (e.g. zoning and redistricting issues; transportation networks, community and minority health issues). With the inclusion of new faculty coupled with the opportunities afforded by a graduate program in applied geography, the opportunity for such outreach can be expanded.

The Department of Geography and Geosciences has a long tradition of engagement in educational outreach to the P-12 environment. In collaboration with the National Geographic Society, the Kentucky Department of Education, JCPS, other state geographic alliances, and other state tertiary institutions, a focus on providing quality teacher training and the development of a statewide curriculum that has geography as core content in both the social sciences and the earth/space sciences has been given priority.

Institutional Effectiveness

The recognition and direction of the primary departmental goals related to the provision of a quality undergraduate and graduate experience is intended not only to provide the student with the optimal skills necessary to become a functional part of society but to ensure that both the Department and the University of Louisville become effective and quality ambassadors for the Institution. This need is enhanced by the fact that many graduates will seek and find employment in the local or regional arena and will therefore be an immediate reflection on our Department and the University of Louisville.

Both the undergraduate and proposed graduate programs are designed to be readily adaptable and flexible such that the mission of the Department remains valid in a rapidly changing world. Changes in technology, analytical practices procedures, social needs and the physical environment demand that our program remain relevant and students are prepared to compete and excel in the professional setting.

Many in-house activities are now directed toward ensuring contact with graduates such that the role of the Department and the College of Arts and Sciences is recognized as a vital contributor to the career paths of its graduates. Contributions to the Department will be more actively sought not only from individual graduates but the employer institutions. It is intended that through these outreach activities that the Department will see an increase in funding as well as enrollment such that students at both the undergraduate and graduate levels can be supported.

DEPARTMENT OF HISTORY

GOALS AND PRIORITIES, 2007-2017

0. MISSION

0.a. Mission Statement

“The Department of History contributes to the ongoing process of teaching, researching, and writing about the past. Working with the history of cultures around the world, including American culture, the Department focuses understanding of the human condition through its teaching and research. The faculty educates not only our students, but also the public by serving as writers, speakers, commentators, and professional consultants to institutions such as school systems, policy-making bodies, civic groups, and the media. Faculty continue their own professional development and contribute to the growth of the profession by conducting original historical research and participating in disciplinary and interdisciplinary discourse at the local, regional, national, and international levels.”

0.b. The Department and the University

The mission of the University of Louisville is to be a premier, nationally recognized metropolitan research university. The mission of the Department of History contributes directly to this wider UofL mission. Our teaching develops critical thinking, writing, and understanding of the past among students from metropolitan Louisville and the Commonwealth of Kentucky. Our service to the community enhances the historical understanding of our fellow citizens. Our scholarship brings national and international recognition to the Department as a center of historical research.

0.c. Operation of the Mission

All aspects of the Department’s mission are interrelated:

- through their research, faculty keep their own critical thinking and writing skills sharp, thus ensuring that they can develop those skills among students
- research recovers the human past, enhancing the body of knowledge that faculty pass on to students, the community, and the profession
- all History courses teach both skills and content
- many History courses explicitly fulfill UofL and College General Education requirements (History of Civilizations, Written Communication, Cultural Diversity)
- with their stress on historical analysis, all History courses develop critical thinking
- course content exposes students to our understanding of the past
- through service to the community (public speaking, involvement with high schools, acting as resource persons), faculty help the people of Louisville and Kentucky to understand the past of our region and the rest of the world

1. VISION

1.a. Vision Statement

The Department of History is a dynamic and thriving part of UofL. Our 20 tenured and tenure-track faculty all have PhDs from first-tier graduate programs. They include winners of President’s Awards for Research, Teaching, and Service. All are active publishing scholars (12 have published books in the past two years). They provide top-quality instruction in many aspects of the human past, in terms of regions, themes, and approaches.

In 2017, we will see a Department in which faculty are just as strong, but have better tools for teaching, research, and service. In order of priority, our goals are: (1) increase the number of graduate teaching assistants (GTAs) from the current one to ten; (2) increase the number of tenured and tenure-track faculty from 20 to 22, maintaining all

existing lines and adding specialists in United States Women's and Gender History, and the History of the Western U.S. (including Latino History); (3) improve our building, Gottschalk Hall; and (4) enhance funding for faculty research. **Goals (1) and (2) are essential to our mission.** Goals (3) and (4) are highly desirable.

1.b. Our Vision and the College's Strategic Plan

1.b.1. Graduate Teaching Assistants

By increasing the number of GTAs from one to ten, we will be able to:

- ensure that all courses are taught by full-time faculty, who are highly qualified teachers and active researchers (this is in conjunction with an increase in the number of full-time faculty; see 1.c.); College goals: *The Educational Experience: Undergraduate programs; The Educational Experience: Student "satisfaction", retention and graduation*
- provide sufficient funding to ten graduate students, helping them complete their degrees and attracting top-level students into our graduate program; College goal: *The Educational Experience: Graduate programs*

1.b.2. Faculty Lines

By hiring colleagues specializing in the U.S. Women's and Gender History, and the History of the Western U.S./Latino History, we will be able to:

- ensure that all courses are taught by full-time faculty, who are highly qualified teachers and active researchers (this is in conjunction with an increase in the number of GTAs; see 1.c.); College goals: *The Educational Experience: Undergraduate programs; The Educational Experience: Student "satisfaction", retention and graduation*
- offer undergraduate and graduate courses in two fields of history which are sure to be popular among our students; College goals: *The Educational Experience: Undergraduate programs; The Educational Experience: Graduate programs; The Educational Experience: Student "satisfaction", retention and graduation; Accessibility, Diversity, Equity, and Communication: Increasing curricular diversity*
- add courses on the Women's and Gender History and Latino History; College goals: *The Educational Experience: Student "satisfaction", retention and graduation; Accessibility, Diversity, Equity, and Communication: Increasing curricular diversity*
- contribute to the College's Latino Studies Program, and create a Concentration in Women's History for our majors; College goals: *The Educational Experience: Student "satisfaction", retention and graduation; Accessibility, Diversity, Equity, and Communication: Increasing curricular diversity*
- add colleagues who will research in fields currently not covered by our faculty; College goal: *Research, Creative and Scholarly Activities: Faculty scholarship and creative work*
- possibly add colleagues who reflect the diversity of this country and community; College goal: *Accessibility, Diversity, Equity, and Communications: Increasing Administrator, faculty, staff and student diversity*

1.b.3 Gottschalk Hall

Gottschalk Hall was built in 1893, and has been the home of the Department of History for over 50 years. We love our building and want to remain in it. However, Gottschalk Hall is badly run down (it was last renovated in the early 1970s), and full to capacity. We therefore require:

- a thorough renovation of Gottschalk Hall
- the construction of a 2,000 square foot "Gottschalk Hall annex" in the area between Gottschalk and Schneider Halls to provide office space for our two new faculty and our teaching assistants, as well as a History Common Room for visiting speakers, student events, receptions, etc

(If construction of the annex is impossible, we will require two additional offices, preferably in the south end of the Bingham Humanities Building.)

College goals: *The Educational Experience: Graduate programs; The Educational Experience: Facilities; Research, Creative and Scholarly Activities: Faculty scholarship and creative work*

1.b.4. Faculty Research Fund

History faculty are highly productive scholars. The nature of our research, however, means that large-scale extramural funding is rarely available for historians; nor is it always needed. What History faculty need is money to allow them to travel to the areas where they do research, and live there for several months.

The Department is unable to provide significant research funding for faculty (currently, the maximum a member of the faculty can obtain from the Department, the College, and the University is \$2200 a year, which does not go far). The Department therefore needs of an endowment, estimated at \$1,000,000, to fund faculty travel. College goal: *Research, Creative and Scholarly Activities: Faculty scholarship and creative work; Institutional Effectiveness of Programs and Services: Development and Fundraising*

1.c. Detailed Analysis of 1.b.1 and 1.b.2

Currently, our Department has three major weaknesses: (1) many of our students are in classes taught by part-time instructors, who--while often dedicated and hard-working--lack the qualifications of full-time faculty and do not engage in the ongoing research that maintains their skills and command of content; (2) our History of Civilizations courses (HIST 101 and 102), one of which one is required for all UofL students, are taught in large sections in which the interaction crucial to learning is almost impossible; (3) with only one GTA position, we cannot provide the financial support and teaching experience required to attract top students into our graduate program on a regular basis.

By hiring two new tenured or tenure-track colleagues, and increasing the number of GTAs to ten, we will eliminate these weaknesses by extending a successful experiment now in place in one section of HIST 102: a GTA is assigned to this section, and she and the professor meet with the course's 100 students in manageable groups of 25, where interaction and discussion are possible.

Currently (fall 2006), 1925 students are enrolled in HIST 101 and 102. Of these, 1175 are taught by part-timers; 300 by a full-time visiting assistant professor; and 450 by tenured or tenure-track faculty. Of the 20 current tenured or tenure-track faculty, 15 regularly teach HIST 101 or 102. Four of the five non-101/102 instructors will most likely retire between now and 2017. Their replacements will teach HIST 101 or 102, as will the faculty hired in the two new lines. This means that by 2017, we will have 21 tenured or tenure-track faculty who can teach HIST 101 or 102.

With 21 tenured or tenure-track faculty, the maintenance of our current visiting assistant professorship, and ten GTAs, we will be able to teach 2000 HIST 101 and 102 students per semester. All sections will be taught by full-time faculty, and all students will meet weekly in discussion groups of 25 led by a faculty member or GTA. Each semester,

- 16 tenured or tenure-track faculty members will teach one section of HIST 101 or 102 apiece = 1600 students
- 1 visiting assistant professor will teach 4 sections of HIST 101 and 102 = 400 students, and
- 16 tenured or tenure-track faculty members will each lead one weekly discussion sections of 25 students = 400 students
- 1 visiting assistant professor will lead four weekly discussion sections of 25 students = 100 students
- 10 GTA will each lead six weekly discussion sections of 25 students = 1500 students

In any given semester, the six faculty members not teaching HIST 101 or 102 will teach the U.S. History surveys HIST 211 or 212, or Historical Methods HIST 304.

2. PRIORITY GOALS, 2007-2017

Increase number of GTAs from 1 to 3	2007-2008
Increase number of GTAs from 3 to 5	2008-2009
Tenure-track hire in U.S. Women's and Gender History	2008-2009
Increase number of GTAs from 5 to 7	2009-2010
Create concentration in Women's and Gender History	2009-2010
Tenure-track hire in History of the Western U.S./Latino History	2009-2010
Increase number of GTAs from 7 to 10	2010-2011
Include discussion groups in all sections of HIST 101 and 102	2010-2011
Renovation of Gottschalk Hall	2011-2012

Construction of Gottschalk Hall Annex
Establishment and growth of faculty research fund

2012-2013
2013-2017

NOTES.

- (1) In its proposal for Enhancement Funds, the Department requested an increase in the number of GTAs from 1 to 3 in 2007-2008, and to 5 in 2008-2009 and thereafter.
- (2) By 2017, ten of the 20 current full time tenured or tenure-track members of the Department faculty will have reached the age of 65, and will likely have retired. To meet our objectives, all of the lines of faculty who retire or resign must be returned to the Department. With the two new positions, our end goal is a Department of 22 tenured or tenure-track faculty.
- (3) In most years since 1994, we have had a visiting assistant professor, with primary responsibility for teaching HIST 101 and 102. Our plans assume that we will continue to have one full-time term faculty member, in addition to the tenured and tenure-track faculty.

3. ACHIEVEMENT OF GOALS

3.a. Graduate Teaching Assistants

The additional GTAs will be hired competitively. All eligible graduate students will be encouraged to apply for positions as GTAs. Each year, the Department's Graduate Committee will select the top applicants for the approved number of GTA positions. When we have ten GTAs, we will have achieved this goal.

3.b. New Faculty

The two new faculty members will be hired according to University procedures. When we have 22 tenured or tenure-track members of the Department, we will have achieved this goal.

3.c. Gottschalk Hall

The renovation of Gottschalk Hall, and the construction of the Gottschalk Hall Annex, will be carried out according to University procedures for the renovation of existing buildings and the construction of new ones. When Gottschalk Hall has been renovated, and the Gottschalk Hall Annex has been constructed, we will have achieved this goal.

3.d. Faculty Research Fund

Some of the money for the faculty research fund will be raised by donations, which we will obtain with the assistance of the University Development Office. Unless we find a hitherto-unknown number of very generous donors, however, donations will not be adequate to establish our \$1,000,000 endowment. Much of the money for the fund will therefore have to come from the College and the University. When the endowment has reached our target, we will have achieved this goal.

4. RESOURCES NEEDED

The following outlines **new** expenditures that will be incurred each year. Note that in the following discussion, all sums are at 2006-2007 rates (\$18,649 for stipend, tuition remission, and health insurance for each graduate teaching assistant; \$47,000 for salary for each new assistant professor, exclusive of employer-paid benefits). These will, of course, have to be adjusted.

2007-2008	Add 2 new GTAs	\$37,298	
2008-2009	Add 2 new GTAs	\$37,298)	\$84,298
	Add 1 assistant professor	\$47,000)	
2009-2010	Add 2 new GTAs	\$37,298	\$84,298
	Add 1 assistant professor	\$47,000)	
2010-2011	Add 3 new GTAs	\$55,947	
2011-2012	Renovation of Gottschalk	\$1,084,200	

2012-2013	Hall (10,842 sq.ft., at \$100 per sq.ft.) Construction of Gottschalk Hall Annex	\$280,000
2013-2017	(2,000 sq.ft., at \$140 per sq.ft.) Faculty Research Fund	\$1,000,000

5. RESOURCE ACQUISITION STRATEGY

We request that the Dean's office fund our GTAs in the normal fashion. With the anticipated retirement of ten senior and for the most part highly-paid faculty members between 2007 and 2017, the Department will return to the College sufficient funds to pay for both their replacements and the two new colleagues. We anticipate that the renovation of Gottschalk Hall, and the construction of Gottschalk Hall Annex, will be covered by UofL funds. As noted above, the Faculty Research Fund will be built up with a combination of donations and money from the College and the University.

University Honors Program

Vision

The University Honors Program offers enhanced academic opportunities for students who exhibit strong intellectual curiosity and seek a more challenging curriculum. An integrated, fully developed and innovative Honors Program provides an environment that promotes academic success and personal growth.

The Honors Program has enjoyed tremendous growth over the past six years. We have responded with enhanced advising and course offerings, particularly inter-disciplinary, upper-level seminars. Current programs are well established and operating near or at capacity. The time is right to take the program to another level.

This plan includes:

- incorporation of service learning, research, and leadership into the core of the honors experience
- living/learning communities in a new housing complex
- Faculty lines with % allocations to Honors
- an enhanced scholarship program for non-scholarship students
- Additional staff to support advising initiatives and new programs

Justifications

In line with the vision incorporated in the QEP initiative, the Honors Council has adopted a commitment to have students experience one or more of: service learning, leadership, or research. We have introduced service learning into several courses but it is still a limited number. We would like to expand that program by offering workshops to honors faculty who might be interested in offering service learning in the class. This will be in partnership with Kim Johnson Shaver in Student Affairs. Funding will be provided to faculty to help initiate this program.

A second initiative in this area is currently under development. We have initiated a collaboration with the 'Partnership for a Green City', a consortium consisting of UofL, JCPS, and the City of Louisville. Starting with a pilot program in the Fall of 2007 we intend to offer a series of upper-level interdisciplinary seminars with various themes related to environmental issues such as public health, education, transportation, economics, and waste management. These seminars will involve small research projects in the community. The following spring several research-based seminars will be offered that will involve larger projects with a multi-disciplinary approach to solutions. This initiative will require funding for research experiences and, when expanded, a staff coordinator who will work with agencies and students to make this a successful program .

Housing at UofL is still relatively old-fashioned. Generally students live in the residence hall and meet through social events or other Housing-sponsored activities. A significant amount of research has shown that living/learning communities are very effective at positively influencing retention and graduation rates. It is also clear that the demand for Honors housing is very high and continues to increase in popularity. Threlkeld Hall, the current Honors residence hall, was built in the 1960's and is in very bad shape. There is a proposal to upgrade this residence hall (one estimate was \$5 M) sometime in the next 5 years. We propose that a new residence hall be built near the center of campus and that this hall be designed to facilitate living/learning communities, an in-house faculty suite, and space for the Honors program to include 2-3 classrooms. This facility would go a long way toward recruiting exceptional students and help with retention/graduation initiatives.

Departments in the College of Arts & Sciences are habitually understaffed. This shortage of faculty has impacted the Honors Program as well. The result is that it is becoming increasingly difficult to offer new honors courses because we at departments do not have the resources. A significant portion of the funding to be raised by the Centennial Campaign is designated to faculty lines. We propose that some of these lines be attached to the Honors Program in a way that commits a portion of that faculty member's annual workload to Honors. This commitment would primarily be in the form of teaching but other aspects could be envisaged.

Advising in the Honors Program is praised by most students and has been an important part of the high retention of honors students (relative to the general population). There are now three full-time academic counselors as well as a staff person working on special programs and outreach (including recruitment). We have reached a point where an Associate Director of advising and programs would noticeably enhance our ability to meet the demand of over 900 advisees per semester.

The Associate Director of National/International Fellowships and Scholarships, Dr. Patricia Condon, has dramatically increased the number of students applying for the awards. She has worked exclusively with student assistants but we have reached the point where a permanent part-time staff person would add significant continuity to her operation. This position could be partially funded through an endowment.

The Etscorn Honors Scholarships provide tuition relief for students who were not awarded a scholarship when they entered UofL but have been outstanding students since that time. We are able to offer 5-6 of the scholarships per year but there are many more students who qualify. We would like to increase the number of awards per year to these deserving students.

Assessment

Assessment of all facets of this proposal would be based on rather broad measures. These would include retention and graduation rates, demand for Honors courses and seminars, and recruiting numbers. In addition we would start a process for surveying students at various points in their career as well as an exit interview of Honors Scholars at graduation.

Timeline

Year	Objective	Milestones
2007-08	Service Learning	1. Increase number of courses with service learning 2. Offer seminars in cooperation with Partnership for a Green City, incorporate research experiences.
	Admin Assistant	Hire part-time staff person.
	Service/research Coordinator	Hire part-time coordinator; submit grant applications
2008-09	Associate Director	
2009-10	Service Learning	Incorporated in enough classes that all students will have the opportunity to participate and keep a journal
2010-11	Housing Complex	Design/funding phase
2011-12	Faculty Lines	Target at least five by this date
2012-13	Housing Complex	Construction
2013-14		
2014-15	Faculty Lines	Target at least eight by this date
2016-17		
2017-18	Faculty Lines	Target at least ten by this date

Resources/strategy Summary

Resource	Estimated Expense	Acquisition strategy
Shared faculty lines (20-40% FTE)	\$200,000 (\$20,000 per faculty member)	A&S centennial campaign
Associate Director for advising and programs	\$50,000	Re-allocation or new general funds
Coordinator of service learning and research	\$35,000	Local environmental agencies, NEH or NSF grant proposals
Administrative Assistant to support the Prestigious Scholarships Office	\$20,000 (part-time)	Endowment/general funds
Research/service learning expense and incentive funds	\$50,000	A&S centennial campaign
Housing complex	\$40,000,000	State funds
Student scholarships (20)	\$120,000	Endowments

HUMANITIES DIVISION AND PROGRAM 10 YEAR PLAN (2006-2016)

MISSION AND VISION:

The Division of Humanities has a two-fold mission. First, as a Division, the Division provides a collegial structure for all departments and programs housed in the division, providing opportunities for all faculty and students to engage in interdisciplinary study, teaching, research, programming, and service. **Division faculty** includes all full time faculty members who are appointed to and allowed to vote in any department which is grouped within the Division, as well as faculty appointed to endowed chairs in the Division.

The Division also houses a distinct interdisciplinary program which provides the majority of courses in Arts and Humanities General Education, two major concentrations, three minor concentrations, three Master of Arts concentrations, and two Ph.D. concentrations, as well as a track of the Ph.D. in Beijing, China. **Program faculty** includes all faculty whose lines are housed in Humanities rather than in a department. **Teaching faculty** include all faculty who teach Division courses during any semester or who serve on Division Committees.

The Division also shelters several specific disciplines that enrich its academic mission: a Religious Studies program which currently offers two minors and which serves as a focus area for the BA, MA, and Ph.D; a Linguistics program that offers a concentration for the MA; and the majority of the Film Studies courses offered by the College.

The mission of the Humanities Program is to: provide a series of dynamic interdisciplinary programs which integrate the arts and humanities in their cultural contexts; provide a curriculum of the highest standards so that students and faculty can realize their full creative and intellectual potential; and foster an environment in which students can develop their abilities to think critically, respond ethically, learn continually, change direction responsibly, and live honorably as individuals, scholars, professionals, and citizen leaders of the world. The Division program is dedicated to scholarly enquiry that promotes respectful dialogue across cultural and religious difference.

The vision of the Division of Humanities is to attain prestige and national prominence for our Ph.D., Civic Leadership MA, and Religious Studies programs; to lead the community in Dialogues on Religion in a Democracy; and to create a dynamic synergy with the local community in arts and humanities education.

- 1) To further our mission as a Division, the umbrella for departments housed in this structure, we will revise our Humanities bylaws to clarify the collegial relationship, in keeping with A&S bylaws.*
- 2) To clarify our mission as a “department,” we will revise the Humanities bylaws which focus on the internal operations of the program.*
- 3) To further the integrity and outreach of our student organization, the Humanities Undergraduate and Graduate Organization (HUGO), we will seek to establish a national honor society for Humanities majors and graduate students in the interdisciplinary Humanities.*
- 4) We will write a “History of the Humanities Division at U of L” for the A&S Centennial.*

STRATEGIC PLAN GOALS AND AREAS OF EMPHASIS:

The U of L and A&S Challenge for Excellence Strategic Plans focused on five specific goals for projected activity and programming in order to achieve excellence. The Humanities Strategic Plan acknowledges all five areas, although we recognize that the new Strategic Goals and Areas of Emphasis may differ somewhat from the current set:

Goal 1: The Educational Experience, especially the undergraduate experience and student success.

