



THE UNIVERSITY OF TENNESSEE CHATTANOOGA

COLLEGE OF ARTS & SCIENCES

"[A]rts and sciences are branches of the same tree. All these aspirations are directed toward ennobling [a person's] life, lifting it from the spheres of mere physical existence and leading the individual towards freedom." – Albert Einstein, 1937

*"Education serves democracy best when it prepares us for just the kinds of questions we face now: questions about a wider world, about our own values, and about difficult choices we must make both as human beings and citizens.... The approach to higher learning that best serves individuals, our globally engaged democracy and an innovating economy is **liberal education**."* – Association of American Colleges & Universities (AAC&U), Board of Directors, 2002

"Those persons, whom nature has endowed with genius and virtue, should be rendered by liberal education worthy to receive and able to guard the sacred deposit of the rights and liberties of their fellow citizens; and... they should be called to that charge without regard to wealth, birth or other accidental condition or circumstance." – Thomas Jefferson, 1779

*"When we ask about the relationship of a liberal education to citizenship, we are asking a question with a long history in the Western philosophical tradition. We are drawing on Socrates' concept of 'the examined life,' on Aristotle's notions of reflective citizenship, and above all on Greek and Roman Stoic notions of an education that is 'liberal' in that **it liberates the mind from bondage of habit and custom, producing people who can function with sensitivity and alertness as citizens of the whole world.**"* – Martha Nussbaum, *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*, 1998

*"This approach to liberal education – already visible on many campuses – erases the artificial distinctions between studies deemed liberal (interpreted to mean that they are not related to job training) and those called practical (which are assumed to be). **A liberal education is a practical education because it develops just those capacities needed by every thinking adult: analytical skills, effective communication, practical intelligence, ethical judgment, and social responsibility.**"* – *Greater Expectations: A New Vision for Learning as a Nation Goes to College*, AAC&U, 2002

"You want the inside of your head to be an interesting place to spend the rest of your life." – Judith Shapiro, former President of Barnard College

"[O]ne cannot live by equations alone. The need is increasing for workers with greater foreign language skills and an expanded knowledge of economics, history and geography. And who wants a technology-driven economy when those who drive it are not grounded in such fields as ethics?" – Norman Augustine, former Chairman and CEO of the Lockheed Martin Corporation, 2013

"More than achieving the competence to solve problems and perform complex tasks, education means attaining and sustaining curiosity and humility. It means growing out of an embattled sense of self into a more generous view of life as continuous self-reflection in light of new experience, including the witnessed experience of others." – Andrew Delbanco, author of *College: What It Was, Is, and Should Be*, 2012

Strategic Plan

The College of Arts and Sciences at the University of Tennessee at Chattanooga proudly celebrates and champions liberal education, an approach to teaching and learning that aims to liberate the human mind from habit and ignorance by emphasizing a broad and well-rounded course of study in the humanities, the fine arts, and the social, behavioral, and natural sciences. A liberal education prepares individuals to think critically and creatively, to communicate clearly, and to reflect on complexity, diversity, and change along our social, cultural, technological, and scientific horizons. In doing so, a liberal education cultivates a sense of personal and social responsibility, strong intellectual and practical skills (*e.g.*, written and verbal communication skills, analytical skills, information literacy, and problem-solving skills) that cross disciplinary boundaries and fields of study, along with the ability to apply such knowledge and skills in real-world settings.¹

Dedicated to essential academic pursuits—instruction, research, creative expression, and public service—the College of Arts and Sciences at the UTC pursues excellence in undergraduate and graduate education as its principal mission. The College’s top priority, therefore, is effective teaching in our major, minor, and graduate programs—programs through which students are educated for enriched lives and successful careers. Through its role in providing the majority of the University’s General Education program, along with our rigorous undergraduate and graduate programs, the College pursues a particular commitment to strengthen the intellectual skills of all students while developing their awareness and appreciation of the humanities, the fine arts, and the social, behavioral, and natural sciences.

The College of Arts and Sciences identifies in what follows its strategic plan for 2015-2020. This plan aligns with the Institutional Strategic Plan (ISP); articulates our mission, vision, values, and goals; helps us communicate and advocate for the College of Arts and Sciences on campus and in our community; and identifies priorities, strengths, and opportunities.

MISSION

- provide an environment for intellectual curiosity and a foundation for life-long learning, thinking, reflection, and growth
- equip students with transferrable skills—critical thinking, communication, and complex problem solving skills—that are needed to adapt and succeed in a rapidly evolving world
- advance cultural and intellectual diversity (*e.g.*, studying competing theories as well as intellectual advancements within and beyond Western traditions)
- advance new knowledge through research (theoretical and applied) and creative activities
- advance integrated service as a part of personal and social responsibility

¹ According to a 2013 survey conducted by Hart Research Associates on behalf of Association of American Colleges and Universities, 74% of employers would recommend a liberal education to college-bound students. A full report on the survey and its complete findings is available at www.aacu.org/leap.

VISION

The enduring vision of UTC's College of Arts and Sciences is...

to transform lives through a modern liberal arts and sciences education.²

VALUES

Faculty, staff, and students in the College of Arts and Sciences value a **positive work and learning environment** as we likewise embrace **cultural and intellectual diversity** and practice **innovative teaching and mentorship**. We value a **foundational education** that leads to a life that is enriched by **continuous learning**. We value **scholarly research and creative expression**. We value being engaged with the **Chattanooga community**, as well as our **regional and global partners** and our ever-expanding **intellectual communities**. As such, our values are summed up in four words: **collaboration, inclusion, creativity, and innovation**.

GOALS

Goal 1: This College leads the university, community, and region in providing an essential liberal arts and sciences education that prepares students for an increasingly global context and economy. The Association of American Colleges & Universities (AAC&U), through its "Liberal Education and America's Promise" or LEAP campaign, has developed essential learning outcomes for a 21st century liberal education to which we must aspire as a College of Arts and Sciences. Those essential learning outcomes are available at <http://www.aacu.org/leap/essential-learning-outcomes>. Consistent with LEAP's essential learning outcomes, we aim to accomplish the following subgoals.

- a. Promote a **liberal education** and broadly communicate the value of such an educational experience. (ISP 1g)
- b. Actively **recruit** and **retain** undergraduate and graduate students; **increase degree completion rates**. (ISP Goal 3a)
- c. Mindfully **integrate up-to-date technology and sustain best teaching practices** to provide students in the College with the best possible 21st century classroom and learning experience. This includes increasing the accessibility and modality of courses that make up the General Education curriculum. (ISP Goal 1)
- d. Expand points of contact, outreach communication, and opportunities for **engagement and relationship building with UTC graduates and key constituents of the College to facilitate external support**. (ISP Goal 3)
- e. Increase opportunities and preparation for students, faculty, and staff to have an **international or study abroad experience** to ensure first-hand exposure to global examples of cultural, architectural, intellectual and scientific achievement. (ISP 4c; see Goal 3c in this plan)

² The phrase "liberal arts and sciences education" comes from our national organization, the Council of Colleges of Arts & Sciences. Like the CCAS, we use the phrase to reflect our commitment to liberal education in the context of a comprehensive College of Arts and Sciences.

Goal 2: The College of Arts and Sciences values and promotes human achievement in the social sciences, behavioral sciences, natural sciences, humanities, and fine arts. In doing so, we celebrate human achievements—*i.e.*, publications, performances, exhibitions, outstanding teaching, research, and more—both within and beyond our disciplines.

- a. Provide undergraduate and graduate programs that offer a **framework for personal and professional growth and that expose students to the scope and range of human achievement** in the arts and sciences. (ISP 1c, 1g)
- b. Provide instruction and enable student learning through **innovative teaching strategies**, including flipped classrooms, team-based learning, problem-based learning, facilitations and presentations, online and hybrid instructional delivery. (ISP 1d, 2d)
- c. **Increase student participation in research and creative activities** under faculty guidance. (ISP 1b, 2a)
- d. **Showcase and reward faculty/student research and creative achievement** through department- and college-level awards, grant funding, reassigned time, and more. (SP 3h)
- e. Participate in and/or sponsor **campus and community activities that promote cultural engagement and highlight achievements in the social sciences, behavioral sciences, natural sciences, humanities, and fine arts.** (ISP 1g)

Goal 3: The College of Arts and Sciences embraces cultural and intellectual diversity. The College of Arts and Sciences—its leadership, faculty, and staff—is committed to a campus culture that respects the inherent worth of every person and that is enriched by our diverse backgrounds.