Goal 2: Research, Creative and Scholarly Activities .

Goal 3: Diversity, Equity and Communication

Goal 4: Partnerships and Collaboration .

Goal 5: Institutional Effectiveness of Programs

Quality Enhancement Plan (cited as QEP):

The Division also acknowledges the University's commitment to QEP: Ideas to Action, a focus on critical thinking that leads to creative action and leadership in the larger world. Our strategic plan always keeps in mind our commitment to QEP objectives.

RESOURCES AND MEANS OF SECURING RESOURCES:

The Division Program believes that its success in all areas of outcomes assessment, its reputation for advising excellence, as well as the amazing number of courses offered and filled should result in increased investment from the College. The revenue that we raise by virtue of student credit hours would suffice, should we actually receive an equitable percentage. As it is, we do not. Our S&E is shameful for a program of our size, which offers a BA, MA, and Ph.D. Our Lecture Lump Sum is used less and less to cover part-time faculty—and more and more to secure full time faculty in the summer (we are the only program that offers a viable summer program), and to pay our GTAs who are on 10 month contracts to teach during the summer (they must be hired as part-time faculty to date), to secure visiting faculty to cover courses in the curriculum which cannot be offered otherwise (Native American Cultures, for example), and to pay part of the salary for term faculty. Thankfully, the money we have generated from Distance Courses has helped. We now have two (HUM 215: Introduction to the Theory of Religion) and HUM 216 CD1): Introduction to World Religions) and are preparing to offer a third (HUM 338, Religion in the US). However, we are using this money to supplement the pay of our Administrative Associate (80% full time) and to pay the full salary of a term faculty line at 80% full time). This return on our investment is unfortunate, given the amount of money we generate.

We do plan to generate income by partnering with the community on a number of civic leadership projects and by seeking NEH and other grants that will help underwrite our initiatives.

OUR STRATEGIC PLAN FOR 2006-2016

SPACE ISSUES:

Most of our faculty members currently share offices. This situation raises serious privacy issues in regard to student conferences. Such doubling does not occur in other programs housed in the building, as term faculty in those departments have individual offices.

1) Over the next five years, the Division program will need at least four new offices.

Two will be required in Fall of 2007: for our Linguistics advisor, now on tenure track, and for the new Assistant Professor in Eastern Religions. At least two more will be needed the following year. We request that the second floor student lounge be converted to four offices for the Humanities program.

2) When the new Classroom Building is erected, we request to stay in Humanities but to recover enough offices so that each of our full time faculty members have privacy.

THE PH.D in HUMANITIES:

Now in its fourth year, the Ph.D. in Humanities is one of the very few successful interdisciplinary Ph.D. programs in the arts and humanities in the country.

1) We will graduate our first Ph.D in December. We will graduate at least 5 in 2007..

2) We will ask for at least 20 GTA appointments in order to achieve national prominence. We now have 11 (including one GTA from China)

3) We will try to create a Conference Travel Fund of at least \$10,000 a year to enable our doctoral students to engage in research at national and international centers and to present their papers at national conferences. Of course, this is an ironic circumstance, since our own current tenured faculty (three in number now, five in number next year) must share a total of \$844.00 a year for such activity.

4) We need a Travel Fund (funded by a grant or local senator's influence) for our China Ph.D. students to come to the U.S. for at least one summer, in order to do research in US libraries for their Ph.D. dissertations—and to meet face to face with their committees.

5) We will request publicity from the College and University concerning our Ph.D. Program and the Ph.D. track in China. We will be more proactive and forceful, but at some point we do expect the university and college to promote a new program that is thriving and has the potential to bring us into national prominence. .

6) *We will seek a stronger connection to the Commonwealth Center for Humanities and Society, which was created to provide a research foundation for a doctoral program to come. The Advisory Board for the Center should be reconstituted so as to have some input into programming sponsored by the Center and expenditures made. At this point, the Director operates alone.*

7) *We will inaugurate an annual competitive teaching award for our Graduate Teaching Assistants.*

8) *We will seek resources to compensate faculty from the departments to serve as mentors and directors for our Ph.D. students. We seek to allocate \$5000 a year for this purpose, and request a \$5000 match from the College.*

8) *We will seek funding for an Endowed Chair in Interdisciplinary Theory in the Arts and Humanities. Interdisciplinary theory and research are central to the Humanities Ph.D. program.*

LINGUISTICS AND THE HUMANITIES:

When the MA in Linguistics was suspended, the program moved into the Division and was reconstituted as an MA concentration in Linguistics and Humanities. Since that time, the program has attracted at least 25 students, but at the same time, the other departments which had contributed faculty to the program have lost faculty who participated, have not filled open lines with specialists in Linguistics, or have not chosen to offer courses that would be cross-listed. Meanwhile, the School of Education has requirements in Linguistics and the Teaching English as a Second Language endorsement would be in danger without our program.

1) *We have secured a tenure track line in Linguistics and Humanities for 2007-2008. This faculty member has oversight of the program and advises the MA students in that concentration, but we need a second full time faculty line (term or tenure track) with a focus on undergraduate courses, if this faculty member is to work primarily with our MA and Ph.D. students. We will seek a second line to be housed in Humanities..*

2) *We hope to cooperate with English to secure a line in that department with a focus in linguistics and with CML to secure a line in French linguistics.*

RELIGIOUS STUDIES:

The Religious Studies Program was transferred to and has been embedded in the Division for many years. It is one of the strongest assets of our program, drawing and educating well over 1000 students a year.

1) *We are engaged in a search for a tenure-track Assistant Professor in Eastern Religions, to join our faculty in 2007-2008.*

2) *We fully support the request by the Middle Eastern Studies Committee to secure a line in Islamic Religion should that program be fully funded.*

3) *We have secured a Research Challenge Trust Fund match by virtue of a 500k pledge from the Jewish Community Federation. However, more funds must be secured before we can advertise the Endowed Chair in Judaic Studies. One of our highest priorities is to secure additional funding—with the aid of the A&S Development staff—so we can fill this chair within the next five years.*

4) *We have requested enhancement funds to convert the term line of one of our faculty to tenure track. This faculty member is a cornerstone of our theory in religion offerings as well as the inspiration for the growth of our Jewish Studies offerings and programming. Without this faculty member's efforts, there would be no endowed chair. Nevertheless this faculty member's scholarly and teaching interests extend far beyond Jewish Studies. The conversion of this line is another top priority.*

5) *We plan to implement a Religious Diversity Week next spring. We will seek small grant support from the various religious communities.*

6) *We plan to provide the curriculum in support of the Frederick Hart exhibit which will come to U of L in the Fall of 2007. Three members of our faculty serve on the Education Programs committee for that exhibit. The academic outreach is to the campus community, Metroversity institutions, and the Jefferson County and other nearby county public schools. We will collaborate with the Idea Festival, the Festival of Faiths, and the Speed Museum in this enterprise.*

7) *One of our faculty members has developed a number of Religious Studies courses for Distance Education. He serves as our Distance Education Coordinator. He and we plan to develop a national model for distance education in the application of critical thinking to Studies in Religion.*

8) *We plan to propose a Center for Religion, Humanities, and Democracy. We will seek national grant funding for the new center (QEP), which could also be associated with the Commonwealth Center for Humanities and Society.*

THE HONORS PROGRAM AND HUMANITIES:

The Humanities Program has benefited from the relationship that one of our full professors has long enjoyed with that program. As a Distinguished Honors Professor, she has devoted much energy to offering courses, to teaching campus culture, and to participating in the early and full orientation of students in the College Honors Program. Because of this faculty member's commitment, the Honors Program has underwritten a term contract for a member of our faculty who serves as our Liaison with Honors and who directs our own Humanities Honors Program. The Honors Program is restructuring. Thus, the line that is currently underwritten by Honors is in jeopardy.

- 1) *We propose a joint tenure track line with the Honors Program that will provide instruction in both programs on a permanent basis.*
- 2) *We will encourage greater connection between the College Honors Program and the Humanities Honors Program, so that our Humanities Honors students will receive credit on their diplomas.*

HUMANITIES AND CIVIC LEADERSHIP:

The MA concentration in Humanities and Civic Leadership was established eight years ago, and has graduated at least two students each year, but it has never received our full attention and has not been adequately marketed in the community. This very creative program provides arts and humanities education to people who are already professionals and leaders in the community.

- 1) *We intend to appoint a Director of this program who will devote full attention to bringing this MA concentration into local and regional prominence by connecting with local arts and humanities organizations in order to educate our political and business leaders on the crucial role of the arts and humanities in civic life.*
- 2) *This same faculty member will develop a Civic Leadership focus in the BA program.*
To that end we will develop and offer a new course called "Humanities and the Community." This course will parallel our Humanities 636 in Civic Leadership.
- 3) *We will establish THE LOUISVILLE SEMESTER for majors (See below). We gladly invite other Divisions and Departments to participate in this program, but we will initiate our own program in 2008.*

THE LOUISVILLE SEMESTER: CIVIC LEADERSHIP IN THE HUMANITIES

Ed Hamilton, Julius Friedman, Sena Naslund; all are creative Louisvillians who have brought us renown. However, we also have Leadership Louisville, ATL, KOA, The Crane House, The Frazier Museum, The Ali Institute, Walden Theatre, and hundreds of arts and humanities agencies, organizations, and initiatives that could offer our students the opportunity (and the necessity) to immerse themselves in a specific area—and to give back what they have learned.

The Louisville Semester (9 credit hours) will challenge our majors (juniors or seniors), through an interdisciplinary course of study to examine the vital role of the arts and humanities in civic life and to become advocates and leaders in their community.

Students will interact with the city of Louisville, studying the relationship between theory and practice through internship assignments and research projects. Internships will be designed to place students with organizations and agencies that will enable the students to study leadership positions so as to recognize the organization's role in cultural enrichment as well as social change. The program will enable students to recognize the challenges that face society and to make informed decisions about their future role in arts and humanities enrichment.

Key components of The Louisville Semester will be a new core seminar: "Arts and Humanities in the Community." The second course will be the Louisville Semester Internship (Humanities 550). The third course will be a Louisville Semester Research Project (Humanities 501 or 502) or Honors Project (Humanities 500). Students will be encouraged to take Humanities 509, Interdisciplinary Theory prior to or during the Louisville Semester. Students may take one or two other courses during the Louisville Semester provided they are related to the major and to the Louisville Semester project.

GLOBAL HUMANITIES IN MODERN CULTURE:

Our students, at all levels, need to travel abroad, and/or to be engaged in knowledge of cultures that are now thriving in our own community.

- 1) *We will participate in the Global Studies Minor initiative, as Humanities will be one of the core areas in that program.*
- 2) *We will develop a "The Humanities Abroad" initiative and program that has two foci: a) exploration of the international cultures that exist in Louisville (Study Abroad in Louisville), which will "teach our location", and b) the opportunity to actually study abroad (Global Awareness)—especially in developing countries. We will give one faculty member the directive to develop and administer this program. At present, we have the commitment of one term faculty member to developing relationships with international*

communities that live in Louisville. This faculty member has taught in Panama, has taken Honors program students to Germany, and is fully committed to this initiative in our program.

OTHER FACETS OF THE UNDERGRADUATE PROGRAM

Our majors are well advised and exceedingly happy with their degree programs. However, we believe that they need to serve the community in ways that we—and they-- have not yet considered.

1) We will develop an “Arts and Humanities in a Box” program to be engaged in by all majors, in order to carry their enthusiasm and expertise into the school system (See our QEP proposal).

2) We will continue to offer the best advising in the College.

3) We will ask that the Resource Advising Professor be named the Director of Undergraduate Studies, and that what is now a revolving term contract be converted to a tenure track position following three years, in order to maintain and strengthen our undergraduate mission: 1) recruiting, advising, retaining, and graduating majors; 2) providing career emphasis opportunities for majors; and 3) providing oversight of humanities general education offerings.

4) We recognize that our students need practice in doing research in and writing about the arts and humanities. To that end, we will develop a new 300 level course, “Research and Writing in the Arts and Humanities,” to be required for our majors and open to majors in the departments of the Division who elect to take it. HUM 509 can then be reserved for seniors —and can serve as key course in the Louisville Semester.

5) We will develop for our faculty who teach 509 and 591-596, a rubric for outcomes assessment of the senior interdisciplinary research paper that will enable us to have common guidelines that emphasize QEP goals.

6) We will explore, with the Libraries and the Delphi Center, an initiative that involves all of our students in information literacy and critical thinking through electronic communication.

SUMMARY OF IMMEDIATE NEEDS

1) FACULTY:

Finalize new Tenure-Track Position in Linguistics and Humanities

Fill new Tenure-Track Position in Eastern Religions (Search in Progress)

Convert to Tenure-Track current position in Religious Studies and Judaism.

Fill revolving 3 Year Term Line: Resource Advising Professor and Director of Undergraduate Studies —to be converted to Tenure Track. The current faculty member who holds this line is retiring in 2007.

Obtain new 100% Term Line for Coordinator of Interdisciplinary Theory and Civic Leadership

Renew 3 Year Term Contract for Honors Studies Abroad Coordinator (Perhaps joint line with Honors)

Search for Endowed Chair in Judaica

Obtain new term line in Islamic Religion (Middle Eastern Studies joint appointment)

Establish Distinguished Professorship in Islam

Renew 3 Year Term Contract for RELS Distance Education faculty member.

Obtain new Term Contract in Linguistics and Humanities (Perhaps joint line with English)

Move Chair of Humanities to Joint Appointment

2) GRADUATE TEACHING ASSISTANTS

Add four to nine Graduate Teaching Assistant Lines to Humanities (15-20) and convert GTA lines to 12 month

See Humanities Enhancement Proposals for 2007 and QEP Plans

Elaine Wise, Chair of the Division of Humanities, November 6, 2006
Revised January 17, 2007

JUSTICE ADMINISTRATION

The Department of Justice Administration Strategic Plan was developed to support the College of Arts and Sciences and University of Louisville Strategic Initiatives. As such, the plan is based on the assumption that the priority areas listed below reflect those of both the College and the University.

- The Educational Experience
 - Undergraduate Programs
 - Graduate Programs
 - Student “satisfaction”, retention and graduation
 - Advising and Student Services
 - Facilities
 - International Programs
 - Centers and Institutes
 - Area studies programs
- Research, Creative and Scholarly Activities
 - Faculty Scholarship and Creative Work
 - Extramural Funding
 - Graduate Assistants
 - Research facilities
- Accessibility, Diversity, Equity, and Communication
 - A&S and Department Diversity Plans
 - Increasing administrator, faculty, staff and student diversity
 - Increasing curricular diversity
- Partnerships and Collaboration
 - Outreach and community education programs
 - International programs
 - Centers and Institutes
- Institutional Effectiveness of Programs and Services

While no one program could expect to establish and accomplish initiatives within each of these areas of strategic emphasis, the Department of Justice Administration has developed a plan which includes ongoing and new initiatives that would in some degree contribute to the successful completion of the College and therefore, University, strategic initiatives.

The following strategic plan is presented in a manner that will most directly link departmental initiatives with those identified as “College Priorities” within the Dean’s communication of October 3, 2006

DEPARTMENT OF JUSTICE ADMINISTRATION MISSION STATEMENT

The mission of the Department of Justice Administration is to achieve and maintain national recognition as a department that provides excellent undergraduate, graduate and professional education programs. The department will maintain a commitment to integrate teaching, scholarship and service to the practice of justice administration in the

metropolitan setting.

In support of this mission, the faculty and staff of the department commit to the following:

- An undergraduate program that actively engages students in the learning process, provides students with a balance of theoretical knowledge and applied skills and promotes civic involvement.
- A graduate program that provides students with a balance of advanced theoretical knowledge and applied skills to enhance their contributions to both the practice and scholarship of justice administration.
- A research agenda which examines both theory and practice and which seeks funding through partnerships with external agencies and organizations.
- Professional education programs offered through the Southern Police Institute and Institute for Community Security and Public Safety which emphasizes leadership, professionalism and community safety.
- Establish community partnerships to further enhance accountable, equitable, effective and efficient justice practice

It is the “vision” of the Department of Justice Administration to accomplish the components of their mission statement and to promote their continuing national recognition as one of the premiere justice administration/criminal justice programs in the United States. This “vision” will be met through the accomplishment of a number of ongoing programmatic activities as well as the development of new program and departmental initiatives.

DEPARTMENT OF JUSTICE ADMINISTRATION STRATEGIC INITIATIVES

The following Department of Justice Administration Strategic Initiatives are delineated within the context of the College of Arts and Sciences Areas of strategic emphasis. They are not presented in order of priority but instead in the order in which the college areas of strategic emphasis were presented in the strategic planning document.

➤ **The Educational Experience**

○ **Undergraduate Programs**

○ **GOAL 1: Crime Analysis Concentration**

- Development of a concentration within the undergraduate program in crime analysis

- Timeline: 2006-2009

- Initial offerings in crime analysis Spring 2007
- New faculty hired with emphasis in crime analysis Fall 2007
- Additional courses for concentration identified Fall 2007
- Concentration “approved” and advertised Spring 2008
- Funding and location identified for computer classroom Fall 2008
- New computer classroom Spring 2009
- Resources Needed:

- Funds to develop a computer classroom to be used, as a first priority, for specifically, the crime analysis courses as well as other courses offered within the program

○ **GOAL 2: Computer Forensics**

- Undergraduate degree program in computer forensics – interdisciplinary degree developed and delivered in conjunction with Computer Engineering Sciences and Computer Information Systems

- Timeline: 2006-2009
 - Program development begins Spring 2007
 - Program “outcomes” determined by Summer 2007
 - Existing courses identified by Fall 2007
 - Program approval document submitted Fall 2007
 - New Courses developed beginning Fall 2007
 - Program final approval and initial student admissions Fall 2008 or Spring 2009
- Resources Needed:
 - Additional needs for faculty and facilities will be addressed by Speed School and College of Business departments

GOAL 3: Expanded Departmental Honors Program

- Increase the number of Justice Administration Honors Students who elect to receive “highest honors” through the completion of a honors thesis by 3 each year
 - Timeline: 2006-2016
 - Identify Honors students who are JA majors and who have completed 45+ hours of course work – each Fall Semester beginning with Fall 2006
 - Organize group meeting with potential honors students identified each Fall beginning with Spring 2007
 - Institutionalize this practice for subsequent years in the strategic initiative time period
 - Resources Needed
 - Additional ILS to support faculty instruction in the Honors program and to support the replacement costs of one faculty member to serve ad Honors Program Coordinator

○ **Graduate Programs**

▪ **GOAL 4: Ph.D. Program**

- Develop Ph.D. Program in Justice Administration
 - Timeline: 2006-2016
 - Begin process of proposal review in Spring 2007
 - New faculty hired Fall 2007
 - Program Approved Spring 2008
 - Admit new students to Program Fall 2008
 - Increase numbers of students and graduate assistant lines progressively from Fall 2008 to Fall 2010
 - Increase numbers of faculty progressively from Fall 2007 through Fall 2012
 - Resources Needed:
 - Total of 15 additional GRA/GTA lines by Fall 2010
 - Total of 2 additional faculty by Fall 2010
 - Additional space within Brigman Hall for faculty and graduate student offices – progressively beginning Fall 2008

▪ **GOAL 5: Graduate Certificate in Homeland Security**

- Develop a 12-hour graduate certificate in Homeland Security to be offered on line
 - Timeline: 2006-2016

- Program proposal submitted Spring 2007
 - Courses developed and instructors selected Fall 2006 and Spring 2007
 - Courses offered as electives within graduate program beginning Spring 2007
 - Initial admissions to the program Fall 2007 or Spring 2008
 - Resources Needed:
 - Tuition from the courses will be reinvested into program development, support and expansion
 - **GOAL 6:** Graduate Certificate in Crime Analysis
 - Develop a 12-hour graduate certificate in Crime Analysis
 - Timeline: 2006-2016
 - Program proposal submitted Fall 2007
 - Courses developed and offered as electives within graduate program beginning Spring 2007
 - Initial admissions to the program Fall 2008
 - Resources Needed:
 - See notation for computer classroom facilities under Goal 1.
- **Student “satisfaction”, retention and graduation**
- **GOAL 7:** Faculty Mentoring Program
 - Continue departmental program of assigning each major within Justice Administration a faculty mentor
 - Timeline: 2006-2016
 - Continue current program
 - Resources Needed:
 - None
- **GOAL 8:** Student Organizations – APS and JA Club
 - Continue departmental support of student honorary society (Alpha Phi Sigma) and the Justice Administration Club
 - Timeline: 2006-2016
 - Continue current program
 - Resources Needed:
 - None
- **GOAL 9:** Welcome Back JA Students
 - Continue departmental support of program to welcome students back each semester
 - Timeline: 2006-2016
 - Continue current program
 - Resources Needed:
 - None
- **Advising and Student Services**
 - **GOAL 10:** Second Advisor
 - Continue departmental support for second advisor for Justice Administration majors