- a. Participate in the implementation of an institutional diversity plan by creating a **college-level diversity plan** which defines and sets clear metrics for diversity of faculty, staff, and students. (ISP 4a, 4d)
- b. Advocate for a **culture of inclusion**, including physical and technological access for students, faculty and staff with disabilities. (ISP 4b)
- c. Increase opportunities for students, faculty, and staff to have an **international or study abroad experience** to ensure first-hand exposure to global examples of cultural, architectural, intellectual and scientific achievement. (ISP 4c)
- d. Offer educational opportunities that **promote an awareness of and an appreciation of divergent worldviews.**
- e. Showcase and promote **multidisciplinary and interdisciplinary research, teaching, and creative activities.**

Goal 4: The College of Arts and Sciences cultivates new knowledge through research (theoretical and applied) and creative activities that engage students, faculty, and community partners.

- a. Increase student involvement in **experiential learning, research, creative endeavors, internships, senior capstone projects, practica, and service.** (ISP 1)

- b. Promote greater **student engagement in research and creative activity**, including the presentation of student/faculty work in scholarly and creative outlets. (ISP 1)
- c. Pursue **faculty workload that is consistent with experiential learning objectives**. (ISP Goal 4a, 4b)
- d. **Recruit and retain faculty by demonstrating a commitment to and proper funding for research and creative activity**, including start-up funds and sustained funding.
- e. Pursue **proper infrastructure and space needs, technology/equipment availability**, and connection to student research opportunities.
- f. **Enrich graduate programs with competitive recruitment**, including competitive scholarships, research opportunities, and teaching experiences.
- g. Identify opportunities (system, state, federal, private, etc.) to **secure additional funding**.
- h. **Take the College's scholarly and creative activity into the community** in order to promote Chattanooga as a "teaching and learning lab" or studio.
- i. **Integrate sustainability** and its values—human interactions with and responsibilities to the natural environment—into both the Gen Ed and programmatic curricula.

Goal 5: The College of Arts and Sciences must establish its identity and value on campus, in the community, and beyond. The identity and value may be accomplished through improved communication, messaging, and marketing.

- a. Promote locally (*i.e.*, on campus) and regionally **achievements in teaching, learning, research, creative expression, and service of our faculty, staff, and students**. (ISP 2a)
- b. Improve **communication and engagement with our alumni and with partners/friends of the College** as a way to expand external support. (ISP 3b, 3f)
- c. Promote the College of Arts and Sciences as UTC's **locus for a rich and rigorous General Education curriculum**.

ASSESSING THE PLAN AND OUR GOALS

In the following tables, we align our goals and subgoals with measures of success over the next five years. We use academic year 2015-16 as a baseline, then articulate as best as possible what we aim to accomplish during/by years three (academic year 2017-18) and five (academic year 2019-20). Intermittent years (2016-17 and 2018-19) will be used to evaluate the previous year, plan for subsequent year, and reevaluate the strategic plan.

Goal 1: This College leads the university, community, and region in providing an essential liberal arts and sciences education that prepares students for an increasingly global context and economy.

Activity	Baseline 2015-16	Measure of Success for 2017-18	Measure of Success for 2019-20	Responsible Group or Individual	Definition, Source or Notes
Goal 1a: Promote a liberal education and broadly communicate the value of such an educational experience. (ISP 1g)	Identify ways to communicate the value of a liberal arts and sciences education, in addition to the role of the College is providing that education.	Create or broaden our communication strategies/messages across numerous media, e.g., CAS newsletter for alumni and community partners, videos, and more.	Assess promotional materials and their effectiveness.	Departments, Director of Community Partnerships; in partnership with the Honors College Development (magazine) and University Relations (help with website and social media)	These programs are already happening, just need to be more consistently promoted by the college
Goal 1b: Actively recruit and retain undergraduate and graduate students; increase degree completion rates . (ISP 3a)	Inventory of college-level data and strategies, including department and program retention data and graduation rates. Create or refine department retention plans. Determine appropriate goals, e.g., exceed institutional retention and degree completion averages.	Identify and implement best practices to improve retention data and graduation rates by department/program/discipline as a way to determine our own best practices. Implement strategies to build a culture around our students (supporting student clubs, student research conferences, etc.)	Assess best practices or strategies to improve retention data and graduation rates across the College. Assess student support structures at the department and college levels.	OPEIR, Dean's office, department heads, faculty, staff, professional and faculty advisors, NSSE and FSSE data will help us determine <i>what</i> is successful. (The challenge will be to determine <i>why</i> .) In partnership with the Honors College Student Development	More specifically, we may build a more robust advisement program, improve advisement training, improve advisement from freshmen to sophomore years as students transition from CASS advisors to professional or faculty advisors in their major. A significant challenge in the short term will involve students who come in with 2 years of

		Consider creation of "Student Mentors" or "CAS Ambassadors" or leadership certificate.			technical or community college course work (associate degrees). We will need to reconsider alignment of faculty, impact on programs, impact on SCH as measure for productivity.
Goal 1c: Mindfully integrate up-to-date technology and sustain best teaching practices to provide students in the College with the best possible 21 st century classroom and learning experience. This includes increasing the accessibility and modality of courses that make up the General Education curriculum. (ISP Goal 1)	Inventory of classes offered online or as hybrid. Facilitate discussions at the department level regarding the scholarship of teaching and learning. Determine level of participation by faculty in Walker Center for Teaching and Learning activities or other (perhaps discipline-specific) professional development activities in teaching.	Assess demand for online and/or hybrid courses. Adjust course offerings as necessary. Departments revise bylaws as they deem necessary. Assess effectiveness of professional development activities related to teaching. Increase participation by faculty, as may be needed, in such training or in Instructional Excellence retreats.	Evaluate retention and degree completion rates of online and hybrid courses. Departments revise bylaws as they deem necessary. Assess effectiveness of professional development activities related to teaching. Increase participation by faculty, as may be needed, in such training or in Instructional Excellence retreats.	Dean's office, department heads, faculty, staff	Annual performance evaluation may be tied to a faculty member's ability to or willingness to remain engaged in the practice of good teaching.
Goal 1d: Expand points of contact, outreach communication, and opportunities for engagement and relationship building with UTC	Identify ways in which we currently communicate with alumni and/or	Establish clear lines of communication with alumni and/or community partners, friends, and	Evaluate effectiveness of outreach communication and make necessary improvements.	Dean's office, University Relations, Development, and Alumni Affairs, PEG	Goals for increases in respective areas are designed to mirror similar goals in place

<p>graduates and other key constituents of the College to facilitate external support. (ISP Goal 3)</p>	<p>community partners, friends, and supporters of the College.</p> <p>Promote public events, e.g., Patten Performances.</p>	<p>supporters of the College, e.g., College Newsletter, use of social media, alumni associations by department.</p>		<p>Alumni Attitude Survey (THEC)</p>	<p>for the UT System and used in the Office of Development and Alumni Affairs, which in turn are based on industry standards.</p>
<p>Goal 1e (and 3c): Increase opportunities for UTC students, faculty, and staff to have an international or study abroad experience to ensure first-hand exposure to global examples of cultural, architectural, intellectual and scientific achievement. (ISP 4c)</p>	<p>Collaborate with the Office of International and National Exchange Programs to promote study abroad and to determine the number of faculty, staff, and students who participate in national and international exchange.</p>	<p>Determine the available programs for students. Consider feasibility of expanding programs as well as opportunities for faculty support. Continue to promote international and study abroad experience by participating in campus-wide fairs and activities. Identify funding/support opportunities for international and/or study abroad experience.</p> <p>Participate in “International/Study Abroad Day” so that UTC faculty and students can publicly share their travel-abroad experiences and recruit interested students.</p>	<p>Increase faculty, staff, and student participation by 100%.</p>	<p>Office for International and National Exchange Programs, <i>ad hoc</i> Committee on International Programs, Dean's Office, faculty, staff, and students. In partnership with the Honors College</p>	<p>https://www.insidehighered.com/views/2015/03/23/essay-problems-american-ignorance-world</p>

Goal 2: The College of Arts and Sciences values and promotes human achievement in the social sciences, behavioral sciences, natural sciences, humanities, and fine arts.