- Timeline: 2006-2016
 - Advisor to be hired Fall 2006
 - Resources Needed:
 - None
 - **GOAL 11:** Two-Year Course Planning and Scheduling
 - Provide for a two-year course schedule to be posted to the department's Web site as a means of providing students with the information they need to more accurately develop their academic plans
 - Timeline: 2006-2016
 - Develop 2007-2008 course schedule for department Fall 2006
 - Post 2007-08 schedule on Web site during Fall 2006
 - Develop 2008-09 course schedule for department Fall 2006-Spring 2007
 - Post 2008-09 course schedule for department on Web site during Spring 2007
 - Develop and add subsequent semesters beginning in Fall 2007
 - Resources Needed:
 - None
- **Facilities**
 - **GOAL 12:** See Goal 1: Shared or departmental facilities for crime analysis
- **International Programs**
 - **GOAL 13:** Spanish emersion program Mexico
 - Develop a Spanish emersion summer program for Justice Administration majors. During this program, students will meet the language requirements within the College as well as gain experience with the Mexican Criminal Justice System
 - Timeline: 2006-2016
 - Review of language requirements and instructional requirements Fall 2006
 - Program description developed Spring 2007
 - Review of program by faculty within Classical and Modern Languages Spring 2007
 - Advertisement and marketing of program beginning Summer 2007
 - Program offered beginning Summer 2008
 - Resources Needed:
 - Funding for faculty travel, housing, per diem and x-pay – exploring possibilities of funding assistance from KIIS
- **Centers and Institutes**
 - **GOAL 14:** Center for Intelligence-Based Policing
 - Develop, in conjunction with the Turkish National Police, Institute for Police Studies, a Center for Intelligence-Based Policing (that is part of the Institute for Police Studies) at the University of Louisville
 - Timeline: 2006-2016

- See Goal 30
- Resources Needed
 - See Goal 30
- **GOAL 15:** Center for the Study of Urban Criminal Justice Issues
 - Establishment of a Center for the Study of Urban Criminal Justice Issues as part of the Department of Justice Administration/Southern Police Institute
 - Timeline: 2006-2016
 - Development of Center mission and establishment of “need” Fall 2006-Spring 2007
 - Submission of proposal for Center establishment Fall 2007
 - Opening of Center Summer 2008
 - Resources Needed
 - Possibly initial start-up costs for two years. Expectation is Center would be self-supporting within the first two years of operation

- **Area studies programs**

- **Research, Creative and Scholarly Activities**

- **Faculty Scholarship and Creative Work**

- **GOAL 16:** Increase Faculty Scholarship
 - Increase faculty scholarship and creative activity by 25 percent by 2012.
 - Timeline: 2006-2016
 - Decreased standard faculty instructional assignment to 5 courses per year for research active faculty beginning Fall 2007
 - Provide for research active faculty to have a one course reduction to engage in structured research projects on a one-time intra-departmental competitive basis beginning Fall 2008
 - Increase merit rewards for research active faculty beginning with CY 2007
 - Resources Needed:
 - Additional LLS - \$10,000 per year to provide for instructional reductions for faculty to engage in additional scholarship
- **GOAL 17:** Increase national visibility of scholarship within department
 - House the editorship of a nationally recognized scholarly journal in the department
 - Timeline: 2006-2016
 - Submit application for journal editorship Spring 2007
 - Begin editorship for journal in Spring 2008
 - Resources Needed:
 - Additional GRA line for three-year period of editorship
 - Additional LLS to cover instructional release for faculty member acting as editor for three-year period – one course per year

- **Extramural Funding**

- **GOAL 18:** Increase Extramural Funding

- Increase faculty application for and receipt of extramural funding by 25% by 2012
 - Timeline: 2006-2016
 - Decreased standard faculty instructional assignment to 5 courses per year for research active faculty beginning Fall 2007
 - Provide for research active faculty to have a one course reduction to engage in structured research award application preparation on a one-time intra-departmental competitive basis beginning Fall 2008
 - Increase merit rewards for research active faculty who receive extramural funding beginning with CY 2007
 - Resources Needed:
 - Additional LLS - \$10,000 per year to provide for instructional reductions for faculty to engage in extramural funding application preparation

○ **Graduate Assistants**

- **GOAL 19:** Ongoing support of graduate assistants through distance ed funding
 - Continue to provide for additional graduate assistants through available distance education funding
 - Timeline: 2006-2016
 - Provide support for 4 graduate assistants beginning Fall 2007 (approximately 60% of all departmental graduate assistant lines)
 - Resources Needed:
 - None
- **GOAL 20:** Additional graduate assistants via external funding increase average annual assistantships supported by external funding to an average of two annually by 2012
 - Provide incentives for faculty who create graduate assistantships through externally funded projects
 - Timeline: 2006-2016
 - Assign faculty the task of developing a means of distributing existing graduate assistant lines that would result in “rewards” for faculty who create additional graduate assistant lines through external funding during Spring 2007
 - Refine and approve policy by Summer 2007
 - Implement policy by Fall 2007
- **GOAL 21:** Additional graduate assistants for Ph.D. Program
 - See Goal 4, Goal 19 and Goal 20

○ **Research facilities**

➤ **Accessibility, Diversity, Equity, and Communication**

○ **A&S and Department Diversity Plans**

- **GOAL 22:** Ongoing activities related to diversity within the department
 - Continue to support programs such as the mentoring program, Welcome Back JA Students program, and other activities which were created as a means of creating a more cohesive student body within our program and additionally making students feel welcomed and valued within our program – regardless of race or ethnicity
 - Timeline: 2006-2016

- Ongoing
 - Resources Needed
 - Continuation of the annual contribution made to the department from the dean's office for these purposes
 - Targeted search for minority candidates for faculty and staff positions as they become available within the department
 - Timeline: 2006-2016
 - Ongoing
 - Resources Needed
 - Available positions
 - Recurring efforts to identify and recruit qualified minority candidates to our graduate program and to assist them in the acquisition of minority fellowships from the university
 - Timeline: 2006-2016
 - Ongoing
 - Resources Needed
 - Available positions
 - **GOAL 23:** Translation of portions of Web site for department into Spanish
 - Translations of public information sections of our Web site and specifically the Web site of the Institute for Community Security and Public Safety into Spanish
 - Timeline: 2006-2016
 - Begin translations Summer 2006
 - Ongoing
 - Resources Needed
 - None
- **Increasing administrator, faculty, staff and student diversity**
 - **GOAL 24:** Recruit additional non-Caucasian faculty
 - Recruit at least two additional non-Caucasian faculty members by 2010
 - Timeline: 2006-2016
 - Current recruitment initiatives are underway to attract and, hopefully, hire at least one non-Caucasian faculty member by 2007
 - Additional recruitment will depend on availability of faculty lines
 - Resources Needed
 - Available faculty lines – new lines and/or retention of existing lines when retirement or transition in employment occurs
 - **GOAL 25:** See Goal 22
- **Increasing curricular diversity**
 - **GOAL 26:** Review program curriculum and course contents to determine the need for additional curricular diversity.
 - Timeline: 2006-2016
 - Curriculum Committee to collect information, conduct review during Fall 2007

- Curriculum Committee to make recommendations to faculty during Spring 2008
- Curricular changes, if necessary, beginning in Fall 2008
- Resources Needed
 - Resources to support faculty instructional reductions for course development
- **GOAL 27:** Assist faculty interested in increased diversity within their courses through the provision of support for instructional training and other course development needs
 - Timeline: 2006-2016
 - Ongoing
 - Resources Needed
 - None at this time

➤ **Partnerships and Collaboration**

○ **Outreach and community education programs**

- **GOAL 28:** Enhanced marketing of programs within local practitioner markets
 - Timeline: 2006-2016
 - Ongoing
 - Resources Needed
 - Funds for production of program brochures for graduate and undergraduate programs
- **GOAL 29:** Enhanced marketing of ICSPS within the private sector
 - Timeline: 2006-2016
 - Announce new Institute name and mission Spring 2007
 - Hire consultant to assist in development of marketing plan Spring 2007
 - Develop marketing plan to be completed Summer 2007
 - Implement marketing plan beginning Fall 2007
 - Resources Needed
 - Institute is program budgeted, resources will come from profits generated by institute

○ **International programs**

- **GOAL 30:** Increase international professional development seminars out of the Southern Police Institute and Institute for Community Security and Public Safety. Begin with Intelligence-Based Police Training Programs in Central America through the Southern Police Institute Professional Development Program
 - Timeline: 2006-2016
 - Develop program content and budget
 - Program onsite review January 2007
 - Program offered March 2007 through July 2007
 - Resources Needed:
 - None, program funded through U.S. Embassy in Panama

○ **Centers and Institutes**

- **GOAL 31:** In collaboration with the Turkish National Police support for a Center for Intelligence-Based Policing within the Southern Police Institute
 - Timeline: 2006-2016
 - Develop collaborative agreement on purpose of the center Spring 2007
 - Develop proposal for center Summer 2007
 - Submit proposal for center Fall 2007
 - Enter into Memorandum of Agreement for center with Turkish National Police Spring 2008
 - Resources Needed
 - Support for center will be provided through in-kind contributions of the Department of Justice Administration and the Turkish National Police as well as external funding

➤ **Institutional Effectiveness of Programs and Services**

- **GOAL 32:** Ongoing maintenance, review and analysis of Student Retention Database
 - Timeline 2006-2016
 - Data collection and entry – ongoing
 - First report prepared Fall 2007 and each fall thereafter
 - Resources Needed
 - Center will be funded through in-kind contributions from the Department of Justice Administration and Turkish National Police
- **GOAL 33:** Ongoing review of the Deyta Systems Survey
 - Timeline 2006-2016
 - Ongoing
 - Resources Needed
 - None

➤ **Alumni Relations**

- **Goal 34:** Increase membership on Department Alumni Board to 25
 - Timeline 2006-2016
 - In conjunction with current alumni board, develop strategy to recruit and retain additional alumni board members Fall 2007
 - Implement recruitment plan Spring 2008
 - Thereafter, recruitment for expansion will be ongoing with the goal of increasing the size of the alumni board by a minimum of two members annually
- **Goal 35** Continue to sponsor Alumni Homecoming Tailgate
 - Timeline 2006-2016
 - Ongoing
 - Resources Needed
 - None

- **Goal 36:** Develop Alumni portion of Department Web Site
 - Timeline 2006-2016:
 - In conjunction with current alumni board, develop plan for expansion of alumni page of department Web site Fall 2007
 - Recruit alumni to make changes on Web site Fall 2007
 - Establish alumni board committee to regularly review and update Web site Spring 2008 and ongoing

➤ **Fundraising**

- **Goal 37:** Develop enhanced means to raise funds from department graduates at a rate of a 25% increase annually
 - Timeline 2006-2016:
 - In conjunction with current alumni board, develop plan for additional fundraising among department alumni Fall 2007
 - Establish alumni board committee to oversee fundraising initiatives Spring 2008 and ongoing
 - Recruit alumni to assist in fundraising initiatives
 - Resources Needed
 - Assistance from and coordination with College development representative

Latin American and Latino Studies Program

I. Mission and Vision Statement

The mission of the Latin American and Latino Studies (LALS) Program is to foster an understanding of the diverse peoples and cultures in Latin America and the United States through interdisciplinary course work, local and foreign internships that serve Latino communities, and through a wide variety of extracurricular events that celebrate the rich diversity of Latin American heritage.

Our vision is for Latin American and Latino Studies to become the region's premiere, nationally recognized program by attracting new faculty with particular scholarly expertise in the complex issues concerning Latin America and Latinos in the United States. Our students will have the opportunity to take courses offered by these new LALS professors and also by faculty from a number of different departments. The opportunities for our students to serve the growing needs of the Latino communities locally and abroad will expand as new internship sites and community partnerships are established. Funding for scholarships will increase so that all students may participate in a Latin American study abroad program before graduating. Our goal is to prepare our students to become responsible global citizens who will use their talents, knowledge, and critical thinking to promote tolerance and respect for others, and ultimately make a positive difference in the world.

II. Priority Goals and Objectives

Fall 2006

- Request Enhancement Funds for a one-year renewable term appointment in Latin American Studies
- Submit the proposal for the Latinos Studies Minor to the Curriculum Committee
- Submit proposal for new courses to the Curriculum Committee
- Request that the name of the program be changed from Latin American Studies to Latin American and Latino Studies, to be effective fall 2007

Spring 2007

- Submit extramural grants to support new programming in Latino Studies
- Secure additional internal funds for clerical support
- Work with the Development Office to secure donations from local businesses willing to support and sponsor a scholarship fund for Hispanic students, study abroad scholarships, and programming for the LALS programs
- Create an exit questionnaire for graduating LALS students
- Create and send out a survey to all students who graduated with an LAS minor and LAS Graduate Certificate to determine if the programs has helped them in their new careers

Fall 2007

- Submit proposal for the new Graduate Certificate in Latino Studies
- Present new courses to the Graduate School Curriculum Committee
- Request a tenure-track faculty appointment in LALS (possibly joint appointments)
- Submit an application to the National Endowment for the Humanities Initiatives for Faculty at Hispanic Serving Institutions (maximum \$30,000)

Spring 2008

- Initiate an annual Latino Lecture Series on campus
- Explore the possibility of a semester-long faculty exchange program between UofL and Latin American Studies Programs at other institutions

Five years from now - 2011

- Secure two additional tenure-track positions for Latin American and Latino Studies
- Secure funds to invite a Visiting Professor (a renowned scholar, writer, or artist) to teach a course in LALS for one semester each year
- Increase participation in Study Abroad and/or Foreign Internship Programs by 50%

Ten years from now - 2016

- Create a Department of Latin American and Latino Studies, which offers a B.A. for undergraduates and an M.A. for graduate students
- Offer Graduate Teaching and/or Research Assistantships in LALS
- Increase student participation in Study Abroad and/or Foreign Internship Programs by 100% so that all students travel abroad before graduating

III. Specific Ways in which the Latin American and Latino Studies Program will meet the five Challenge for Excellence Goals (Some of these items are mentioned in Section II and some of the categories appear under more than one Challenge for Excellence Goal):

Goal 1: Educational Experience: Student Success (academic programs, student outcomes):

Undergraduate Programs

- Add the Latino Studies Minor for undergraduates by fall 2007
- Change the name of our program to The Latin American and Latino Studies Program to attract more students
- Develop a B.A. in LALS by 2011
- Continue to add new courses to the Undergraduate program at the 300/400/500 levels

Graduate Programs

- Create a new Graduate Certificate in Latino Studies by fall 2008
- Continue to add new courses at the 500/600 levels
- Offer Graduate Teaching and/or Research Assistantships for the M.A. Program in LALS

Area Studies Programs

- Collaborate with Area Studies, such as, Brazilian Studies, Caribbean Studies (PAS), and Portuguese Studies

International Programs

- Develop new Study Abroad Programs and Foreign Internships: Casa Lamm in Mexico City, the Mempo Giardinelli Foundation in Argentina, the University of Louisville in Panama, and new sites in our Sister Cities, Quito, Ecuador and La Plata, Argentina
- Continue our collaborations with the North American Peacebuilders Program
- Increase funding for Study Abroad and Foreign Internship Programs

Centers and Institutes

- Collaborate with the Anne Braden Institute of Social Justice, the Institute for Democracy and Development, and the Muhammad Ali Institute for Peace and Justice

Student “satisfaction”, retention and graduation

- New tenure-track LALS faculty will help with retention of students by allowing for smaller class sizes, and more advising. Retention of LAS students has been excellent, with only 3 undergraduates and 1 graduate student dropping our programs, since 2002. To date, 24 students have graduated with an LAS minor and 3 with the LAS Graduate Certificate. We currently have 30 active LAS minors and 11 students pursuing the LAS Graduate Certificate.
- Develop a questionnaire to determine satisfaction with our program, to be given to students before they graduate and a survey to be sent to LAS/LALS alumni

Advising and Student Services

- Presently, the Director of LAS handles all advising, but as our programs continue to grow, additional advisors are needed to address the needs of our students and to serve as faculty advisors for the LALS internships.

Facilities

- Hire a permanent LALS Program Assistant program with a large commitment of time dedicated to the LALS Program, and provide an office space for that person near the Director's office.
- Continue to hire student assistants each semester to help with more menial tasks.

Goal 2: Research, Creative and Scholarly Activity

Faculty scholarship and creative work

- Increase amount of funding available for faculty research through Lewis Fellowships
- Establish an annual lecture on campus for the recipients of the Lewis Fellowship to present their research findings

Extramural Funding

- Secure extramural funding for faculty fellowships to conduct research on Latino Studies
- Secure extramural funding to support participation in NEH Seminars

Graduate Assistantships

- Create Graduate Teaching and Research Assistantships for the LALS M.A. Program

Goal 3: Accessibility, Diversity, Equity, and Communication

A & S Diversity Plan

- Cultural diversity and equity have been integral to the Latin American Studies Program since its inception in 2001, and will continue to be the cornerstone of the LALS Program.

Increasing Administrator, faculty, staff, and student diversity

- Attract more Hispanic students to our programs from local and regional high schools and from out-of-state high schools
- Given the nature of the field of Latin American and Latino Studies, we should attract culturally diverse candidates for tenure-track positions from categories that are under-represented among the UofL faculty, particularly Latino candidates.

Increasing Curricular diversity

- Add new courses concerning issues of race and gender
- Add Latino and/or Latin American units to existing courses, such as JA 523 Race, Gender, and Criminal Justice course, or the POLS 336 State Government course. This has already been arranged for the next time these classes are offered.

Goal 4: Partnerships and Collaboration

As part of our continued efforts to link our resources to the needs of our community, to date, the LAS Program has established 14 internships with organizations that serve the Latino population in Louisville. In addition to those UofL departments with whom we already collaborate, we would like to establish other interdisciplinary collaborations with the Business School, the English Department, the Humanities Ph.D. Program, Justice Administration, the Kent School of Social Work, and the Louis B. Brandeis School of Law.

Outreach and Community Education Program

- Create an Intensive Spanish Language/Culture Course for our local Police Force that would be a collaborative effort between LALS, the Spanish Division of the CML Department, Justice Administration, and the Law School. Classes could be offered on the weekend, in the summer, or during the week in the evenings.
- Create similar Spanish Language/Culture Courses for the Professions (health services, crisis centers, social work, banking, etc.) and the Trades and Unions (construction, landscaping, irrigation, restaurant business, etc.)
- Create On-Line Distance Learning Spanish Immersion Courses for the Professions
- Create a Big Brothers/Big Sisters Mentoring Program partnering UofL students with local Hispanic high school students
- Create new internship sites for the LALS Programs, expanding into the Southern Indiana area, Shelbyville, and Oldham County
- Create a new internship site with the Office of International Affairs in the Mayor's Office, local Spanish language radio programs, and Spanish language newspapers, such as *Al Día* and *Hoy*.
- Create a regular UofL LALS Column to publicize events in the Spanish language newspapers and the *Courier Journal*.

International Programs

The LAS program offers an annual study abroad Spanish immersion program in Panama. We are presently recruiting students for the 5th Annual Study Abroad Program in Panama. Thus far, LAS students have completed internships in Argentina, Bolivia, Mexico, and Panama, but we would like to continue to establish more foreign internship sites.

- Create new study abroad programs and internship sites in our Sister Cities
- Establish a permanent annual internship exchange with the Mempo Giardinelli Foundation in Resistencia, Argentina
- Establish a permanent annual exchange for the University of Virginia's Literature Seminar in Resistencia, Argentina
- Create an internship with the Witness for Peace organization

Centers and Institutes

- Establish a collaboration with the Anne Braden Center for Social Justice
- Establish a collaboration with the Institute for Democracy and Development
- Expand existing collaboration with the Muhammad Ali Institute for Peace and Justice (beyond the LAS internship with Just Solutions: Mediation Services of the Council on Peacemaking)
- Establish a collaboration with Dr. Pedro Portes, the Goizueta Foundation Distinguished Chair of Latino Teacher Education at the University of Georgia and Director of CLASE
- Establish a collaboration with Dr. Alejandro Portes, Director of the Center for Migration and Development at Princeton University

Goal 5: Institutional Effectiveness of Programs and Services

Alumni Relations

- Keep track of alumni for networking purposes and fund raising through surveys and regular emails and correspondence

Development and Fundraising

- Secure donations from local businessmen and women in the community
- Set up fellowship/scholarship funds for faculty and students to conduct research and internships related to Latino Studies

LIBERAL STUDIES

Goals and Needs for A&S Strategic Plan

SUBMITTED BY JOHN HALE, 11/17/06

Goals

- Become the internal home for interdisciplinary studies in the College.
- Complete fundraising drive for LBST endowment for Distinguished Visiting Scholars initiative.
- Establish A&S as a nationally recognized center for interdisciplinary teaching and learning.
- Promote awareness of LBST among undergraduates to stimulate growth in the number of student majors.
- Develop the existing but under-utilized M.A. in interdisciplinary studies into an extension of Liberal Studies at the graduate level.

Needs

- Additional annual funds for Distinguished Visiting Scholars. \$50,000
- New advising and promotion of M.A. in interdisciplinary studies. \$15,000
- Fund for enhancement of undergraduate travel and research. \$20,000

Mathematics Department Strategic Goals

Education

- Provide high quality learning opportunities for every student
- Increase retention rates and reduce graduation time for all students.
- Increase the use of educational technologies; explore use of on-line instruction.
- Better integrate our research program with our educational programs at all levels.
- Engage in interdisciplinary programs.

Research

- Create areas of excellence by targeted hiring in current areas of strength; focus on areas where we can compete in hiring.
- Increase interaction with other disciplines, on and off campus.
- Create a fertile research environment; as a consequence, our research rankings and funding levels will rise.

Service and Outreach

Increase involvement in Dual Credit offerings; continue our involvement in K-12 education and teacher training.

- Use our relationship with the College of Education to expand our outreach to local schools.

Mathematics is a language that has been used for centuries in Natural Sciences and Engineering but is increasingly used in many other areas such as Business and Economics, Life and Social Sciences and even Languages and Humanities. With the technological developments of the past decades, mathematical research and a mathematically literate workforce have become a must. The Department of Mathematics at the University of Louisville is growing to reflect these trends.

History has shown research in pure mathematics lays the foundation for important developments in other subjects. The department currently has strengths in both applied and pure areas and will strive to continue with such a mix, to ensure the continuity of research from theory to applications. This strategic plan describes how the Mathematics department will enhance the strengths of its current areas, while becoming more interactive with other disciplines. We are committed to excellence in every aspect of research, application, education, mentoring, and outreach.