Activity	Baseline 2015-16	Measure of Success for 2017-18	Measure of Success for 2019-20	Responsible Group or Individual	Definition, Source or Notes
<p>Goal 2a Provide undergraduate and graduate programs that offer a framework for personal and professional growth and that expose students to the scope and range of human achievement in the arts and sciences. (ISP 1c, 1g).</p>	<p>Departmental review of undergraduate and graduate degree programs, including course offerings, to develop and refine program student learning outcomes (SLOs).</p> <p>Identify areas of potential program growth, particularly interdisciplinary programs. Initiate method to evaluate these programs and their potentials.</p>	<p>Initial assessment of program SLOs.</p> <p>Review and update Clear Path "showcases" and academic scheduling to ensure course offerings are of sufficient frequency and variety to enable students to complete degree requirements. Use course predictive models.</p> <p>Evaluate Gender Studies, African Studies, etc. Modify curriculum and/or programs as needed.</p>	<p>Implement necessary changes to program SLOs, including ClearPath Showcases, to promote intellectual exploration, retention and timely graduation.</p> <p>Continue to hone and refine undergraduate and graduate student curriculum.</p>	<p>OPEIR, department heads, program directors and coordinators</p>	
<p>Goal 2b: Provide instruction and enable student learning through innovative teaching strategies, including flipped classrooms, team-based learning, problem-based learning, facilitations and presentations, online and hybrid</p>	<p>Identify teaching strategies and resources for faculty to effectively deliver instruction.</p>	<p>Support, encourage, and recognize faculty in the development of innovative and flexible teaching strategies to increase faculty effectiveness in the classroom. Communicate</p>	<p>Continue to encourage, support, and recognize faculty teaching innovations. Continue to seek out appropriate instructional technologies.</p>	<p>Dean's office, department heads, Information Technology, Walker Center for Teaching and Learning, Library Instructional</p>	

<p>instructional delivery. (ISP 1d, 2d)</p>		<p>need for and maintain state-of-the-art technology in labs and classroom spaces.</p>		<p>Resources. In partnership with the Honors College</p>	
<p>Goal 2c: Increase student participation in research and creative activities under faculty guidance.</p>	<p>Identify areas of research available to students and actively promote faculty-supervised research projects.</p> <p>Identify resources available to support and fund faculty/student research.</p>	<p>Assess the number of faculty and students who are working collaboratively on research or creative projects.</p> <p>Provide support for qualifying students to defray the cost of conducting/presenting research and creative activities under faculty guidance.</p> <p>Determine appropriate support for faculty who engage in research with students. Consider, for example, offering course credit, funding student-assisted faculty research, or offering a course release to faculty members who have directed DHON projects and/or graduate theses in the previous five years.</p>	<p>Continue to encourage faculty/student research collaboration</p> <p>Identify the number of students qualifying and receiving funding for research and creative activities</p>	<p>Dean's office and department heads. In partnership with the Honors College. Office for Undergraduate Research and Creative Activity.</p>	

<p>Goal 2d: Showcase and reward faculty/student research and creative achievement through department- and college-level awards, grant funding, reassigned time, and more. (ISP 3h)</p>	<p>Identify what departments currently do to showcase and reward faculty/student research and creative achievement.</p> <p>Determine funding opportunities (internal and external) that support faculty/student research and creative activities.</p>	<p>At least half of the departments within CAS will have the means by which to showcase student/faculty research and creative projects.</p> <p>Award a College prize for most outstanding DHON thesis and Graduate thesis in the Arts and Sciences.</p> <p>Install a highly visible display case on campus (Library, UC, etc.) to celebrate CAS faculty and student research and creative activities.</p>	<p>Evaluate use of social media as a way to showcase research and creative activities. Explore additional opportunities to expand scope of promotion.</p> <p>Expand the awards process for outstanding student research. (If promotion if working, we should see increased support.)</p> <p>Continue to maintain research and creative activities display case.</p>	<p>Dean's office, department heads. In partnership with the Honors College. Office for Undergraduate Research and Creative Activity</p>	<p>It is imperative that we acknowledge the contributions of our contingent faculty. These colleagues teach, research, create, and serve in numerous ways across the College. We must consider increased financial support, and we must identify adequate and proper work space for our contingent faculty.</p>
<p>Goal 2e: Participate in and/or sponsor campus and community activities that promote cultural engagement and highlight achievements in the social sciences, natural sciences, humanities, and fine arts.</p>	<p>Document previous faculty and student community-based activities.</p>	<p>Host a minimum of one colloquium per semester for campus and wider community in an attempt to highlight research and creative activities of faculty and students.</p> <p>Promote engagement in university research colloquia (i.e. UTC's Research Day).</p>	<p>Evaluate success of colloquia.</p> <p>Increase the number of participants in research engagement activities—i.e., students and community partners.</p>	<p>Dean's Office, CAS Department Heads and Graduate Coordinators, Development Office, Office for Undergraduate Research and Creative Activity, Office of Partnerships and Sponsored Programs. In partnership with Honors College.</p>	<p>Consider hosting guest scholars as well; requires adequate funding for guest lectures.</p>

Goal 3: The College of Arts and Sciences embraces cultural and intellectual diversity.

Activity	Baseline 2015-16	Measure of Success for 2017-18	Measure of Success for 2019-20	Responsible Group or Individual	Definition, Source or Notes
Goal 3a: Participate in the implementation of an institutional diversity plan by creating a college-level diversity plan which defines and sets clear metrics for diversity of faculty, staff, and students. (ISP 4A, 4D)	Assemble a college-level Diversity Board. Review ISP diversity plan and determine areas that should be addressed and implemented. Develop 5-year hiring plan. Develop plan to recruit minority and under represented minority students to our majors.	Review metrics identified in the University diversity plan and prepare college-level draft of our own diversity plan. Review 5-year hiring plan. Review plan to recruit minority and under represented minority students to our majors.	Complete and implement CAS diversity plan, which supports the University plan. Assess 5-year hiring plan. Assess recruitment of minority and under represented minority students in our majors.	Dean's office, CAS Diversity Board, department heads, faculty, staff and students. Collaborate with Rosite George and Multicultural Center.	
Goal 3b: Advocate for a culture of inclusion , including physical and technological access for students, faculty and staff with disabilities. (ISP 4b)	With the assistance of DRC, determine level of access for students, faculty and staff. Develop an outline that will highlight areas of improvement.	Coordinate with DRC and the ATI (Accessible Technology Initiative) Committee to assist in the completion of 50% of improvements.	Maintain membership on and support the ATI Committee as a way to ensure that the College keeps as a top priority a culture of inclusion within this unit.	Dean's office, department heads, members of the ATI Committee.	http://www.utc.edu/diversity-resource-center/ http://www.utc.edu/academic-affairs/accessible-technology-initiative/
Goal 3c: Increase opportunities for UTC students, faculty, and staff to have an international or study abroad experience to ensure first-hand exposure to global examples of cultural, architectural, intellectual and scientific achievement. (ISP 4c)	Collaborate with the Office of International and National Exchange Programs to promote study abroad and to determine the number of faculty, staff, and students who participate in national and international exchange.	Determine the available programs for students. Consider feasibility of expanding programs as well as opportunities for faculty support. Continue to promote international and study abroad experience by participating in campus-wide fairs and activities. Identify funding/support	Increase faculty, staff, and student participation by 100%.	Office for International and National Exchange Programs, <i>ad hoc</i> Committee on International Programs, Dean's Office, faculty, staff, and students. In partnerships with the Honors College.	https://www.insideighered.com/views/2015/03/23/essay-problems-american-ignorance-world

		<p>opportunities for international and/or study abroad experience.</p> <p>Participate in “International/Study Abroad Day” so that UTC faculty and students can publicly share their travel-abroad experiences and recruit interested students.</p>			
<p>Goal 3d: Offer educational opportunities that promote an awareness of and an appreciation of divergent worldviews.</p>	<p>Identify existing opportunities and programs that facilitate awareness and appreciation of divergent worldviews.</p> <p>Consider colloquium series—internal and external speakers/lectures.</p>	<p>Review opportunities and programs that facilitate awareness and appreciation of diverse perspectives and experiences, particularly in the General Education curriculum (nonwestern cultures category) and in Patten Performances.</p>	<p>Revise and update as necessary programs and curriculum that support this goal.</p>	<p>General Education Committee, College Curriculum Committee, department heads and faculty. In partnerships with the Honors College.</p>	<p>http://www.utc.edu/fine-arts-center/pattenperformances/index.php</p>
<p>Goal 3e: Showcase and promote multidisciplinary and interdisciplinary research, teaching, and creative activities.</p>	<p>Identify interdisciplinary research, teaching, and creative activities. Evaluate the current interdisciplinary programs to define their impact.</p>	<p>Explore a broader focus and broader appeal for our current interdisciplinary programs and minors.</p>	<p>Revise as necessary our interdisciplinary programs and minors. Build enrollment in these majors and minors.</p>	<p>Dean's office, department heads. In partnerships with the Honors College.</p>	<p>http://catalog.utc.edu/preview_entity.php?catalog_id=14&ent_oid=535&returnto=430; Consider cluster hires and cluster areas.</p>

Goal 4: The College of Arts and Sciences cultivates new knowledge through research (theoretical and applied) and creative activities that engage students, faculty, and community partners.