This plan will improve our environment for research and teaching. We will recruit high quality faculty, graduate students, and undergraduate majors. We will adjust to changing trends in the mathematical sciences, and we will develop in interdisciplinary directions. As a consequence, our reputation, rankings and funding levels will rise.

Here we state the major goals and initiatives of our plan.

- Gain increased national and international recognition by hiring in a few key areas in which we have current strengths.
- Provide our faculty with time and resources for the pursuit of excellence, and remain competitive in hiring, by bringing salaries for all faculty to competitive levels, hiring at least one additional staff person for grants preparation and management.
- Better integrate the educational mission of the department with its research mission and with the needs of other departments and disciplines.
- Develop and enhance key areas and programs which distinguish our department on campus, nationally, and internationally.

Status of the Department. Our faculty members regularly publish in the high quality research journals, receive international recognition for their contributions to all aspects of the mathematical enterprise, and are invited to give talks at major national and international conferences; an increasing number of faculty are applying for and receiving grants for research and educational activities. The Department is very productive given its limited resources and budget; with only 28 tenure/tenure-track lines and 25 GTA lines, we are serving a large number of general education students, provide a significant number of service courses to other departments, provide Minors (Actuarial Science and Mathematics) in two areas, two undergraduate degrees (BA and BS) as well as the MA and Ph.D. at the graduate level. With appropriate budget increases we can significantly improve the research standing of the department and its educational mission; in particular offer enough courses for our majors and graduate students while still providing quality service and general education courses.

While we have always tried to hire applied faculty of the highest caliber, we often were unable to attract such faculty for several reasons:

1. We are competing with much bigger programs and in areas where others have established strengths while we are trying to get into that area.
2. We are hiring in areas that are traditionally not in mathematics programs such as logistics and bioinformatics.
3. Even in areas that are not as popular, we lost candidates due to low salary offers and prospects (we are still way below benchmark for full professors) and in terms of support (staff, space, travel and computer resources)

Assessments. The department recently graduated its first doctoral student and will graduate one more in December 2006 and 2 or 3 in Spring 2007. Research output has increased as has the number of grant proposals submitted and the dollar amount awarded. As the department continues to grow and we hire more junior faculty members, this trend is expected to continue.

We have been successful in hiring junior faculty with expertise in areas of applicable and applied mathematics, but attempts to hire in Mathematical Logistics and Bioinformatics are proving difficult due to high demands in these areas. We are competing with top universities that have well established programs and senior faculty in these areas, and are competing with business schools in the former and medical schools in the latter. Competitors offer higher starting salaries, better outlook for high salaries (they have less compression), more support staff, better office space and campus computing networks, more research assistantships and often lower teaching loads (2-1), graders for nearly all undergraduate and beginning graduate courses and graduate research assistants.

Another factor is that the **library holdings** for mathematical journals are rather slim. This item can be significantly improved by brining a journal to our department (negotiations with Real Analysis Exchange are on going), which will allow the university to increase its holding via reciprocity agreements with many other journals at low prices. Furthermore, having the editorial board and managing editors for a major journal in our department will increase the visibility of the department and lead to more applications from faculty and students. This is a rather inexpensive way to significantly increase the visibility of the department.

Departments are identified by the quality of their faculty and the best way to improve the reputation and ranking of any department is to keep the best faculty and hire outstanding junior faculty.

Strategic Hiring: We have established groups that have been very productive in the applied areas of Algebra and Analysis, Biomathematics, Combinatorics and Graph Theory, Dynamics, Financial Mathematics, Functional Equations, Partial Differential Equations, Probability and Statistics. Many of these groups interact with each other and with other departments at the university as well as nationally and internationally. Our best prospects are to hire in applicable areas of mathematics where we have established strengths. We need to focus on Mathematicians who are interested in mathematical research in these areas including collaboration with other units, rather than hiring people who are working for other departments in a service capacity. All faculty need to be interested in teaching our students. Mathematics programs are judged by their production of research published in journals reviewed by Mathematical Reviews and by the quality of undergraduate majors and graduate students. We need to increase the production of such publications continue to produce high quality graduates in increasing numbers.

Besides filling the positions open for the current year, we need to add 5 to 8 further tenure-track positions; spread evenly over the next 10 years. By using the salaries from retirements and resignations, dedicating the entire savings to new positions in mathematics, we can reduce this cost. We were able to hire 5 assistant professors using positions freed up by three senior retirements and resignations, but as not all the money found its way back to the department the de-facto teaching load increased as we lost funding for the supplemented program. Vacant positions need to be used to hire visitors or post-docs which could serve as recruiting positions for permanent hires. The number of GTA lines needs to be increased to at least 35 or 40, to guarantee a steady stream of graduates at the MA and Ph.D. levels, allowing for a small amount of attrition and guaranteeing 7 to 10 MA and 5 to 7 Ph.D. graduates a year. The additional faculty and graduate students will allow us to offer enough mathematics courses at all levels without relying on part time instructors. Recent Deyta surveys indicated that a major problem in the department was that we did not offer a wide enough variety of courses and that often we were able to only offer 1 section thus limiting students schedules.

Additionally, we need enough funding to hire (permanent) term faculty to cover courses required for teachers' degrees as well as some of the lower level large lecture classes, in particular as demand outpaces offerings. Having dedicated persons for this will enhance the teaching in these areas; enhance the interaction with CEHD and local schools. Using a term line, will ensure that the Department does not become too fragmented in its research areas.

In addition, we propose to move all remedial education to a unit or department dedicated to such courses, thus freeing up resources in our department to focus on service courses, courses for majors and graduate programs. As the University continues to raise the quality of students, this will have less and less of an impact.

Below are tables for salary data, collected by the American Mathematical Society in 2006 for Group Va (we belong there as our degree is listed as Applied and Industrial Mathematics) and for Group IV as we are competing with such departments for faculty in Biomathematics, Bioinformatics and Biostatistics. As can be clearly seen, we are well below the median for Assistant Professors and for Full Professors, the two areas that matter most for recruiting. The ranking of Associate Professors is influenced by 3 of the 6 being well past the usual time for promotion to full professor and one other person having a salary close to that of full professors.

		2005-06	2004-05			
Rank	No.					
Assistant Professor	Reported	Q1	Median	Q3	Mean	Mean
Associate	29	52,330	61,390	66,750	59,827	54,418
Professor Full	39	51,250	63,250	77,700	64,472	59,123
Professor	132	82,500	94,470	120,900	102,882	97,784
UofL 06-07						
Asst.	7	54,231	56,012	58,339	56,021	
Assoc.	6	67,735	68,990	71,169	69,846	
Full	11	80,220	81,631	90,036	85,971	

Group IV (Biostatistics) Faculty Salaries						
Doctoral degree-granting departments of biostatistics and biometrics (31)						
17 responses (55%)						
		2005–06			2004–05	
Rank	No. Reported	Q1	Median	Q3	Mean	Mean
Assistant Professor	89	63,020	68,150	75,970	69,558	66,129
Associate Professor	72	73,850	83,180	93,880	85,393	81,209
Full Professor	106	95,940	116,430	138,070	120,558	113,396

In order to rise in ranking, the first thing we need to do is offer a more comprehensive Ph.D. degree. Currently all departments offering only applied degrees are lumped together. As an immediate goal, we should strive to rank in Group III in the near future, amongst places like University of Alabama, Birmingham (one of our benchmark institutions) and Huntsville and attempt to reach Group II like the University of Cincinnati (benchmark) or Virginia Tech, in the next 10 to 15 years. A department to emulate would be that at Virginia Tech with 45 faculty, 20 instructors and 6 post-docs (University of Cincinnati has a similar number of positions). An essential component will be to continue the close collaboration with other departments, such as Biochemistry and Physics. In that respect a Ph.D. program in Physics will be needed to have more attractive offerings for students interested in overlapping areas.

Graduate Education. We recently graduated our first Ph.D. student and are on track to graduate 4 to 5 this year. Our students receive a solid education with research experiences, internships and most will have some teaching experience. Those seeking industrial jobs are well prepared, but more of our students are interested in working in an academic setting. Their preparation is adequate for those who will go to specialized departments supporting research in medical schools. However, most of our students will end up being the “applied mathematician” or “resident statistician” at smaller colleges or universities and need a broader background in traditional topics. While we offer all the necessary courses, they are not offered often enough for all students to take them. With the proposed increase in GTA and faculty positions, we can expand our graduate offerings, as well as our undergraduate offerings. In order to increase the research ranking of the department, we need to be able to offer a more comprehensive Ph.D. degree. With our current cooperation with Physics and beginning cooperation with Biochemistry, we expect to have enough breadth and application to begin moving into this direction. It will be crucial to have Ph.D. programs in all science departments, as the universities that are ranked in the groups that we aspire to, all have such programs. In particular a Ph.D. program in Physics will help reach a “critical mass” of advanced graduate students in the sciences.

At the current time we have 2 graduate students supported on research grants and 4 on an education grant. We expect to increase the number of students supported on research grants, but need additional GTA positions to reach a critical number of students to sustain the required 5 Ph.D. graduates per year. Typically only students who have completed the bulk of their coursework are employed on research grants. We also need the GTA positions to relieve faculty to teach more graduate level courses, provide graders and instructors for our service and beginning major courses and to give our students much needed teaching experience. Of the 5 students who are about to graduate, 4 are looking for employment in an academic setting, where teaching experience is a must.

Given the recent development in graduate education that requires faculty mentors to commit to begin available in the summer (unpaid) we need to point out that at this time we have not enough people available during the summer and we need to have at least the graduate adviser and graduate director paid during the summer as a large part of their job consists of duties in the summer. This is not an activity that can be charged to grants.

- Increase the number of graduate students (more GTA, more research grant support)
- Broaden Ph.D. program
- Provide placement help for graduating students
- Increase internship opportunities
- Increase participation of graduate students in interdisciplinary work

Undergraduate Education. With currently 24 tenure/tenure track faculty, 2 visiting assistant professors (with Ph.D.) and 5 term instructors (with MA degrees) and only two sections taught by part-time faculty, the department is engaged in all levels of instructions and produces one of the highest numbers of credit hours in A&S. We are involved in creating Dual Credit Offerings in local high schools, our supplemented program provides college level classes that help students who would ordinarily take remedial classes, we provide a large number of service courses to A&S as well as all other units, cooperate in teacher education and have a thriving program for majors and minors.

We have assessed our major programs each year and are beginning to assess our general education offerings this year. What we have learned from our majors has lead to a more streamlined program, more cooperation with the College of Business in the area of actuarial science and computer information systems and lead to significant improvements in advising. One remaining problem in advising is that the chief adviser is not available in the summer (not paid), so there are two choices. Either we put this person on an A-12 contract, or hire an additional staff person who will take over initial and summer advising; this would also free up the faculty member to concentrate on upper level undergraduate advising. The cost for the latter is higher, but leads to savings of faculty time. Initially, we could have one staff person share the advising and grant writing duties and as our program grows by students as well as research grant applications, we can add another staff person.

While we have begun to more actively recruit majors, we feel that the Dual Credit program with high schools will be very beneficial in this area as we reach students before they commit to a university or major. This program will also aid in retention of students attending UofL, regardless of major, as they will already have met the general education requirement in the content area of mathematics. Furthermore it will reduce the number of spaces needed in some of our classes. We will begin by offering Math 190 (Precalculus) in 2007-08 and intend to add other classes as needed and funded.

More of our majors are participating in mathematical research both on campus (SROP, IRIG, Honors) and off campus (REU programs at other universities). We have undergraduate students presenting and publishing papers, some even in much respected MR reviewed journals. What we mostly need is more support in this area; current on campus opportunities only support the student but require the faculty member to supply time in the summer for free. Additionally, travel support to conferences for paper presentation is needed. This would be an ideal goal for fundraising. Once we have successfully attracted a journal to UofL we can employ a few undergraduate research assistants to help with the publication, which will give them a first hand experience with research and publication. For example Real Analysis Exchange (the journal we are trying to attract, employs currently 2 such assistants; they also get to attend the symposium on real analysis organized every summer by the journal).

During the past year we have had a few students go on exchange with other universities, one of them international exchange to Australia. Working with the international center and the new initiative with India, we hope to make this opportunity available to more of our students. Funding for this type of student travel could also come from alumni or the local business community.

One aspect we look to reduce is our involvement in remedial education. While years ago the division of transitional studies was decommissioned, it appears that REACH is poised to take its place. As the university admits better students, less remediation will be needed but to reach the number of Bachelor degrees mandated, we will always need such classes. These are best taught by faculty specializing in remedial mathematics education. One model to follow would be to have students who are borderline take regular offerings of mathematics courses but require them to enroll in supplemental classes taught by such faculty. This would allow the mathematics department to focus on truly college level instruction, which is what our faculty are trained for.

We will pursue at least the following initiatives in the coming years:

- Continue to expand the Dual Credit program
- Actively recruit at local schools
- Increase the number of students participating in Putnam and Virginia Tech Competitions (currently 1 to 2 per year)
- Explore participation in the Mathematical Modeling contest
- Increase undergraduate research, apply for REU grant
- Increase collaboration with other departments to provide and routinely update service courses
- Increase technology use (all class rooms need to have data projectors, data cameras and computers)
- Decrease involvement in remedial education
- Increase the number of graduates going to graduate school
- Increase the application from our majors for top scholarships (Goldwater, Fulbright, etc.)

Service and Outreach

Many Universities have hired a dedicated Outreach Mathematician. One way to accomplish this is to have the person proposed to be hired as Math Education person, also take on the outreach activities. As much of the outreach will be to local schools and in providing continuing teacher training, this would overlap well.

Needed Resources: (approx. annual cost at current status, including benefits where applicable)

- Bring all salaries to competitive levels, add three A-12's (about \$300,000)
- 5 to 8 additional faculty positions (\$375,000-\$600,000)
- 1 additional full time staff person (\$35,000-\$38,000)
- 10 to 15 additional GTA positions (\$300,000-\$450,000)
- 2 to 3 additional, permanent, lecturer positions (\$100,000 to \$150,000)
- 1 full time term math education person (\$62,500)
- Additional budget for travel, equipment and supplies (\$30,000)
- Office space for additional faculty, staff and GTA's (new building?)
- Increase Library Budget to bring journal and book holdings to appropriate levels (\$30,000 to \$50,000)
- Class room space to accommodated extra classes (new building?)
- 2 UG research assistants (total 20 hours per week, at \$15: \$10,000)
- Dual credit coordinator (full time term position, in the works, \$50,000)
- Recruiting Budget (\$2,000)
- Technology Budget (4 year replacement cycle; \$30,000 to 40,000 per year) plus classroom technology (TBD)
- Undergraduate Travel and Student Exchange Budget (Fund raising, \$10,000)

PAN-AFRICAN STUDIES

I. Brief Departmental Overview

During the last year and one half, the Department of Pan-African Studies (PAS) has worked diligently to shore up our technological and physical infrastructure. Since 2005, all faculty members have received new computers and monitors. Wireless computer routers were installed enabling access for all faculty and students. The main office (Strickler 445) and Conference/Seminar Room (Strickler 444) have been remodeled. During AY 2006-2007, we hope to have the department re-carpeted and all faculty offices refurnished with new desks. Faculty travel and professional development funds have also been doubled from \$500.00 to \$1000.00 annually. All money for these projects has been raised via distance education offerings and participation in A&S's summer school initiative.

Funds from these initiatives which can be used discretionarily have been vitally important for PAS. As noted in III.B.1 of this document, it is essential that these funds continue for us to realize many of our goals.

Our graduate program has also been very successful – consistently graduating between three and five new Master's students annually. We have also added greatly to the geographic diversity of the College by recruiting students from around the country. Currently we have students, not only from Louisville and Kentucky, but from Illinois, California, Texas and other states. As Goal II.5 indicates, the main resource we need to augment this program is more assistantships. With more core faculty we should be able to offer a viable Ph.D. program within the decade (see section II.2-4),

Below is a brief list of endeavors important to our department as we move into the second decade of the 21st century. Noting that academic administration and departmental needs are fluid, the list is by no means exhaustive. It does, however, offer what we believe to be a foundational template that will enable us to not only maintain our level of performance (which has achieved national recognition), but thrive.

II. Priority Goals

1. Elevate *DIVERSE Issues in Higher Education* graduation ranking to top 20 by 2010; top 15 by 2015.
2. Revisit faculty joint-appointments. Release "non-productive" secondary appointments and reclassify them as "associated faculty." Replace at least two-thirds of these lines with full-time PAS faculty by 2010.
3. Propose and offer Ph.D. by 2010. Currently, only five such programs exist nationally.
4. Increase total faculty from 12 to 15. This increase is essential for the successful offering of the Ph.D. without a negative impact on undergraduate class availability. At least two-thirds should be full-time in department.
5. Increase graduate assistantships from 7 to 10 (the level originally pledged to the department upon the launch of its master's program) by 2010. Increase from 10 to 15 by 2015.
6. Through the Departmental Director of Undergraduate Studies, continue to augment programmatic initiatives to increase current number of undergraduate majors and minors by 50% by 2010; by 75% by 2015.

7. Continue to offer study abroad opportunities to students. To date, the most successful departmental initiative is with University of the West Indies in Trinidad and Tobago.
8. Develop viable faculty exchange programs. Start in Trinidad and expand to Brazil and Barbados once programs are on-line.
9. Hire program assistant to alleviate the workload of the department's administrative assistant.
10. Develop strong community and organizational ties to Center for Crime and Justice with public policy-making officials.
11. Offer national annual symposium on Crime and Justice sponsored by the Center for the Study of Crime and Justice in Black Communities.

III. Resources needed and acquisition strategies

A. Resources Requiring External Approval

1. Increase CAR budget to at least \$50,000 per year. This will relieve the department's growing dependency on distance education and one-time money to offer programming, scholarships, augment travel and recruit graduate students.

Approval Source: Dean of Arts and Sciences

2. Human resources in the form of new faculty lines and program assistant.

Approval source: Dean of Arts and Sciences

B. Internal Funding Strategies

1. Internally, we can help our own financial base by elevating distance education financial yield to an average rate of at least \$100,000 per year.

Note: This depends very heavily upon the College and University not further lowering percentage of monies returned to departments earned through distance education offerings. Further tilting of percentages could inevitably make the initiative unprofitable for offering departments. If at all possible, we would like the percentage of monies returned actually raised to at least 55%.

2. The Center for the Study of Crime and Justice in Black Communities should have solid opportunities for externally funded research and programs.

Strategy: Secure at least one grant above the \$50,000 level per year.

Department of Philosophy
Strategic Plan
2006-07 to 2016-17

In his State of the College address in September, 2006, the Dean articulated a strategic vision focused on the enhancement of undergraduate education. He noted that achieving a level of excellence in all areas of the University commensurate with the level of excellence already achieved in research and athletics required an improvement of the undergraduate retention rate from 40% to 60%. He argued convincingly that only substantial new faculty resources could achieve this goal. He called for eighty-five new tenure-track faculty lines in the College to implement this plan.

The ten-year strategic plan of the Department of Philosophy is the application of the Dean's vision and goals to the unique and specific current situation of the Department. In Fall, 2006, 43% of the Department's courses are taught by PTLs who teach an average of seven courses each. The Department has fewer majors than it should, fewer female majors and fewer majors of color than it should, fewer female faculty members and fewer faculty of color than it should, and it lacks its own graduate program. The Department's strategic plan seeks to improve all these conditions in the same way the Dean seeks to enhance undergraduate education in the College: by adding substantial new faculty resources.

1. Reduce classes taught by PTLs from 43% to 15%
2. Increase tenure-track faculty from 8 to 14
 - a. Increase female tenure-track faculty from 12.5% to 33% (from 1 to 5)
 - b. Increase tenure-track faculty of color from 12.5% to 25% (from 1 to 3-4)
3. Increase majors from 50 to 100
 - a. Increase % female majors from 28% to 50%
 - b. Increase % majors of color from 8% to 20%
4. Establish stand-alone Philosophy MA program
5. Establish "Center for Professional & Community Ethics"
6. Establish "Critical Thinking Center"

Annotated
Strategic Plan
2006-07 to 2016-17

1. Reduce classes taught by PTLs from 43% to 15%

This is our highest priority. 43% of classes taught by PTLs is scandalously high (and would be 54% without current Term Position), especially since PTLs teach an average of nearly 7 courses per semester at U of L and other area institutions. There is no way we can make any pretensions to academic excellence, let alone respectability, with statistics like these. Such excessive reliance on PTLs means students don't usually encounter tenure-track faculty until their junior year. This seriously impacts our ability to recruit and retain majors, and it has a very negative impact on student satisfaction. If we can't dramatically improve this measure, nothing else matters.

2. Increase tenure-track faculty from 8 to 14

Achieving a 15% PTL course rate requires the addition of 6 new tenure-track lines. (This still leaves 11 courses per year taught by PTLs.) Adding 6 new tenure-track faculty lines over 10 years would (a) bring us more in line with comparable institutions, as per the Dean's State of the College address—including the 14 tenureable philosophy faculty at WKU, (b) greatly enhance our ability to offer a satisfactory range of courses for our majors and other A&S students and hence support major recruitment and retention, (c) significantly increase our ability to support the Bioethics MA program, (d) enable us to offer a stand-alone Philosophy MA program and (e) create a "Critical Thinking Center"

- a. Increase female tenure-track faculty from 12.5% to 33% (from 1 to 5)
- b. Increase tenure-track faculty of color from 12.5% to 25% (from 1 to 3-4)

3. Increase majors from 50 to 100

Requires increased visibility, recruitment, and retention.

- a. Increase % female majors from 28% to 50% (2nd worst in A & S in S'05 (only Physics was worse)
- b. Increase % majors of color from 8% to 20% (Tied for 4th worst in A & S in S'05)

4. Establish stand-alone MA program

Once Bioethics MA is up and running, we can create a stand-alone Philosophy MA with a specific focus and a Bioethics track, which would interface with the interdisciplinary Bioethics MA.