Activity	Baseline 2015-16	Measure of Success for 2017-18	Measure of Success for 2019-20	Responsible Group or Individual	Definition, Source or Notes
<p>Goal 4a: Increase student involvement in experiential learning, research, creative endeavors, internships, senior capstone projects, practica, and service. (ISP Goal 1)</p>	<p>Identify programs (majors and minors) that provide such opportunities. Identify number of students who participate in such opportunities.</p> <p>Identify current courses that could be designated as "Beyond the Classroom" courses as they already exist.</p>	<p>Implement plan derived from baseline assessment to increase baseline by 10%, if funding is available and faculty workload has been adjusted to accommodate supervision of these activities. That is, work toward establishing appropriate support (<i>e.g.</i>, college-level or department-level internship coordinator positions) to facilitate stronger and more opportunities for research, internships, service learning, and creative endeavors with community partners.</p> <p>Work with Beyond the Classroom designation to allow students credit on their diploma and transcripts.</p>	<p>Implement plan to reach goal that will be set based on assessment from previous cycle. This will involve evaluating (relative to SLOs) and improving as needed opportunities for community-engaged research, internships, service learning, and creative endeavors.</p>	<p>Deans office, Department heads, WCTL staff/faculty, Office of Undergraduate Research and Creative Activity (Sal), ThinkAchieve, Experiential Learning Coordinator (Bengt), Student Development, Career Services.</p>	

<p>Goal 4b: Promote greater student engagement in research and creative activity, including the presentation of student/faculty work in scholarly and creative outlets. (ISP Goal 1b, 2a)</p>	<p>Identify level of student/faculty participation in research and creative activity, in addition to available funds and travel support.</p> <p>Identify ways in which departments recognize or otherwise support faculty participation in student research.</p> <p>Initiate conversation with Honors College regarding student participation, student supervision, and faculty compensation.</p>	<p>Implement plan derived from baseline assessment to increase baseline by 10%, if funding is available and faculty workload has been adjusted to accommodate supervision of these activities.</p> <p>Offer additional opportunities for Provost Student Research Award (PSRA) grants, as funding is available.</p> <p>Further encourage faculty and students to present their scholarly work at UTC Research day, or attend the event if not presenting.</p>	<p>Implement plan to reach goal that will be set based on assessment from previous cycle.</p> <p>Develop awards/honorary distinction for independent student research and creative activity.</p>	<p>Provost, Dean’s office, Department Heads, Office of Partnerships and Sponsored Programs, Office of Undergraduate Research and Creative Activity, Honors College, Vice Chancellor for Research and Dean of the Graduate School</p>	
<p>Goal 4c: Pursue faculty workload that is consistent with experiential learning objectives. (ISP 4a, 4b)</p>	<p>Develop a college-level plan/policy that incorporates supervision of student scholarly experiential learning into faculty workload.</p> <p>Research peer institutions and their policies on aligning faculty workload with experiential learning opportunities and investments.</p>	<p>Draft policy.</p>	<p>Review and revise faculty workload policy relative to investment in experiential learning.</p>	<p>Provost, Deans, Department Heads, Office of Undergraduate Research, and Faculty Workload Committee, OPEIR, Honors College</p>	

<p>Goal 4d: Recruit and retain faculty by demonstrating a commitment to and proper funding for research and creative activity, including start-up funds and sustained funding.</p>	<p>Assess faculty hiring packages relative to peer institutions in the last two years.</p> <p>Assess funds allocated to faculty for research and/or creative activity relative to peer institutions in the last two years.</p> <p>Assess current faculty retention rates.</p> <p>Assess discipline, regional and national standards for faculty compensation of scholarly work.</p>	<p>Implement plan derived from baseline assessment to ensure competitive and proper funding for research and creative activity.</p>	<p>Assess plan derived from baseline assessment to ensure competitive and proper funding for research and creative activity.</p>	<p>Dean's office, department heads, OPEIR</p>	<p>Sabbatical policy: http://www.utc.edu/faculty-senate/pdfs/ch7handbook.pdf</p>
<p>Goal 4e: Pursue proper infrastructure, instructional space, technology, and equipment to support teaching, learning, and research.</p>	<p>Assess current allotment of resources, including space, technology, and equipment.</p> <p>Assess peer institutions' policies on allotment of resources.</p> <p>Assess standards set by accrediting bodies and/or discipline-specific standards.</p>	<p>Allocate available space, technology, and/or equipment to meet needs and standards established in baseline assessment.</p>	<p>Continue to address unmet needs with available resources.</p>	<p>Department Heads, faculty, Office of Undergraduate Research and Creative Activity, Vice Chancellor for Research and Dean of the Graduate School</p>	
<p>Goal 4f: Enrich graduate programs with competitive recruitment,</p>	<p>Review graduate programs to determine</p>	<p>Increase support where needed to make our</p>	<p>Assess the success of recruitment packages,</p>	<p>Deans, department heads, Vice Chancellor</p>	<p>In Spring 2015 there were 312 students</p>