5. Establish "Center for Professional & Community Ethics"

The Department actually has a detailed plan for such a Center, but when the Institute for Bioethics, Health Policy & Law was founded the Provost said we could not compete with it. Now that the status of the Institute for Bioethics, Health Policy & Law has been radically altered, prospects are more auspicious. A "Center for Professional & Community Ethics" could fruitfully interface with Institute for Bioethics, Health Policy & Law, interdisciplinary MA in Bioethics, and stand-alone Philosophy MA program.

6. Establish "Critical Thinking Center"

The trade mark methodology of Philosophy is critical thinking. We offer the University's General Education Critical Thinking course. We are well positioned to provide a valuable service to students through a "Critical Thinking Center," coordinate with the Writing Center. (This would interface with a stand-alone Philosophy MA program, Graduate Assistantships, and new faculty lines.)

Department of Philosophy
Strategic Plan
Implementation Time Line
2006-07 to 2016-17

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
% classes taught by PTLs	43%*	32%†	28%	28%	26%	26%	19%	19%	19%	15%
Tenable Faculty	8	8	10‡	10	12§	12	13**	13	13	14††
Majors	50	55	60	65	70	75	80	85	90	100
# Female Majors	14	17	20	23	27	30	34	38	42	50
% Majors Female	28%	30%	33%	35%	38%	40%	43%	45%	47%	50%
# Majors of Color	4	5	6	8	9	11	13	15	17	20
% Majors students of color	8%	9%	10%	12%	13%	15%	16%	18%	19%	20%
Philosophy MA					X	X	X	X	X	X

* Includes 1 Term Position funded through A & S Enhancement Fund

† Includes 2nd Term Position funded through A & S Enhancement Fund

‡ 1st Term Position converted to Tenure-Track Assistant Professor; 1 new additional Tenure-Track Assistant Professor to support Bioethics MA program; 2nd Term Position continues

§ 2nd Term Position converted to Tenure-Track Assistant Professor; additional new Tenure-Track Assistant Professor to support new Philosophy stand-alone MA program and Critical Thinking Center

** New Tenure-Track Assistant Professor funded by tuition recovery from other units

†† New Tenure-Track Assistant Professor funded by tuition recovery from other units

Center for Professional & Community Ethics						X	X	X	X	X
Critical Thinking Center					X	X	X	X	X	X

* Includes 1 Term Position funded through A & S Enhancement Fund

* Includes 2nd Term Position funded through A & S Enhancement Fund

* 1st Term Position converted to Tenure-Track Assistant Professor; 1 new additional Tenure-Track Assistant Professor to support Bioethics MA program; 2nd Term Position continues

* 2nd Term Position converted to Tenure-Track Assistant Professor; additional new Tenure-Track Assistant Professor to support new Philosophy stand-alone MA program and Critical Thinking Center

* New Tenure-Track Assistant Professor funded by tuition recovery from other units

* New Tenure-Track Assistant Professor funded by tuition recovery from other units

Department of Philosophy
Implementation Strategy
Strategic Plan
2006-07 to 2016-17

Position	Year	New Cost	Effect on # of PTLs	PTL cost difference	Total New Cost
1. Conversion to tenure-track of existing Term Position	2008-09	\$13,132	+3	\$7,881	\$21,013
2. Bioethics MA	2008-09	\$60,280	-5	(\$13,135)	\$47,145

3. Conversion to tenure-track of 2 nd Term Position	2010-11	\$15,952	+3	\$8,280	\$24,232
4. Phil MA	2010-11	\$66,458	-5	(\$13,800)	\$52,658
5. Tuition return	2012-13	\$73,271	-5	(\$14,500)	\$58,771
6. Tuition return	2015-16	\$84,819	-5	(15,615)	\$69,204

Grand Total \$303,023

Assumptions:

2006-07 Term Position continues in 2007-08

New Term Position granted for 2007-08

Annual inflation rates:

entry-level assistant professor salaries: 5%

Term Positions: 3.5%

PTLs: 2.5%

Fringe benefits: 21.5%

Note re: "Tuition Return"

Based on Fall '06 (x 2), excluding summer sessions Philosophy annually enrolls about 1486 students from other units in courses that fulfill requirements of those other units. This amounts to about 35 classes of 42 students each. Given a tenure-track teaching load of 5 courses per year (for an MA granting department), this is the teaching load of 7 full-time tenure-track faculty. Although the University does not now fully practice revenue-return accounting, there seem to be indications from the Provost that she is tentatively moving at least partly in that direction. Therefore, to account for only two positions from this source by 2012 does not seem to be unreasonable.

The Department of Physics & Astronomy

Draft Strategic Planning Document for 2007-2017
11/14/2006

The Department of Physics & Astronomy has recently increased number of majors, grant funding, and grant-active faculty members. To continue this trend and build on an already strong program, we will need an ambitious planning strategy for the coming decade. Central and critical to this strategy will be the establishment of a standalone Ph.D. program in the Department. This will improve our ability to recruit excellent faculty and students and help to grow a more vigorous research program. Our target faculty size is 18 if we are a strictly Physics & Astronomy faculty, 21 if we succeed in adding a specialization in Atmospheric Science.

Our current allotment of 12 GTA lines must be augmented to cover laboratory, recitation, and grading assignments, and to support students beginning our Ph.D. program. We do not currently even have enough GTA lines to cover our laboratory and grading assignments.

Goals of the Department:

1. Establish a standalone Ph.D. program in Physics & Astronomy.
2. Steadily increase the 3-year running average of external funding over the decade. Aim to double the current 3-year average by the end of 2017.
3. Increase the numbers of faculty and students in the department; increase diversity among faculty and students.
4. Increase the number and percentage of faculty involved in funded research.
5. Restructure BA degree with tracks, similar to the structure of our BS degree. Include a track for those interested in teaching, law, medicine, etc.
6. Reduce the size and increase the number of introductory Physics and Astronomy lecture courses. This will depend on having sufficient GTA lines.
7. Develop a new Honors introductory course sequence.
8. Upgrade instructional labs.
9. Initiate an external review of the Department to help evaluate our performance and needs objectively.
10. Add an Atmospheric Sciences element to the program in Physics & Astronomy.

The Department of Physics & Astronomy has a strong tradition of long-term planning through its Planning Committee and the development of a Departmental Hiring Plan. We will continue to rely on our Planning Committee to evaluate and modify our long-term planning strategy as need arises. At the current time, the goals listed above, with some extra detail below, guide our current strategic planning.

Ph.D. Program

The Ph.D. in Physics & Astronomy is important for: helping the University of Louisville grow from a *good* to a *great* university; building our research and educational programs; drawing talent to the community; building STEM training in the region; strengthening important interdisciplinary efforts, and more.

Milestones:

2007: Program in place, populated mainly through existing demand of students at UofL.

- 2008: First class formed with active recruitment from outside UofL, and continuing demand from within.
- 2008: Hire 16th faculty member in Physics & Astronomy, guided by the Departmental Hiring Plan. Expected source: A&S Enhancement funds.
- 2009: First doctoral graduate.
- 2009: Hire 17th faculty member in Physics & Astronomy, in an area that builds on current strengths in the Department. Expected source: currently unknown.
- 2010: Hire 18th faculty member in Physics & Astronomy, in an area that builds on current strengths in the Department. Expected source: currently unknown.
- 2013: Target for reaching CPE mandated 5 graduates per year.

Research

The Department has a long record of outstanding achievement in research. We plan to continue to make this a focus of our departmental effort.

Milestones:

- 2008: Hire administrative assistant to deal with grant accounts and funding issues, relieving some of the burden from current office staff.
- 2007-2017: Incremental increases in the 3-year average of external funding. Target is to double funding over the decade.

Undergraduate Education

An education in Physics & Astronomy lays a very firm foundation of creative, analytical, and critical thinking skills conducive to life-long learning and valuable to a wide variety of career paths. Modifications to our BS degree in the late 1990s considerably strengthened the degree and helped increase the number of BS Physics & Astronomy majors. We have also gained a reputation for involving undergraduates in research. We look to strengthen our undergraduate program further in the coming decade.

Milestones:

- 2007: Begin a major review of enrollment history to improve course scheduling. Our aim is to offer courses efficiently and effectively – leaving no student in a position of not being able to finish a degree in a timely fashion.
- 2008: Begin a major upgrade of undergraduate instructional laboratories. Replace aging equipment. Source of funds: alumni gifts potentially supplemented with an NSF infrastructure grant and enhancement funds. Upgrade 2 labs per year during 2008-2011. Labs to be upgraded: Phys 108, 111, 223, 224, 295, 296, 301, 351.
- 2009: Revamp our BA degree with advising tracks, similar to what was done with our BS degree in the 1990s, giving students more options for obtaining a degree that fits their needs.
- 2009: Introduce new Honors Introductory Physics sequence (Calculus-based). Take advantage of findings of research in Physics Education to create a highly interactive and exploratory course that integrates laboratory work with classroom work.

Meteorology/Atmospheric Sciences

The state has a critical need for a rigorous degree in meteorology or atmospheric sciences. If that need is unabated by a current degree proposal from Western Kentucky University, the Department is interested in developing such a degree program. This would be a new specialization within the Department, but would have a strong tie to the community and to local industry (UPS, National Weather Service). If we proceed in this direction, we would need additional laboratory space (2,000 sq. ft.), office space (500 sq. ft.), and would expect the following milestones.

Milestones:

- 2008: Hire 1st faculty member specializing in Atmospheric Sciences.
- 2008: Introduce new Atmospheric Sciences courses (8 in all).
- 2009: Hire 2nd faculty member specializing in Atmospheric Sciences.
- 2011: Hire 3rd faculty member specializing in Atmospheric Sciences.

Department of Political Science Goals and Priorities, 2006-2016

Our Vision

The Department of Political Science is committed to providing quality undergraduate and graduate education, conducting and publishing quality research, and providing service to the local and academic communities. Our vision is to continue to provide an excellent undergraduate education, preparing our graduates for professional or graduate programs, or for successful careers. We will continue to strengthen our graduate program at the MA level, and will strengthen our participation in one of the College's doctoral programs, the Ph.D. in Urban and Public Affairs. The Department is also committed to improving our record in research productivity, providing support for faculty research projects through the Institute for Democracy and Development and the Center for Asian Democracy.

Our priority goals and objectives 2006-2016

The Department of Political Science seeks to improve undergraduate education by offering quality instruction. However, with approximately 500 majors and only seventeen tenured or tenure-track faculty, many classes are too large to serve students adequately. Many of our upper-division classes have 50-60 students, which makes it difficult to assign extensive writing assignments. This has a negative impact on student satisfaction, and likely affects retention and graduation rates.

Major Goal #1, Undergraduate Education: We propose gradually to limit the size of upper-division courses to no more than 35 students, and then expect faculty to offer more writing assignments and fewer multiple choice exams. In addition, we propose to increase the number of courses offered by about 20 percent, from approximately 85 courses per academic year to 105 courses. This will be achieved by the addition of four new tenure-track faculty. We would expect that the number of courses taught by part-time instructors should not increase; ideally, it should decrease.

We also propose to expand the diversity of courses offered to students through these hires.

Milestones:

- By AY 2008-09: Increase number of courses to 90
Achieve by hiring one additional tenure-track faculty member
- By AY 2010-11: Increase number of courses to 95
Achieve by hiring one additional tenure-track faculty member
- By AY 2012-13: Increase number of courses to 100
Achieve by hiring one additional tenure-track faculty member
- By AY 2014-14: Increase number of courses to 105
Achieve by hiring one additional tenure-track faculty member

Major Goal #2, Graduate Education: The Department is committed to continuing excellence in graduate education at the Master's level. In addition, we are currently pursuing the possibility of developing a doctoral track in International and Comparative Urban Development in partnership with the Urban and Public Affairs department. Should this track prove successful, we would explore the idea of possibly implementing a full PhD program in the future.

Milestones:

- By AY 2008-09: Have 10 students in ICUD track

By AY 2010-11: Have 20 students in ICUD track
In AY 2010-11: Assess the possibility of implementing a PhD program in Political Science
By AY 2012-13: Have 20 students in ICUD track
By AY 2014-15: Have 20 students in ICUD track

We envision that all 20 doctoral students will be on graduate assistantships. Having Ph.D. level students linked to the Department will allow faculty members in the large introductory courses (Introduction to American Politics and Introduction to Comparative Politics) to utilize small-group discussion sections. This will enhance undergraduate education in these Gen Ed courses, and should promote retention.

The Department also plans to enhance our international and comparative offerings through the Institute for Democracy and Development, and the Center for Asian Democracy.

Major Goal #3, Research: The Department plans to
The Institute and Center will bring top-notch researchers to the University of Louisville, sponsor national and international conferences and workshops, provide a forum for collaborative research, and attract major external funding for affiliated UofL faculty.

Major Goal #4, Research: We also plan to explore the possibility of creating a Center for African Development and Democracy within the Institute. The Institute and the two Centers will support an Endowed Chair and visiting scholars, who would add to our offerings in the international relations and comparative fields, and would substantially raise our research visibility in this neglected part of the world. We anticipate a Center for African Development and Democracy would contribute significantly to the diversity goals of the Department, the College, and the University.

Milestones

Starting in AY 2006-07 Hire one .80 FTE staff member for the Institute and Center
Starting in AY 2006-07: Recruit one “cost-free” visiting scholar (e.g. Fulbright) each year for the Institute
Starting in AY 2006-07: Create two graduate assistantships for the Institute and the Center
Starting in AY 2007-08: Hire a tenure-track faculty in African and Comparative Urban Development
By AY 2008-09: Hire a permanent Endowed Chair in Asian Democracy
Starting in AY 2008-09: Recruit 3 Visiting Fellows each year in Asian Democracy
By AY 2009-10: Establish a Center for African Development and Democracy

Measuring Progress

Major Goal #1 will be achieved by the addition of four new tenure-track lines, with hiring in the years noted above.

Major Goal #2 will be achieved by developing a partnership agreement with the Department of Urban and Public Affairs.

Major Goal #3 will be achieved through the efforts of the Director of the Institute for Democracy and Development, and the Director of the Center for Asian Democracy, both of which are members of the Political Science faculty, by the Endowed Chair who will have an appointment within the Department, and by the Visiting Fellows.

Major Goal #4 will be achieved by hiring a key faculty member in African political economy and urban development, and by the eventual establishment of a Center for African Development and Democracy.

Resources Needed

To achieve the goal of expanding the number of classes offered and reducing class size, the Department would need to hire a total of four additional tenure-track faculty.

To develop the UPA track in International and Comparative Urban Development the Department would need a total of 20 graduate assistantships, with 5 GAs per year added in AY 2007-08, 5 in 2008-09, 5 in 2009-10, and 5 in 2010-11.

The \$6 million endowment for the Center for Asian Democracy and the \$1 million in start-up money from the U.S. State Department will fund the Endowed Chair, visiting fellows, staff member, and graduate assistance.

Resource Acquisition Strategy

The first tenure-track position will be secured by an application for an entry-level position through the College of Arts and Sciences Enhancement Funds initiative.

The three additional positions will be secured through reallocation of positions at the college level.

The Graduate Assistants for the Ph.D. track in International and Comparative Urban Development will be acquired through College or University allocation.

The endowed chair and visiting scholars attached to the Institute for Democracy and Development and the Center for Asian Democracy will be paid through the CAD endowment, and will not require additional resources from the College or University, other than space. These hires will add considerable strength to the Department in the comparative and international fields, in terms of teaching (an estimated 8 courses per year) and research.

Space Requirements

Space needs will be critical to the expansion described above. We will need at a minimum 9 new faculty offices (4 tenure-track hires, an endowed chair, and 4 visiting fellows) and approximately 5 offices for GAs and staff. We estimate that our total space needs at that time will be for 15,000 square feet. Ford Hall, in which the Department is housed, has approximately 11,000 square feet of space.

Based on estimates provided by Rick Taylor, Facilities Manager for the College of Arts and Sciences, a new building of 15,000 square feet would cost approximately \$3 million.

Portuguese Studies Program

Vision:

The guiding principles of the Portuguese Studies Program (PSP) are three: 1) student study abroad should be structured so as to help prepare students for world citizenship; 2) an area studies perspective is the best one to hold regarding student study abroad, as it entails a commitment to understanding the relationship between globalization and real material places; 3) Portugal is a particularly useful place to help students prepare for world citizenship through area studies. The Program currently offers U of L students summer study in Portugal that combines formal study with cultural immersion. Portugal is European, but in peripheralized terms (occupying a position much like Kentucky's in the American context); it is also a self-conscious cultural meeting point of cultural streams not just from Europe, but also from Africa, the Americas, and Asia. The country harbors both heavily urbanized and deeply underdeveloped regions. The PSP's current summer study program in Portugal combines language and cultural training from an area studies perspective unusual (and unusually useful) in that it includes the kind of cultural immersion available through a holistic anthropological approach to social and cultural life and consistent, diversified contact between U of L students, Portuguese students they interact with at Portuguese campuses, and the members of the Portuguese communities surrounding the Portuguese campuses visited.

The number of U of L students studying in Portugal in each of the last three years is as follows: 14 in 2004, 18 in 2005, 12 in 2006. These numbers represent the outcomes of slightly varying experiments. The 2006 year was the best of the three in terms of the overall experience of all involved. Members of the Portuguese Studies Advisory Committee believe this to be due to the fact that the application pool has been composed of increasingly well-prepared and academically committed students. This number seems to be optimal given the number of U of L faculty we anticipate participating in the short run. We aim to increase significantly the numbers of faculty and students participating over the next few years.

Our vision for the next ten years includes the following:

- Significant increase in faculty and student participation.
- The initiation and development of faculty and student exchanges with Portuguese universities.
- Helping to increase enrollment in Portuguese language offerings at U of L.
- Developing ties with U of L's Pan-African Studies Department and Brazilian Studies Program.
- The initiation of research projects involving 1) U of L faculty and faculty at Portuguese universities with which we have exchange agreements, and 2) students from U of L and from the aforementioned Portuguese universities.
- Opening the program to post-graduate students.

Objectives and time-lines:

1. **Drawing faculty and student participants from increasingly varied disciplines concerned with area studies.** Faculty and student participants have tended to come from certain departments, such as Political Science, Classical and Modern Languages, and Anthropology. While this makes perfect sense, there is good reason to pursue participation on the part of students from departments, such as Geography and Communications, with interests in fields that draw on area studies understandings. The new language study requirement for B.S. degrees means that students formerly able to opt out of language study can make serious steps toward meeting their language requirement through U of L Portuguese language classes in Portugal. The area studies emphasis of the program is a natural fit with particular departments, and we envision cross-listed courses between such departments such as Anthropology, Geography, Sociology, and Communications. These will accompany Portuguese language courses to be offered by U of L during the summer in Portugal.
2. **The initiation of faculty and student exchanges with Portuguese universities.** With the creation of the PSP, formal exchange agreements were established between U of L, on the one side, and the University of Lisbon, and the University of Trás-os-Montes-e-Alto-Douro, on the other. While the PSP was gathering momentum in its first 3 years, the focus was on getting U of L students to Portugal for summer study abroad. One of the next steps is to get students from U of L into semester-long study at Portuguese universities, and students from these universities to U of L for a semester of study. Internships in Portugal and in Louisville can and should be linked to

classroom study. A complementary step is to get U of L faculty to Portuguese universities for a semester of teaching, and faculty from Portuguese universities to U of L for a semester of teaching. Currently, our most active exchange agreement is with the University of Trás-os-Montes e Alto Douro (UTAD), and the focus will be on this institution, at least in the short term. Other Portuguese institutions, such as the University of the Beira Interior, the University of the Algarve, and the Instituto Superior de Ciências do Trabalho e da Empresa (ISCTE) are interested in exchange agreements with U of L. The advantages of formalized agreements with these institutions will be considered.

3. **Helping to increase enrollment in Portuguese language courses at U of L to the point where a tenure-track hire in Portuguese language is made a priority.** This we consider to be mainly function of the successful pursuit of the other goals listed here. Our long-term aim is to increase enrollments in Portuguese language courses to the point where a tenure-track appointment in Portuguese language becomes a priority for the College of Arts and Sciences.
4. **Developing ties with U of L's Department of Pan-African Studies and Brazilian Studies Program.** Given Portugal's longstanding political, economic and cultural connections with former colonies in Africa, developing ties between the PSP and PAS will be another important step. The cultural ties between Portugal and Brazil mean that it will be important to develop links between the programs representing these places at U of L. A first step should be making clear to students that they can benefit from studying in both countries, in a sequential fashion (perhaps first Portugal, then Brazil). This kind of study-abroad trajectory would be hard to duplicate for students at any but the largest (and coastal) American universities.
5. **Developing International Research Projects.** Research projects involving faculty and undergraduate students from U of L and Portuguese universities are a key goal of the PSP, as they are crucial to the achievement of the other objectives listed here. The focus of these research projects is envisioned to be consistent with the area studies emphasis of the PSP. Two examples of research projects that have already been discussed by U of L faculty members and faculty members at UTAD: 1) A study of economic development, institutional "Europeanization" and urban-rural population movement in Portugal. 2) A comparative study of urbanization and the provision of medical care in the geographical context of the Douro and Ohio River Valleys. Both studies would involve anthropologists, geographers and possibly biologists from U of L and UTAD, as well as students from both institutions.
6. **Opening the program to post-graduate students.** Up to now, the PSP has served only undergraduate students. The College of Arts and Sciences has begun to stress the development of graduate programs in disciplines which are likely to attract students interested in international area studies. Including graduate students (both from U of L and Portugal) in PSP activities will strengthen the Program's ability to promote interdisciplinary and international research.

Time-line

2007-2008: Teach Portuguese language courses, and accompanying cross-listed courses (e.g., Geography-Anthropology) in Portugal; increase undergraduate student enrollment in Portuguese-language courses at U of L; send first students for semester-study in Portugal; receive first Portuguese students for semester-study at U of L. Submit interdisciplinary/intercampus research grants. Secure permanent half-time assistant's position for PSP. Develop ties with U of L's Pan-African Studies Department and Brazilian Studies Program.

2009-2011: Increase number of students sent between U of L and UTAD for semester-long study; increase undergraduate student enrollment in Portuguese-language courses at U of L to point where tenure-track appointment in Portuguese language becomes a priority; increase exchange agreements between U of L and Portuguese universities; send first faculty members to Portugal, and receive first Portuguese faculty members at U of L; begin research projects in Portugal; include graduate students in PSP courses and research. Develop ties with American universities with a commitment to Portuguese Studies. Begin sustained effort to attract Portuguese and American donor funding for the PSP.

2012-2014: Establish optimal pattern of exchange of faculty and students between U of L and Portuguese universities; participate in hiring of tenure-track scholar in Portuguese language; publication of findings of interdisciplinary/international research team(s); increase of undergraduate student enrollment in Portuguese language courses. Deepen ties with American universities with a commitment to Portuguese Studies. Secure additional outside funding for the PSP.

2015-2017: Diversify ties between U of L and Portuguese partner universities across greater number of departments. Continue deepening ties with American universities with a commitment to Portuguese Studies, with an aim toward triangular circulation of students. Continue working to increase enrollments in Portuguese language courses. Support one-year-long exchange programs between U of L and Portuguese universities. Support research in Portugal/US that leads to doctoral dissertations. Host international conference on Portugal and Portuguese-speaking world. Pursue sister city status between Louisville and key Portuguese city.

Resources

The growth of the PSP along the lines sketched out above will depend on the following resources:

1. Over the first few years, the establishment of a half-time position for an assistant to the Director. This will need to expand to a full-time position by no later than 2017.
2. Increased office space. We anticipate the need of an additional office, fully equipped with phone and internet access, within the first five years.
3. A tenure-track faculty member for the teaching of Portuguese language courses.
4. An increasingly efficient International Center.
5. Increased funding. We anticipate that a significant amount of this will come from donors, to be complemented by support from U of L.

Psychological and Brain Sciences

Barbara Burns, Ph.D. Chair and Professor

I. MISSION “*Science, Diversity and Translation of Science to the Community*”

The Department of Psychological and Brain Sciences (PBS) is a vital and vibrant department within the College of Arts and Sciences. As the department graduating the most majors (> 600) in the College, and training doctoral students in two Ph.D. programs, it is well positioned to be at the vanguard of the University’s continuing success in gaining national recognition for our outstanding academic and research programs. Our mission is to (1) provide scientifically rigorous and high quality undergraduate and graduate education that will prepare students to be critical consumers of scientific research and educated citizens in a diverse world; (2) foster excellence in basic and applied psychological research; and (3) provide scientific partnership and outreach to the community.

II. PRIORITIES AND GOALS : “*Educating Today’s Citizens for Tomorrow’s World*”

The Department of Psychological and Brain Sciences currently conducts nationally recognized basic research and applied research that has a direct and positive effect on a variety of community constituencies. The department’s priorities and goals are to broaden and strengthen the basic science research as well as the community outreach that stems from research expertise and to better educate students about the role of psychological science and citizenship for tomorrow’s world.

❖ EDUCATIONAL EXPERIENCE: STUDENT SUCCESS

GOAL 1. Educational Experience of Undergraduate Psychology Students: Create critical thinkers who can contribute to the discipline and the community. Provide an educational experience such that our undergraduate majors understand the science of psychology and are able to translate it to the needs of a changing world in the 21st century.

Initiatives and Priorities

- Increase critical thinking and mastery of the discipline of psychology
- Foster translation of science to community needs
- Prepare psychology majors to work in a world with increasing diversity
- Increase retention and success of majors who are 1st generation college students and minority students
- Decrease the faculty:student majors ratio

Ongoing Strategies

- Revise undergraduate curriculum:
 - Integrate core content classes into a structured sequence that culminates in a capstone experience (research project, community internship, or service learning project)
 - Increase numbers of laboratory courses, statistics courses, specialized seminars and courses with writing requirements (WR) in which students receive hands-on opportunities and individual instruction
 - Offer more courses on diversity and provide more opportunities for students to have experiences in community and in diverse settings
- Provide more formal mentoring for career paths in courses and advising workshops; establish mentored experiences for majors who are 1st generation college students and minority students

- Establish department coordinator to oversee community internship and service learning projects

Measurable Outcomes

- Increased numbers of courses that are offered with lab sections, WR components, and service learning components
- Increased numbers of student who complete culminating experiences (research projects, community internships; service learning projects)
- Increased undergraduate presentations at local, regional, state and national conferences, publications, and awards/honors related to research, internship or community work
- Improved awareness of career paths and satisfaction of career advising
- Participation in and satisfaction with specialized advising initiatives for 1st generation college students, minority students
- Increased numbers of faculty hires

GOAL 2. Educational Experience of Graduate Students: Our two research-oriented Ph.D. Programs in Psychology are built on a tradition of research excellence as measured by research funding, peer-reviewed publications and rate and type of employment for graduating Ph.D. students. Our goals are to provide state-of-the-art doctoral training for psychological science in the 21st century. In brief, this means a focus on rigorous statistical training, interdisciplinary linkages, training in grantsmanship, teaching, and education in the application of psychological science to community issues.

Initiatives and Priorities

- Train more students for basic research, translational research and applied scholarship
- Fully prepare Ph.D. students for 21st century psychological science in which interdisciplinary, collaborative research and translational research is emphasized
- Facilitate competitive grant submissions by graduate students
- Redesign MA as an applied focus to strength community relations and links to other disciplines

Ongoing Strategies

- Revise curriculum:
 - Provide advanced training in contemporary state-of-art statistical methods
 - Provide additional specialized research courses in addition to core courses
 - Provide graduate courses that address contemporary and interdisciplinary links
 - Better focus curriculum to address diverse populations and needs of 21st century
- Revise research training:
 - Establish centers for focal research areas which build on existing strength and provide training for students in collaborative and multidisciplinary research
 - Expand the Psychological Services Center as a laboratory for translational research and training with diverse community populations
 - Increase research and scholarship productivity of graduate students
 - Hire a grant writing specialist to support faculty grants and provide specialized workshops and training for graduate students in psychology

Measurable Outcomes

- Increased numbers of advanced statistics courses, core and specialized courses, and interdisciplinary courses
- Increased numbers of conference presentations and posters, published journal articles and chapters, and submitted grant applications by Ph.D. students
- Increased numbers of students who submit dissertation grants and postdoctoral fellowships
- Increased numbers of students who enter academic positions and research positions in consulting, industry, government, and policy

❖ RESEARCH, CREATIVE AND SCHOLARLY ACTIVITIES

GOAL 3. Reach Benchmark Institutions in Research Productivity, Extramural Funding, Publication Rate and Numbers of Ph.D. degrees awarded. The Department of Psychological and Brain Sciences currently has several nationally recognized research programs. The department's level of extramural funding is at the top of funding

levels in the College and graduate students are currently receiving excellent training and prestigious internships and job placements. The department has tremendous potential but structural limits (numbers of faculty lines, numbers of student stipends, office and research space) prevent us from realizing our full potential as a department with national prominence.

Initiatives and Priorities

- Reach benchmark institutions in total number of faculty, research productivity, extramural funding, publication impact rates and numbers of Ph.D. degrees awarded
- Establish centers and obtain training grants for research and teaching
- Establish a psychology translational think tank that will use research findings from faculty to address community and campus issues
- Continue and extend extramural funding including federal agencies which support basic scientific and applied health-related funding

Ongoing Strategies

- Increase numbers of faculty lines and funded graduate student assistantships
- Improve configuration and size of research space such that the department (offices and research labs) can be located in a central location

Measurable Outcomes

- Increased numbers of total faculty, research publications and presentations, extramural funding, publication impact rate, and Ph.D. degrees awarded
- Increased national rankings of psychology programs in NRC rankings and other national reports
- Funding from donors and industry to establish psychology translational think tank

❖ ACCESSIBILITY AND DIVERSITY, EQUITY

GOAL 4. Foster department climate to emphasize our values of diversity and equity: Our goal is to establish ‘deep diversity’ with an intensive educational commitment to 1st generation college students and minority students to maximize retention and success of psychology majors

Initiatives and Priorities

- Increase the numbers of faculty from minority groups
- Increase numbers and retention of minority undergraduate and graduate students
- Revise curriculum by offering more courses on diversity, more opportunities for students to have experiences in community and in diverse settings
- Foster development of research centers that focus on underserved populations
- Provide institutional support for the Psychological Services Center which provides mental health services for underserved populations

Ongoing Strategies

- Recruit more faculty from minority groups
- Provide expanded support for the Black Students in Psychology (BSIP) club
- Establish scholarships for first-generation undergraduates and graduate students
- Establish mechanism for financial support for faculty to mentor minority students in summer research projects, provide mentored experiences for first-generation college students
- Establish research conferences on psychological issues impacting underserved populations

Measurable Outcomes

- Increased numbers of faculty from minority groups
- Increased numbers of undergraduate and graduate minority students
- Increased numbers of highly qualified minority students who apply to graduate and professional schools
- Increased numbers of minority undergraduates completing summer research experiences
- Increased numbers of students, visibility and activities of BSIP in the college and community
- Increased numbers of cross-listed courses with the Dept of Pan-African Studies

- Partnership with business and government to fund annual research conferences on issues of diversity

❖ **PARTNERSHIP AND COLLABORATION**

GOAL 5. Strengthen Partnerships and Collaboration with Community in Research, Service Delivery, Education, Student Placements/Internships. Our goal is to increase the application of faculty research and graduate training to better meet needs of community. Examples of current faculty research that addresses community needs include research on families with children who have a developmental disability or attend Head Start, families with a member who is hearing-impaired or has glaucoma. Other research teams provide psychological assessments in nursing homes, in clinics that serve low-income neighborhoods, and for individuals with chronic health problems. The Psychological Services Center provides assessment and psychotherapy to individuals regardless of income and more than 50% of clients have income below the poverty line.

Initiatives and Priorities

- Increase the numbers of partnerships with community for research projects, internships and placements for undergraduates, service learning activities
- Increase numbers of continuing education events sponsored by the Psychological Services Center (PSC)
- Partner with community agencies and the Kentucky Psychological Assn. to establish a research conference on psychological issues related to underserved populations

Ongoing Strategies

- Establish department coordinator to oversee community internship/service learning program
- Promote more service learning components in undergraduate and graduate coursework
- Establish outreach page on department's web site
- Establish funding for PSC continuing education offerings and the annual conference on underserved populations

Measurable Outcomes

- More underserved clients treated at the Psychological Services Center
- More talks, conferences that address underrepresented populations
- Increased numbers of students in placements and internships, service learning projects
- Increased posters, research publications related to underserved populations
- Increased traffic to web page on outreach, community relations

INSTITUTIONAL EFFECTIVENESS PROGRAMS AND SERVICES

GOAL 6. Increase the Institutional Effectiveness at National Level, with Current Students and Alums, and in Community. This goal must be achieved in order for us to fully realize the previous goals of strengthened partnership with the community, 'deep diversity', excellence in research productivity and improved educational experiences for undergraduates and graduates.

Initiatives and Priorities

- Institutional Effectiveness at National Level:
 - Increase visibility and stature of the department in community and nationally
- Institutional Effectiveness for Current Students and Alumni
 - Establish enhanced communication with current majors
 - Expand advising office in department
 - Establish a systematic evaluation of undergraduate and graduate programs
 - Establish and maintain strong alumni relations
- Institutional Effectiveness and Fundraising

- Prioritize department initiatives and projects targeted for fundraising
- Establish a systematic evaluation of outreach and fundraising initiatives

Ongoing Strategies

- Increase staff in advising center for psychology majors
- Establish a Listserv for majors and alumni and improve Web pages for department
- Expand Exit Survey, postgraduate plan to evaluate student satisfaction and plans for employment and future education
- Expand monthly e-newsletters for psych alumni as well as current majors
- Design tracking systems for psych alumni's employment and career paths
- Publicize notable alumni and employment settings, invite alumni to career workshops

Measurable Outcomes

- Higher ranking in national rankings of psychology departments
- Increased levels of satisfaction from undergrad majors at exit survey
- Increased levels of satisfaction in advising and career development in psychology
- Increased traffic to web page
- Increased levels of funding from community agencies, alumni

III. RESOURCES NEEDED AND ACQUISITION STRATEGIES:

The Department of Psychological and Brain Sciences currently has several nationally recognized research programs and the department's level of extramural funding is at the top of funding levels in the College. This is an outstanding and notable achievement given the department's high level of teaching, research and service commitments to the college, university and community. The most critical resources needed are more faculty, more funded graduate student stipends, and adequate and modernized space for teaching as well as for research. Investing in our department will allow us to bring national recognition to the University of Louisville. We need to do the following:

- ❑ Decrease the faculty:student ratio to our benchmark institutions. Given the numbers of majors we have and our research mission, we should have 40-45 faculty.
Milestones: Hire 2 faculty in strategic areas per year for the next 10 years, beyond retirement replacements
- ❑ Increase the numbers of funded graduate students by providing a sufficient number of stipends. Without at least a 50% increase in the numbers of GTA lines we will not be able to provide undergraduate training as described above. Milestones: Increase the number of GTA lines by 25% for each of the next two years and increase 10% for each year thereafter.
- ❑ Space
 - Immediate Need for Space: The PBS faculty do not have adequate space for teaching classes with labs as proposed in this document. We have no room for additional faculty offices or labs. Many faculty do not have room for graduate and undergrad students in their labs. Space is a critical resource and our internal space assessment shows that improved space would have a major impact on teaching, research and partnerships with the community. We need the university to provide renovated space to accommodate more synergistic use and to foster inter- and intra-disciplinary use of space.
 - Longer-Term Plan for New Building: We propose that our dept be moved to one building. More centralized and integrated space will benefit undergraduates in supporting their understanding of the major and the connections to the community and dramatically support the strategic plan as described above.
- ❑ Provide institutional support for the Psychological Services Center which provides mental health services for underserved populations.
- ❑ Establish funding for scholarships and summer research opportunities for minorities students. Milestones: Provide for scholarships for 10-12 students each year
- ❑ Increase staff in the department
 - Establish department coordinator to develop and oversee a community internship program for undergraduates
 - Establish a grant writing specialist to support faculty grants and provide specialized workshops and training for graduate students in psychology
 - Funds for psychology webmaster
 - Funds for additional staff in development office that will specifically work with psychology dept at least for 25% time

The Dept. of Psychological and Brain Sciences has worked hard in the past decade to increase the caliber of faculty publishing and research funding, establish a Master's program while maintaining two high caliber doctoral programs, and to shift undergraduate teaching commitments from part-time instructors to full-time faculty. We have achieved and exceeded our goals for the Challenge for Excellence despite the fact that our faculty-to-student ratio has stayed far below any benchmark level that one could choose for comparison. As a department, we are committed to continued excellence and to achieving the next level of national recognition for research and graduate training, while providing our undergraduate majors with the high quality education they deserve. The most critical needs for achieving these goals are the hiring of new faculty and significant commitments for the space and graduate student stipends necessary to support the research and teaching mission of the department. The faculty would then be well positioned for an increased number of training and center grants to continue to support our work. Our goal is to be an exceptional, nationally recognized department of psychological science whose students, both undergraduate and graduate, thrive in a changing and diverse world and whose research adds to both understanding and application of psychological issues.

SOCIOLOGY

Thank you for the opportunity to submit this strategic plan for the Department of Sociology. The Department has enjoyed success in reaching recent goals and hopes to expand in order to attain new objectives in teaching, research, and service. The present plan focuses on improving the undergraduate and graduate education, expanding international offerings, and increasing research productivity.

SECTION I: Improve the Quality of Education

The Department of Sociology is proud of the excellence of instruction its faculty have provided in recent years, as evidenced by strong teaching evaluations and faculty teaching nominations and awards. Nevertheless, several trends diminish the Department's teaching quality: faculty shortages, large class sizes, and difficulties covering areas of our curriculum. Our plan strives to remedy these concerns.

A. FACULTY and GRADUATE ASSISTANTS

Discussion: Enrollments. In the Fall Semester, 2006, the Department of Sociology functioned beyond seating capacity in its 200- through 400-level courses (Sociology has no 100-level courses). As can be seen in Table 1, although 1,605 seats were available to undergraduate students, the actual enrollment for Fall, 2006, is 1,622. This is 101.1% of maximum enrollment. All of our courses at the 400-level or below are filled or nearly filled.

TABLE 1: Fall Semester Sociology Enrollments

<u>COURSE LEVEL</u>	<u>SEATS</u>	<u>STUDENTS</u>	<u>CAPACITY PERCENT</u>	<u>AVERAGE CLASS SIZE</u>
200-Level		598	100.3	
300-Level (Core Courses for Major)	596	499	103.5	63
300-Level (Others)	482	375	100.0	33
400-Level	375	150	98.7	42
TOTALS	152 1,605	1,622	101.1	27

(Distance and TV courses excluded; Several of our core classes have enrollments limited to 24 because they satisfy WR requirements.)

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Many of the courses we offer at the 200-level satisfy General Education requirements. The Department, however, is unable to increase seating in these courses due to an insufficient number of faculty and graduate assistants to either offer more sections or increase the size of existing sections. Increasing enrolments in existing sections is not the solution because a) mean class sizes are already large and b) higher class sizes reduce teaching effectiveness.

Five-year graduation averages. In addition, because the Department of Sociology has among the highest average number of graduates annually in the college, faculty teaching workloads are high. With a five-year average of 97 graduates, the Department of Sociology ranks 5th in Arts and Sciences behind Communication (124), Psychology (117), Justice Administration (113), and English (Rhetoric and Composition) (99). The next ranked departments are Biology and Political Science with five-year means of 92 and 69 respectively.

More important than raw numbers of graduates per major is the rate of graduates per faculty member. Taking each department's five-year graduation average and dividing by the number of tenured/tenure-track faculty (as listed in the current catalog, minus full-time administrators) shows that several departments have high graduate per faculty ratios. For example, Justice Administration has the highest ratio of 10.3 graduates per faculty members. The Department of Sociology ranks third in the college at 6.5 graduates per faculty member. Compared to other departments such as Physics which has less than one graduate per faculty and units comparable to Sociology such as Political Science (4.9 grads per faculty member) and History (2.2 grads per professor), the workload burden in Sociology clearly exceeds College norms.

Furthermore, the Department of Sociology serves a large number of minority and female students. Of the large departments, Sociology ranks first in the annual average percentage graduates who are African American; the Department's five-year average is 23.7%. Departments comparable to Sociology are smaller on this score: JA 18.6%, Communications 13.7%, Political Science 13%, and Psychology 15.8%. Sociology ranks second in the percentage of graduates who are female, 79.4%, trailing only Psychology (81.4%) among large departments.

Finally, the department is of insufficient size to offer enough core courses for majors and general education classes without relying upon part-time lecturers.

Summary: The Department is very successful in graduating students and serving the needs of minority and women students. Although we are highly ranked in terms of average graduates per year, the workload burden carried by faculty to maintain this level is very high. The Department is unable to offer a sufficient number of seats needed in its popular general education courses.

Recommendation: Add three new tenure-track lines to the Department faculty roster. Add five new graduate assistantships whose duties will include helping professors with large enrollments and who can lead break-out discussion groups in large sections, as is currently being done in Soc 201 and SOC 210, courses that satisfy GenED requirements.

Costs: Each faculty salary at roughly \$50,000 plus benefits and grad assistants at \$15,000.

Timeline: Add three faculty members, one each year from 2008 through 2010. Add three GTAs in 2007 and two in 2008.

B. GRADUATE EDUCATION

Discussion: The Department of Sociology has made great strides in raising its number of M.A. graduates in the last 7-8 years. The Department is graduating more students per year than in the past two decades without diminishing the quality of the program. In fact, it is arguable that quality has improved. We would like to build upon this success by continuing to grow. As argued above, we are asking for five new GTAs. Raising our number of GA awards will have several positive outcomes: a) the Department can compete for more and better degree candidates; b) the number of students who finish their degree will grow as having an assistantship strongly correlates with graduating; c) faculty research productivity will rise.

In addition, although this is not the proper venue to argue need, we plan to propose a doctoral program in sociology within ten years. In short, we believe that demographic factors warrant a new program in our discipline. This program would have immediate implications for the Department and the University of Louisville. First a PhD program would

enable the Department to contribute to the University's goal of increasing the number of doctoral degrees and stature as a premier research university. Second, doctoral students will increase the teaching pool and reduce our dependency on part-time lecturers. Third, research productivity will increase.

Summary: The Department intends to propose a new doctoral program in sociology by 2012.

Recommendation: Initiate discussions within the department to assess need and area focus. Five assistantships, in addition to those requested above, should be added. Two faculty lines, in addition to those above, are needed to staff the program.

Cost: Two faculty lines at \$65,000 each plus benefits and five assistantships at \$20,000 each.

Timeline: Begin discussions for program in 2008. Submit proposal in 2010. Admit first class in 2012. Faculty hires and new GTAs in 2012.

SECTION III: International Program Development

Discussion: Given the emerging globality of contemporary societies and cultures, the Department plans to increase its participation in programs that send students and faculty from the University of Louisville to international educational and research venues and curriculum changes that include globalization topics. In addition, the Department has been successful at training international students at the graduate level, although the Department has not made a concerted effort to recruit internationally. At present, the Department has a base of faculty members who possess international interests and experience, having worked in Caribbean nations and Asia and are involved in the University's Latin America Studies Program. The Department, in short, wants to expand its international presence.

Recommendation: Increase the Department's participation in international programs by teaching in study abroad programs, applying for grants and awards such as Fulbright Scholarships, increase globalization topics in the curriculum, and establishing stronger ties with existing international programs on campus. In addition, the program has plans to establish a certificate program in applied sociology in India.

Costs: Establishing and managing the Global Studies minor will have minor costs. The costs for establishing the program in India are not determined at this point.

Timeline: Establish Global Studies Minor housed in the Sociology Department in 2007. Establish the applied studies program in India in 2007.

SECTION IV: Faculty Research Productivity

Discussion: In the past 20 years, the Department of Sociology has worked diligently to follow the University's lead in transitioning to a premier research institution. Faculty members hired in recent years have been selected for their research training and orientation and promise of productivity. The teaching requirements of the faculty, which are higher than preeminent universities, often limit the amount of research that is possible to conduct. A faculty member, for example, teaching the usual load of five courses per year and who teaches the following schedule one 200-level class, one 300-level core class, two 300-level electives, and one 400-level elective, can expect to have 207 students per year, given current class averages. Extra faculty and assistants will allow occasional course-release for research and possibly reduce teaching loads to those typical of quality research programs.

One important research and teaching tool is the Louisville Metropolitan Survey (LMS), an annual survey (it's annual when funds allow). This survey has not been exploited as deeply as possible because of the lack of a compensated project director who not only plans the project, but can market both question-space and results for public use.

Recommendation: The additions stated above may cover faculty needs. Provide a teaching reduction for a faculty member skilled in survey research to develop and promote the survey.

Cost: Conducting the survey costs approximately \$20,000. Since the College of Arts and Sciences ceased contributing to the survey several years ago, the Department now covers survey costs from money earned from distance education courses and the occasional grant. Course reduction costs are roughly 10% of faculty salary.

Timeline: Make the LMS an annual study and provide course reduction for a faculty member to direct the project in 2007.

SECTION V: Overall Timeline of Requests

- 2007 Hire three new Graduate Assistants
Provide course release for LMS Director
Establish college's Global Studies Minor
Establish applied sociology program at Punjabi University in India
- 2008 Conduct search and hire one new tenure-track faculty member.
Hire two new Graduate Assistants.
Begin departmental discussions of new PhD program
- 2009 Conduct search and hire one new tenure-track faculty member.
Begin proposal for PhD program.
- 2010 Conduct search and hire one new tenure-track faculty member.
Write and submit proposal for new PhD program.
- 2011 Continue working on PhD proposal and program development.
- 2012 Conduct search and hire two new tenure-track faculty members for new PhD program.
- 2013 Admit first class to PhD program.
Hire five new GTAs for the doctoral program.
- 2014 Assess new PhD program
- 2015 Assess new PhD program
- 2016 Assess new PhD program

THEATRE ARTS

Theatre Arts Mission

The department embraces theatre as a performing art and supports the creation of productions for students to apply what they learn in classrooms and studios. Four interrelated goals follow: 1) We introduce General Education students to the arts of theatre; 2) We educate undergraduate majors about theatre's place in society, its history, processes, techniques, and skills; they graduate broadly educated rather than narrowly trained, prepared to enter many professions, theatre among them; 3) We educate graduate students to become creative, trained, and knowledgeable theatre artists; and 4) We share our diverse productions with the campus and Louisville.

The purpose of this strategic plan is to achieve these goals, which the department has embraced for years, at a higher level than ever before. We must grow as a department and a presence throughout our community, both on campus and beyond. We will do so by building on our strengths, diminishing our weaknesses, and increasing our resources.

In pursuit of this mission, the department embraces these values above others: a) being student centered; b) working collaboratively with trust; c) pursuing diversity, including a global perspective; d) encouraging creativity, joy, and play; e) fostering honesty, respect, and discipline; and f) cultivating critical thinking.

Objective #1: Establish a U of L Center for the Performing Arts.

The Playhouse was not built as a theatre and has not functioned adequately as one in decades. It is the oldest and worst theatre among public or private colleges and universities in Kentucky. The department's NAST accreditation specifically refers to its poor condition. Maintaining a 19th century structure is extremely costly for the university.

The Thrust Theatre is also an adapted building, in this case from a warehouse. It has different but equally insolvable problems. Railroad trains chug past to interrupt every performance. It is further compromised by its cramped size onstage and off.

These facilities are worse than those at our benchmark institutions, especially those with graduate programs. (See Appendix.)

At the very time that U of L is striving to have a stronger community presence and to support businesses in attracting and retaining professional employees, a U of L Center for the Performing Arts would accomplish both in an exhilarating and highly visible way.

In addition, a Center would be a social focus on campus. It would also give Kentuckians a reason in addition to athletic events to make our campus a destination.

Finally, a Center would unify the Theatre Arts Department by ending our separation in buildings at opposite ends of the campus. Because ours is a collaborative art, it is essential that all theatre arts students and faculty interact daily, whether their primary focus is on performance, literature and history, or production and technical theatre.

Note: President Ramsey has explained to the Chair that the CPE gives preferential treatment in funding to classroom buildings. The theatres themselves serve as classrooms for Theatre Arts and General Education students, who are drawn from every college. Also, since the Center would contain studios and rehearsal spaces used as classrooms, the university can readily make the case with the CPE that the Center *is* a classroom.

Timeline:

Year One: Submit Capital Plan for 2009-2010 biennial budget to Vice President Owsley. It will be in line with previous statements by President Ramsey and Provost Willihnganz about a new theatre on the site of Crawford Gym. Begin preparing specific program for the needs this facility should meet, including: square feet, number of seats, configuration of stages, dimensions for classroom studios, offices, and so on.

Year Two: Complete building program. Present proposal in biennial budget.

Year Four: Begin construction.

Year Five: Open U of L Center for the Performing Arts.

Resources: The estimated cost is \$20,000,000. A lead gift of 50% of the cost of the building should include naming rights. Increased income from Center would support some department initiatives.

Objective #2: Make Undergraduate Program the Preeminent Theatre Degree among Liberal Arts Programs in Kentucky.

Accreditation by NAST and the successful transition from offering separate B.A. and B.F.A. degrees to a single B.S. provide the college and department with a timely opportunity to make Theatre Arts preeminent among liberal arts programs in Kentucky.

Action Steps:

A) Secure new tenure-track line. Theatre Arts never replaced David Palmer after his sudden death in 1999. Students continue to suffer as a result. Since most theatre students are interested in acting, a key strategy to bolstering this core of our curriculum is to hire an additional acting teacher. This position and creation of four acting scholarships will increase enrollments and talent.

B) Bolster undergraduate design program. Suspension of the MFA in design presents new opportunities for undergraduates. Theatre Arts will:

- a. Initiate opportunities for students to undertake a “Tech Tour” of shops and production facilities in other cities;
- b. Assign undergraduate designers in scenery, costumes, sound, and lighting to Mainstage shows in each area at least once each season;
- c. Develop cadre so that all sixteen holders of work scholarships are specialists in technical theatre;
- d. Expand recruitment of high school students interested in design and production, including students potentially drawn to AATP;
- e. Improve theatre technology.

C) Extend diversity in its different forms throughout the curriculum. Building upon the strength of the AATP, we will continue expanding diversity to encompass ethnicity, religion, internationalism, and sexual preference.

D) Create culminating project for graduating students. In response to the QEP survey and renewed emphasis on critical thinking, department will enhance senior-level options by capitalizing on existing off-campus opportunities.

E) Pursue travel to national and international hubs of theatre, culture, and art. Long before “global” was coined, the arts transcended continental boundaries. Arts and artists borrow (and steal) indiscriminately for their enrichment and the audience’s. This initiative builds upon past international performances in Russia, South Africa, and France as well as the faculty’s strong connections abroad. Forging permanent global relationships creates benefits for students and world community.

F) Establish professional exposure for selected undergraduates. Especially talented and motivated students will be encouraged to pursue professional internships and be invited to participate in new showcase opportunities.

Timeline:

Year One: Undertake local “Tech Tour.” Expand undergraduate recruiting. Expansion of curriculum diversity continues.

Year Two: Hire tenure-track Acting teacher. Undertake national “tech tour.” Begin culminating projects. Organize professional exposure for selected graduating students.

Year Three: Undergraduates design for Mainstage in each area. Add two acting scholarships (or four half-scholarships)

Year Four: Travel to national and international hubs begins.

Year Five: Add two more acting scholarships (or four more half-scholarships).

Resources:

To create tenure-track line for teacher of Acting, \$45,000. This new position, along with converting existing term position with an academic focus to tenure-track, can be significantly funded through the retirement of Bert Harris at the end of the 2008-09 year.

Acting scholarships, 4 @ \$6252 (2006-07 tuition)= \$25,008.

Technology upgrades are already occurring through A & S Enhancement Funds received last year *and* being sought this year. In addition, upgrade will occur naturally from Objective #1, establishing a Center for the Performing Arts.

“Tech tours”: \$250/student to underwrite some expenses, total is \$2,500.

Expanded undergraduate recruiting: \$1000/year.

Travel to national and international hubs: \$500/student, \$5,000 annual expense.

Objective #3: Strengthen the AATP So It Can Grow.

Since 1993, the AATP has become a cornerstone of Theatre Arts at U of L. Through local, national, and international outreach, it expands the horizons of students and projects U of L’s far beyond our campus. New opportunities appear regularly, but to act on them, the AATP needs expanded personnel and operating resources.

Action Steps

A) Recruit more undergraduate and graduate students.

- a. Visit high schools in area and state and start Big Brother and Sister Program;
- b. Continue work with AS/PAS Future Students Summer Program;
- c. Increase students in minor and Interdisciplinary minor with PAS;
- d. Communicate with all HBC/Us and Predominantly White Institutions with undergraduate theatre programs only;
- e. Provide teaching opportunities for gtas in African American theatre.

B) Increase personnel to strengthen AATP:

- a. Hire full-time Administrative Assistant;
- b. Secure gta dedicated to AATP;
- c. Hire tenure-track AATP/Theatre Arts Assistant Professor with specialty in African American theatre and experience in on-line teaching.

Expand opportunities through new initiatives:

- C) a. Write proposal for AATP Institute;
- b. Commission Carlyle Brown to write play for the Lincoln Tribute;
- c. Seek funding for “Finding Freedom Summer” at Miami University;
- d. Propose Master’s Degree in African Diasporic Theatre;
- e. Expand summer touring.

Timeline:

Year One: Hire Administrative Assistant. Begin visits to high schools and Big Brother and Sister Program. Complete proposal for AATP Institute. Commission play by Carlyle Brown. Seek funding for “Freedom Summer.” Set aside funds for audition hardship cases. Send at least one student to ACTORFEST.

Year Two: Propose Master’s Degree in African Diasporic Theatre. Provide teaching opportunities for graduate students. Research HBC/U contacts and develop brochure and website. Research PWU with undergrad programs only. Expand summer touring.

Year Three: Have at least two students/year minor in African American Theatre and in interdisciplinary minor w/ PAS in Cultural Performance. Hire Assistant Professor. Achieve goal of twenty African American majors. Obtain gta dedicated to AATP.

Year Four: Work with Billie Holiday Theatre in New York.

Year Five: Increase minors to five in each area.

Resources: The salary for an Administrative Assistant is \$25,000.

Commissioning Carlyle Brown, \$10,000 (outside sources to be sought).

Funding for "Freedom Summer," \$25,600 (50% of this from Miami University and outside sources to be sought for some of remainder).

Expanded summer touring, \$7,500.

The salary for an Assistant Professor is estimated to be, \$45,000.

The cost of a gta for an out-of-state resident is \$29,648 (based on 2006-07 tuition).

Objective #4: Create Stronger Campus and Community Presence.

Dozens of Theatre Arts performances occur throughout the year, including free tickets in our Studio series. Yet, their impact could be far wider. Increased visibility will expand audience size and revenue, thus preparing in advance for transition to the U of L Center for the Performing Arts.

Action Steps:

A) Increase community awareness. President Ramsey's suggestion that the Grawemeyer Awards be extended to include the Arts would be a boon to U of L's performing, visual, and literary arts. Announcement of a U of L Center for the Performing Arts along with this Grawemeyer initiative would demonstrate the newfound importance of the arts at U of L. The *Courier-Journal* will not review *any* university productions so Theatre Arts receives little media attention. We hope the initiatives above, coupled with personal lobbying by President Ramsey, will lead the *Courier-Journal* to change its policy. Finally, Theatre Arts hopes to advertise off-campus, improve our website, and expand our relationship with the Office of Communications and Marketing.

B) Expand contact with local theatres and achieve working connection with an Equity Theatre. Prior efforts have focused primarily on Actors Theatre of Louisville. Department will pursue links with Stage One and regional Equity theatres.

Timeline

Year One: Improve website.

Year Two: Begin advertising and pursue links with professional theatres.

Resources

Advertisement of productions: \$1,000/production @ 6/year=\$6,000/year.

Objective #5: Broaden and Deepen Graduate Program

As the only MFA in Performance in Kentucky, our graduate program is unique. Its vitality is confirmed by accreditation from NAST in 2004. Nevertheless, the program can be stronger and more visible nationally.

Opening a Center for the Performing Arts as described in Objective #1 will help.

Strengthening the AATP as described in Objective #3 also supports this goal.

Achieving closer connections with Equity theatres, Objective #4, does as well.

In addition, we must recruit talented students more aggressively. This requires more travel, auditioning more broadly, and creating bonds with a greater number of HBCUs.

We should stabilize gta lines at a minimum of fifteen to assure a dynamic class each year.

Establishing professional exposure for graduating students through showcases and other opportunities that feature their abilities will assist their transition to the profession. These will also extend U of L's reputation to decision makers in the American theatre.

Timeline

Year One: Expand recruiting.

Year Two: Add two gta lines, stabilizing at fifteen.

Year Three: Create showcase and other opportunities.

Resources

Increased national recruiting: \$2,500/year.

Added gta lines: out-of-state tuition, stipend, and medical @ \$29,648 (based on current tuition) x 2=\$59,296.

Commence annual showcase, \$5,000/year.

Urban and Public Affairs

Vision

The University of Louisville vision is to “strive to become a preeminent metropolitan research university nationally recognized for our success in advancing the intellectual, social, and economic development of our community and its citizens.”^{*} The Department of Urban and Public Affairs embraces this vision as its own and anchors the university’s efforts through its academic programs, research, and service. Recognized in the original Challenge of Excellence adopted in 1998 as “Areas of Distinction and Opportunities for Excellence,” the department seeks to build on past successes.

Implementing Our Vision: Existing Programs and Activities

The School of Urban and Public Affairs transferred into the College of Arts and Sciences in May 2006. The department houses academic programs and research centers working to solve the complex urban problems facing communities in the city, region, state, nation, and world.

Academic Programs

The Department of Urban and Public Affairs[†] offers three major graduate degree programs producing trained professionals working to solve urban problems and improve community life in the city, region, state, and nation as well as academic scholars attaining positions at top universities in the U.S. and abroad.[‡]

- **Ph.D. in Urban and Public Affairs**
The Ph.D. program aims to be a nationally recognized doctoral program in urban and public affairs. It offers two main tracks, Urban Policy and Administration and Urban Planning and Development. At present, there are about 40 students enrolled in the Ph.D. program which graduates about five Ph.D.’s a year and cumulatively produced 58 graduates since established in 1993. The Ph.D. program’s top priority is to create a new track in International and Comparative Urban Development (see Priority Goal 3).
- **Masters of Public Administration (MPA)[§]**
The MPA program was established in 1991 serving as the only graduate degree in public in the metropolis of one million. The program has grown from just 25 students to about 50 enrolled in one of three tracks: Public Policy and Administration, Non-Profit Management, and Human Resources and Labor Management. The program was initially accredited in 1997 by the National Association of Schools of Public Affairs and Administration. The program was successfully re-accredited in 2004. The MPA top priority is to expand the Non-Profit Management offerings (see Priority Goal 5).
- **Masters of Urban Planning (MUP)^{**}**
The MUP is the only Planning degree in the state of Kentucky and one of only a handful in the region. The MUP aims to increase our recognition regionally, and

^{*} UofL’s Challenge for Excellence, 1998, p. 9.

[†] SUPA has ten faculty members including one term appointment faculty member, three endowed faculty chairs. Each program has additional program faculty drawn from other departments and disciplines in the College of Business and the College of Arts and Sciences.

[‡] Ph.D. graduates have attained academic appointments at places such as the University of North Carolina-Charlotte, the University of North Carolina-Greensboro, the University of West Florida, University of Arkansas at Little Rock, Roosevelt University, Indiana University-Kokomo, Southern Illinois University at Carbondale, University of Hawaii at Manoa, and Wesleyan University.

[§] This program is offered in collaboration with Political Science.

^{**} This program is offered in collaboration with Geography. The Urban Design Studio is a joint endeavor with the University of Kentucky.

nationally. The MUP program would like to be the first place people think of when needing planning expertise, whether by faculty input, student studios, courses, independent studies or internships, and otherwise assisting with community issues. The MUP top priority is accreditation and it will begin the process of review in 2007. The MUP also seeks to expand the Urban Design component within the program (see Priority Goal 4).

Research Institute and Centers

The Department of Urban and Public Affairs houses the Urban Studies Institute and a number of research centers.

- The Urban Studies Institute is an applied social policy and economic research center serving the Louisville metropolitan area and the Commonwealth of Kentucky. USI houses
 - Survey Research Center, which provides high quality, primary data, collected by telephone, mail, or other direct sources.
 - Kentucky Population Research (KPR) which carries out applied demographic research providing technical assistance to the Kentucky State Data Center and is the representative to the Federal-State Cooperative Program for population estimates and projects. It produces, along with the US Bureau of the Census, official population estimates and forecasts.
 - State Data Center which provides training and technical assistance in accessing and using Census data for research, administration, planning, and decision-making by the government, business community, university researchers, and other interested data users. The State Data Center maintains extensive data holdings including 1980 and 1990 census data, Current Population Surveys (CPS), Kentucky vital statistics, and Bureau of Economic Analysis (BEA) data. These resources provide the basis for a variety of demographic services to accommodate the informational needs of state and local governments and businesses.
- Center for Environmental Policy and Management
The Center for Environmental Policy and Management (CEPM) seeks to improve the economic efficiency and environmental efficacy outcomes of governmental and business environmental management practices. It is part of the Kentucky Environmental Institute for Sustainable Development. The CEPM houses the U.S. EPA Environmental Finance Center for Region 4 and along with several other grants brings in around \$300,000 a year in research and technical assistance projects. The center currently specializes in the economic development - environmental protection intersections, including contaminated land redevelopment, and smart growth planning. The center provides research and training to local, county, and state level officials and organizations. Through a collaborative EPA grant with Metro Louisville and the Center for Neighborhoods the CEPM is currently running community workshops in West Louisville aimed at improving participation in brownfields redevelopment. In the next 5 years, we want to build on this experience to provide assistance throughout the region in building community participation in revitalization processes. We are also committed to augmenting the environmental justice component of our mission.
- Center for Hazards Research and Policy Development
The Center has already gained a national reputation. The center would in the short term continue to tackle theoretical and practice based research projects. The Center is the only one of its kind in the state and region, and would like to solidify the idea that it is the place to go to for hazards issues. It seeks to maintain current staffing and funding levels (15 people are in the center, averaging \$1 million annually in funding.), and increase those numbers by another third to a half in the next five years. In ten years, the center would like to be considered one of the strongest hazard research centers in the country, respected for long-term commitment to funding high quality research and service projects.
- Center for Sustainable Urban Neighborhoods (SUN)
SUN's mission is to explore strategies, which foster empowering individuals in the community, promoting neighborhood revitalization and self-sufficiency achieved through community partnerships. SUN is part of UofL's green partnership with metro government and the school district.

Priority Goal 1: Establish a Center for Urban Solutions

Establish a *Center for Urban Solutions*^{*} within the Department of Urban and Public Affairs to lead and coordinate the university's efforts to make its talents and expertise available to communities throughout Kentucky as they build and adjust to the new economy of the twenty-first century.

- Create an endowed chair and recruit a Distinguished Scholar to direct this center and coordinate its efforts.
- Develop a partnership with the Kentucky League of Cities to research and develop effective policies to ensure cities successfully meet the challenges they face in the new century.
- Develop an inventory of university resources available to cities and communities.
- Offer a *White Paper* series to provide independent, professional advice to policy makers on complex social problems and urban development issues.
- Undertake an annual *State of Kentucky Cities* report highlighting underlying social and economic conditions to track progress on the improving the community's quality of life and to serve as a resource for policy makers and citizens.

Priority Goal 2: Establish a Center for Real Estate Studies

Establish a Center for Real Estate Studies within the Department of Urban and Public Affairs consistent with the gift agreement for the KHC Real Estate Research Professorship.

- Prepare and submit a proposal to establish a Center for Real Estate Studies. This Center will coordinate the department's efforts in real estate higher education, continuing education, research, and professional service in real estate. The Center will have an emphasis on non-profit housing and community development as well as for-profit development, and will be linked closely to the Master of Urban Planning program.
- A Graduate Certificate program will be proposed that will draw entirely from existing MUP courses. This Certificate program could be pursued independently or by students in the MUP or other master's programs. It is anticipated that the Center will be financially supported by additional gifts from the local real estate industry.

Priority Goal 3: Strengthen Ph.D. Program in Urban and Public Affairs by establishing a New Track in International and Comparative Urban Development

Establish a new track in *International and Comparative Urban Development* in the Ph.D. in Urban and Public Affairs program (with Political Science) resulting in five additional graduates a year by 2011-12.

- Secure 20 additional GRA/GTA lines from internal reallocation or central administration [submitted proposal in Fall 2006]
- Obtain a new tenure-track Assistant Professor line in Political Science with expertise in Urban Development in Africa and the Global South to under gird this track from the College of Arts and Sciences Enhancement Fund [Political Science requested in Fall 2006]

Priority Goal 4: Strengthen Master's of Urban Planning Program by Gaining Accreditation and Expanding Urban Design Studio

Strengthen the Master's of Urban Planning program

- Secure MUP program's accreditation enhancing recruitment and marketing of program with greater degree value to students
- Enhance Urban Design component of Urban Planning program to make the degree more valuable to students, enhancing training, and providing the community and Commonwealth with greater resources to successfully redevelop the city.
- Recruit a new Assistant Professor in Urban Design in partnership with the University of Kentucky. [This position has already been approved and is funded by an internal reallocation and money from the University of Kentucky.

^{*} President Ramsey's 2006 State of the University Address, Oct. 11, 2006, p.

Priority Goal 5: Strengthen Master’s of Public Administration Program by Expanding Offerings and Expertise in the Fast-growing *Non-Profit* Track

The non-profit track is the fastest growing subfield in the MPA program, a well-established program with proven student enrollments.

- The MPA program is understaffed, especially in this important field, central to the urban mission. The allocation by central administration and the College of Arts and Sciences of a new faculty member in this area would ensure the continued expansion and enhance quality and training of students and expertise available to the community.
- This position also would be linked to the anticipated new dual degree with a Masters of Fine Arts and the Masters of Public Administration. The position would be defined with a curatorial or cultural arts emphasis reflecting the important and growing role of the art’s in the community’s downtown development strategy.

Priority Goal 6: Integrate into the College of Arts and Sciences and Meet the Need for a Social Science Ph.D. Degree

The School of Urban and Public Affairs was transferred from the College of Business and Public Administration to the College of Arts and Sciences in 2006. Consistent with the Dean’s mandate to integrate with the college, the department will seek to expand ties with throughout the college in several ways.

- A long-standing objective of the College is the creation of a Social Science Ph.D. degree. The Ph.D. program in Urban and Public Affairs can satisfy the need for expanded doctoral training in the Social Science with a much lower cost than establishing a new Social Science Ph.D. program taking advantage of existing infrastructure such as an advising system and nearly two decades of practical experience.

Currently, the Ph.D. program aims to establish a new track in International and Comparative Urban Development (see Priority Goal 3). Three additional tracks that might be explored if sufficient resources can be provided and relevant departments are interested.

- Reviving and reconstituting the dormant Environmental Policy track. This would require a new tenure-track position in Environmental Policy as existing faculty are too stretched to offer courses. This would also require a new stream of GRA/GTAs. The track logically would build on existing strengths such as the Environmental Center with its significant work on brownfield redevelopment. Additionally, the program would want to link with Biology, Engineering and other related centers in the Department of Urban and Public Affairs and university.
- Working with Sociology and Justice Administration to develop a criminology track. This would probably require a new faculty member in Urban and Public Affairs or Sociology dedicated to the track to ensure strong mentoring and connection with existing programs. In addition, a new stream of GRA/GTAs would be required.
- Working with Humanities and Fine Arts on a Cultural Arts and the City track building on the anticipated new MPA joint degree program with the MFA. This would require a new faculty member in Urban and Public Affairs or Humanities or Fine Arts dedicated to the track to ensure strong mentoring and connection with existing programs. In addition, a new stream of GRA/GTAs would be required.

Realizing Our Vision: Resources Needed

Priority Goals	Link to University Strategic Plan Criteria and Benchmarks	Strategy or Action Steps and Measurement	Resources Needed	Resource Acquisition Strategy
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Priority Goals	Link to University Strategic Plan Criteria and Benchmarks	Strategy or Action Steps and Measurement	Resources Needed	Resource Acquisition Strategy
1. Establish a Kentucky Center for Urban Solutions	Research, Creative and Scholarly Activity; Partnership and collaboration with statewide municipal association; Outreach and community education programs	<p>2007-08 Develop partnership with statewide municipal association and agreement on center activity</p> <p>2008-09 Recruit director</p> <p>2009-10 Center begins work products starting with a State of Kentucky's Cities Report to set annual work plan</p> <p>2010-20 Carry out annual work plan</p>	<p>\$3,500,000</p> <p>Endowed Chair for Senior Scholar to run center</p> <p>50,000</p> <p>Two GRA positions</p>	<p>Development Campaign</p> <p>Grants and Contracts</p>
2. Establish a Center for Real Estate Studies	Educational Experience, Graduate Programs, Research and Scholarly Activity, Extramural funding, Outreach and Community Education Programs	<p>2007-08 Prepare and submit a proposal to establish a Center for Real Estate Studies</p> <p>2009-10 Propose a Graduate Certificate program</p> <p>2010-20 Center and Certificate Program up and running</p>	<p>\$500,000</p> <p>Administrative costs of running center</p>	<p>Development</p>
3. Establish a new track in International and Comparative Urban Development in Ph.D. program in Urban and Public Affairs in collaboration with Department of Political Science	Educational Experience, Graduate Programs, International Programs, Increasing student diversity and curricular diversity	<p>2007-08 Appoint temporary Visiting Assistant Professor</p> <p>2007-08 Begin Recruitment of 5 students for international track</p> <p>2008-09 Admit first class of 5 students</p> <p>2011-12 First class of graduates in new track (5 students)</p> <p>2012-20 Graduate 5 students a year from track</p>	<p>\$500,000</p> <p>New tenure-track position in Political Science at Assistant Professor level</p> <p>20 GRA/GTA positions to support students in new track in Ph.D. in Urban and Public Affairs. (May be assigned to other departments for undergraduate teaching as appropriate)</p>	<p>Political Science submitted A&S Quality Enhancement Proposal</p> <p>Submitted proposal to A&S Dean and Graduate Dean</p>

Priority Goals	Link to University Strategic Plan Criteria and Benchmarks	Strategy or Action Steps and Measurement	Resources Needed	Resource Acquisition Strategy
4. Expand Urban Design Studio activities to support community and train students in Master's in Urban Planning program	Education Experience, Graduate Programs, Partnership and collaboration with local governments and neighborhoods and University of Kentucky	<p>2007-08 Recruit Assistant Professor of Planning and Urban Design (position already approved)</p> <p>2008-09 New hire assumes responsibility to direct the Urban Design Studio and expand educational training and community outreach</p> <p>2009-20 Carry out annual work plan</p>	New tenure-track position in Urban and Public Affairs	Money already set aside in DUPA budget and remainder from University of Kentucky by collaborative agreement.
5. Enhance MPA Non-Profit track with new faculty line in Urban and Public Affairs, Political Science, or Sociology	Education Experience, Graduate Programs, Partnership and collaboration with local governments and non-profits in community, increase diversity	<p>2007-08 Attain central administration support for new position</p> <p>2008-09 Recruitment</p> <p>2009-10 New hire on staff</p> <p>2010-20 Enhanced offerings and community outreach</p>	New tenure-track line	College or university reallocation
6. Integrate into the College of Arts and Sciences and Meet the Need for a Social Science Ph.D. degree by Expanding Ph.D. program tracks in collaboration with other A&S units	Education Experience, Graduate Programs	<p>2007-08 Ascertain other units interests in college and administration</p> <p>2008-09 Study and propose track</p> <p>2009-20 Initiate new tracks with minimum 5 student enrollment in each track</p>	GRAs/GTAs	College or university reallocation and Development

WOMEN'S AND GENDER STUDIES

Strategic Plan, 2006

Vision statement

Women's and Gender Studies is the interdisciplinary examination of women and gender across cultures and epochs. Women's and Gender Studies addresses significant omissions in traditional scholarship by examining the history, contributions and accomplishments of women, and by studying the ways gender has structured intellectual and social life. Women's and Gender Studies calls attention to how issues of gender intersect with other structures of power such as race, class, and sexualities.

Faculty in Women's and Gender Studies create new knowledge on women and gender through their scholarship and share knowledge with the community through public programs. By offering undergraduate and graduate degree programs, which include internships and practicums, the Women's and Gender Studies Department serves the Louisville metropolitan area and prepares students to be engaged citizens.

We are a small faculty – three with full appointments in WGS, two with primary appointments in WGS, one with a secondary appointment in WGS. With the help of 34 faculty in other departments, who are Affiliated Faculty of WGS, we are currently operating at our capacity in terms of undergraduate and graduate programs; research and scholarly activity; and student, professional, and community service. We have ambitious goals for Women's and Gender Studies for the next ten years; however, to achieve these goals, we need more 100% faculty lines, term faculty positions, graduate assistantships, and expanded or new space.

Our vision for 2017 is a department of at least 8 full appointments; an additional joint appointment (the Audre Lorde Chair); one or two term faculty positions; at least 10 graduate assistantships; an additional staff position at the program assistant level; and expanded or new office/department space to accommodate faculty and students. With more faculty lines, graduate assistantships, an additional staff position, and new space, we could improve our existing undergraduate and graduate programs, add new programs at the graduate and undergraduate levels, increase our curricular offerings in terms of diversity, add to the diversity of our faculty, improve the already-high satisfaction of our students, contribute more fully to interdisciplinary scholarship, and increase our community outreach. With these resources we could accomplish the goals detailed below, which impact undergraduate and graduate education, scholarship, diversity, community outreach, and institutional effectiveness.

The Educational Experience

1. Undergraduate education/Student satisfaction
 - a. Course offerings/curriculum
 - i. *Current situation:* Because WGS has a very small faculty, most with reduced teaching loads or with teaching requirements in other departments, half of our general education course sections are offered by PTLs; most of our curriculum is taught by faculty outside of WGS; we have little control over the schedule of our curriculum in terms of days/hours/semester (with negative impact on students' ability to get the courses they need to graduate); and we have gaps in our curriculum (notably in the areas of gender and health, gender and the global south, action research, masculinities studies, and law/social policy).
 - ii. *Goal:* Eliminate reliance on PTLs ; increase number of general education courses offered; increase number of courses taught by WGS faculty; increase time/day/semester-range of course offerings; fill gaps in curriculum by adding new faculty lines in WGS.
 - iii. *How, and assessment:* increase number of faculty positions in WGS to 8 with 100% WGS appointment, retain current joint positions, add one-two term positions, and establish graduate assistantships to aid in WGST general education classes – by 2017. With each additional faculty member, we will

approach our goal. Milestones are totally dependent on when new faculty members are added. Suggested timetable is one new faculty position per year; two new graduate assistantships per year until total request is met.

- iv. *Resources needed:* funding for new positions – \$47,000 per year for each faculty position; \$18,000 per year for each graduate assistantship.
 - v. *Resource acquisition:* request from general university funds.
 - b. Internship experience for WGS majors
 - i. *Current situation:* WGS majors do a 100-hour internship in community organizations serving the needs of women or having a connection to gender issues. We maintain a list of possible organizations, but it is up to each student to construct an internship with people in the organization and with a faculty mentor.
 - ii. *Goal:* Our goal is to create/structure 10 internships in community organizations, with milestones of one per year from 2007 to 2017.
 - iii. *How, and assessment:* We need to create a list of target organizations, create and define one new internship partnership each year, work closely with targeted organizations to define 100-hour internships that meet the needs of our students and the needs of the organizations, keep list up-to-date by re-visiting organizations. Assessment is documenting the creation of the internships, and getting feedback from student-interns and organizations.
 - iv. *Resources needed:* We do not now have the person-power to accomplish this goal. We need a faculty member in the area of action research to take charge of this and a graduate assistant to help her/him.
 - v. *Resource acquisition:* request from general university funds.
 - c. International learning opportunities for our students
 - i. *Current situation:* At this point, WGS does not offer international learning opportunities for students.
 - ii. *Goal:* Develop a gender-focused international learning opportunity for UofL students. Milestones: initial explorations by 2008; plan development, 2009-2010; first opportunities offered to students, 2011.
 - iii. *How, and assessment:* We need to familiarize ourselves with current international learning opportunities at UofL (Belize, for example) and with other universities' offerings. We need to solicit input from students about their needs. Based on our findings, we will develop a plan for a stand-alone international course/exchange or one connected with an existing UofL program. Assessment is documenting the steps (above)/results.
 - iv. *Resources needed:* We do not have the person-power to accomplish this goal. We need a faculty member in the area of gender and the global south to take charge of this project. Also, we need funding for faculty travel to international sites to arrange programs, and, once successful, we need to be able to subsidize student travel.
 - v. *Resource acquisition:* request from general university funds for faculty line. We also request from A&S funding for initial, exploratory travel by a faculty member. We will be able to offer modest travel subsidies to WGS majors with proceeds from on-line classes for as long as those proceeds are given back to departments at the current rate.
 - d. LGBTQ studies
 - i. *Current situation:* For the past six years, students have expressed interest in WGS developing a new minor in LGBTQ studies. We have WGS and affiliated faculty teaching in this area and are in the middle of a search for the Audre Lorde Chair (AL chair), who will teach in this area. That will still leave us short of the necessary person-power to offer a minor.
 - ii. *Goal:* Develop a minor in LGBTQ studies, housed in WGS. Milestones: initial planning, 2008, with AL chair; develop introductory course, 2008; submit minor to A&S Curriculum Committee by 2009.
 - iii. *How, and assessment:* Work with new AL chair to determine curriculum and develop introductory course. Assessment is documenting the steps taken to create the minor.
 - iv. *Resources needed:* New faculty position in masculinities studies; funding for term faculty position to insure courses supporting the minor can be offered by regular faculty and/or by the term faculty member.
 - v. *Resource acquisition:* request from general university funds.
2. Graduate education/Student satisfaction

- a. M.A. curriculum
 - i. *Current situation:* The WGS M.A. curriculum is strong, but could be strengthened by creating an applied track, by filling gaps in the curriculum, and by being able to offer more courses at more times/days/semesters.
 - ii. *Goal:* Develop an applied track within the current M.A. curriculum, strengthen the curriculum by adding areas not now covered by full-time WGS faculty, expand scheduling possibilities for M.A. courses. Milestones: revise curriculum to include applied track, 2009; add new areas and new scheduling as new faculty are hired (timetable dependent on new faculty hires – see above for areas).
 - iii. *How, and assessment:* Developing an applied track depends on new faculty, and we would work with new hires to define the track. Crucial to the task of creating an applied track is a faculty member in action research; helpful to the task are faculty in gender and health, and law/social policy. We would also develop more practicum possibilities for these students. Assessment is documenting creation of track. Closing gaps in the curriculum and ability to offer more courses at more times/days/semesters requires hiring in designated areas (see above).
 - iv. *Resources needed:* funding for new faculty positions.
 - v. *Resource acquisition:* request from general university funds.
 - b. Recruiting/graduating M.A. students
 - i. *Current situation:* We have no assistantships to offer students, which has resulted in talented students going elsewhere for the M.A. This has also meant that it is difficult for us to graduate students in a timely fashion, since students have to go part-time and/or take jobs to support themselves in the program. Course scheduling (see above) is also an issue for graduation rates.
 - ii. *Goal:* Recruit and graduate more M.A. students (7 per year).
 - iii. *How, assessment:* We can recruit more students by offering assistantships to the most talented. Assessment would involve tracking student numbers (application and graduation) as assistantships become available.
 - iv. *Resources needed:* funding for up to 10 graduate assistantships.
 - v. *Resource acquisition:* request from general university funds.
 - c. Law School connection
 - i. *Current situation:* For the last three years we have offered a course on gender and the law; many of our undergraduate majors go on to law school; some of our M.A. graduates have gone on to law school.
 - ii. *Goal:* establish a dual degree, WGS M.A./J.D., with UofL School of Law. Milestones: develop degree curriculum by 2009; approval by 2010 – dependant on resources.
 - iii. *How, assessment:* We can work with current faculty in both programs to shape dual degree, and involve new faculty member in law/social policy. Assessment is documentation of successful submission/approval of degree plans to university committees.
 - iv. *Resources needed:* funding for new faculty member in law/social policy.
 - v. *Resource acquisition:* request from general university funds.
 - d. PAS connection
 - i. *Current situation:* WGS and PAS offer a joint undergraduate minor in Race/Gender Studies and many cross-listed courses.
 - ii. *Goal:* establish joint graduate program with PAS, using current faculty and new faculty (AL chair, new faculty member in gender and the global south, etc.). Milestones: consult with both departments along with AL chair, 2008-09; develop and get approval for program by 2010.
 - iii. *How, assessment:* “how” is described above; assessment is documenting successful submission/approval of new program.
 - iv. *Resources needed:* funding for new faculty member in gender and the global south.
 - v. *Resource acquisition:* request from general university funds.
 - e. Ph.D. in WGS: If WGS receives the resources related to the goals in this document, we will begin needs assessment related to offering a Ph.D.: 2017–
3. Facilities/support: In order to accomplish the goals listed above related to undergraduate and graduate programs and student satisfaction (retention), WGS needs the following resources, and we request general funds allocation to meet these needs:

- a. Facilities: We require expanded or new facilities to accommodate more faculty and also student gathering areas.
 - i. *Current situation:* We have no more space for faculty and we have NO space for students. We have no meeting space.
 - ii. *Resources needed:* We need space for new faculty offices, new staff office, and student gathering/meeting space (which will also be faculty meeting space). New space would also allow us to create a small computer lab for our students.
- b. Support staff: We require a new staff position to take care of the expanded responsibilities/tasks explained in this document.
 - i. *Current situation:* We have one staff position, which is barely adequate to take care of our needs, considering that WGS does much more public programming than other A&S units and WGS staff is also supporting the Anne Braden Institute project. To expand our services (new goals) and our faculty, we will need more support staff.
 - ii. *Resources needed:* We require a staff position at the program assistant level as new faculty/programs/tasks are assumed by WGS.

Research, Creative and Scholarly Activities

The new faculty and graduate assistantship positions requested above also contribute to Department and College goals in this category.

1. *Goal:* Increase faculty scholarship and extramural funding, as each new faculty member is added.
 - a. *Discussion:* WGS faculty have demonstrated excellence in scholarship and extramural funding, winning prizes, grants, and early tenure decisions. WGS will continue to select faculty who will perform in an outstanding manner in the area of scholarship. Adding new faculty in action research, gender and health, and law/social policy – areas directly related to funding opportunities – will increase the possibility of external funding.
2. *Goal:* Increase support of research centers/institutes by WGS faculty.
 - a. *Discussion:* Adding new faculty in action research and law/social policy will lend support to the proposed Braden Institute for Social Justice Research.
3. *Goal:* Increase faculty research productivity by creating graduate assistantships.
 - a. *Discussion:* Graduate assistantships will aid faculty in their research and will also provide help with undergraduate teaching – freeing faculty from some tasks, which will allow more time for research.

Accessibility, Diversity, Equity, and Communication

The new faculty and graduate assistantship positions requested above also contribute to Department and College goals in this category.

1. *Goal:* Increase faculty diversity in WGS.
 - a. *Discussion:* New positions proposed for WGS will be appealing to non-majority candidates (especially the position in gender and the global south).
2. *Goal:* Increase curricular diversity by adding faculty in new areas.
 - a. *Discussion:* New positions proposed for WGS will increase curricular diversity in the areas of sexualities, race/nationalities, studies of social class – because faculty will have expertise in these areas and will be offering new courses in these areas. This will increase offerings of CD-1/CD-2 courses, as well as new upper-level and graduate courses.
3. *Goal:* Increase student diversity in WGS.
 - a. *Discussion:* New courses in the curriculum on the global south, on masculinities, and on law/public policy, and new program development with PAS will attract more non-majority students (in terms of race, class, and sexualities) and more men students to WGS.

Partnerships and Collaboration

The new faculty and graduate assistantship positions requested above also contribute to Department and College goals in this category.

1. *Goal:* Increase WGS faculty outreach to Louisville community.
 - a. *Discussion:* WGS currently provides public programs throughout the academic year and invites the Louisville community to these programs. Additional faculty in action research, law/public policy, and gender and the global south will increase the number of WGS programs in areas important to the Louisville community.
2. *Goal:* Increase WGS student involvement in Louisville community as engaged citizens.

- a. *Discussion:* Development of WGS internship opportunities will involve faculty and students in Louisville community organizations as problem-solvers (see above).
- b. *Discussion:* Development of new track in M.A. program, with practicum requirement, will train graduate students in engaged scholarship and will involve them in community organizations.

Summary of requests/contributions

The goals outlined above can only be achieved if WGS has new resources.

1. *Requests:* WGS is requesting five new tenure-track faculty positions 100% in WGS, two term positions in WGS, continuation of current faculty positions (three at 100%, two primary in WGS, one secondary in WGS), at least ten graduate assistantships, one new program assistant staff position at 80% — gradually, by 2017. We also request expanded or new space to accommodate new faculty/staff positions.
2. *Contributions from Department:* WGS has been successful over the years in terms of bringing in outside money. We have a small endowment, which we use for scholarships; a large stake in the Mary Craik Scholarship endowment (at least 25% of scholarships will go to WGS students in the near future); the Minx Auerbach endowment, which allows us to bring a nationally known speaker to campus each year. We worked to secure the endowment for the Audre Lorde Chair, together with PAS. These funds benefit our students, increase our faculty, and provide public programs for the campus and Louisville community.
3. *Allocations from Department:* WGS has increased our discretionary funds over the last few years by increasing summer teaching and by creating an on-line version of WGST 201. We have put these funds back into teaching (funding new classes), into student scholarships, and into support for faculty research. In our fall, 2006 enhancement fund request, we proposed to use the bulk of our on-line money next year to share the cost of two graduate assistantships. If we do not have to use the money this way – if our graduate assistantships are fully funded and the number of assistantships grows (as we request) – we will be able to use our on-line money to support other goals, some noted in this document: exploring international program possibilities, and, once programs are in place, helping to fund students' travel; supporting faculty more fully in their research endeavors, in terms of travel, equipment and course release; providing computer lab for students (contingent on space); providing support for graduate student research projects and conference travel. We are a department that spends our discretionary funds each year for student and faculty support and for public programs – which we will continue to do.