including competitive scholarships, assistantships, research opportunities, and teaching experiences.	recruiting goals and funding opportunities. Assess current level of conference travel support for graduate students. Compare such support with peer institutions.	programs competitive with peer institutions.	levels of support, and adjust accordingly.	for Research and Dean of the Graduate School, Graduate Council	enrolled in CAS graduate programs and 37 full GA's offered, which means 11.9% of students received full GA's (some were split leading to 14.8% of students receiving at least partial support).
Goal 4g: Identify opportunities (system, state, federal, private, etc.) to secure additional funding .	Assess CAS funding success over past 5 years. Assess rates of funding at peer institutions and their colleges. Assess university policy for incentivizing and/or accommodating faculty/staff who seek extramural funding.	Implement plan to reach goal that will be set based on assessment from previous cycle. Implement policy to support and reward faculty/staff who pursue and receive extramural funding.	Implement plan to reach goal that will be set based on assessment from previous cycle.	Dean's office, department heads, Office of Partnerships and Sponsored Programs (OPSP), OPEIR	
Goal 4h: Take the College's scholarly and creative activity into the community in order to promote Chattanooga as a "teaching and learning lab" or studio.	Identify number of students/faculty working with community partners. Assess number of local internships. Collect data regarding audience attendance at performances or exhibits.	Implement plan derived from baseline assessment to increase baseline by 10%, if funding is available and faculty workload has been adjusted to accommodate supervision of these activities. Further encourage faculty to create collaborative opportunities for students and community members.	Implement plan to reach goal that will be set based on assessment from previous cycle. Develop awards/honorary distinction for off campus activities. Assess community engagement with lab and studio activity.	Dean's office, department heads, OPSP, Office of Undergraduate Research and Creative Activity, University Relations	

		Clearly communicate activities to community.			
Goal 4i: Integrate sustainability and its values—human interactions with and responsibilities to the natural environment—into both the Gen Ed and programmatic curricula.	We teach a number of courses that focus on issues related to the natural environment and sustainability; however, we do not have a comprehensive list of those courses, so there is no clearly defined curriculum surrounding environmental and/or sustainability issues. Survey departments to identify these courses.	Evaluate courses and consider developing an interdisciplinary minor or major in Environmental Studies or Sustainability Studies. Build a "teaching garden" that is useful in numerous courses across numerous departments and that is maintained by graduate and undergraduate students.	Established "teaching garden." Establish a college-level Sustainability Committee.	University's Sustainability Committee and various academic departments.	Chattanooga prides itself on being a city for outdoor enthusiasts and green initiatives. The College could become a player in solidifying the city's identity as such. This connects, too, with marketing and community partnerships.

Goal 5: The College of Arts and Sciences must establish its identity and value on campus, in the community, and beyond.

Activity	Baseline 2015-16	Measure of Success for 2017-18	Measure of Success for 2019-20	Responsible Group or Individual	Definition, Source or Notes
Goal 5a: Promote locally (<i>i.e.</i> , on campus) and regionally achievements in teaching, learning, research, creative expression, and service of our faculty, staff, and students. (ISP Goal 2a)	Identify materials and media already in use to promote the College, its programs and academic departments. (For example, we have no annual newsletter.)	Expand materials that promote the College, e.g., videos that will be featured on the Dean's website and/or at sports events, billboard, etc. Begin to establish a CAS brand. Establish e-news letter.	Assess success of promotional materials and branding. Alumni feature videos.	Dean's office, Department Heads, faculty and staff. In partnerships with the Honors College.	Seek funding to support. Heads: provide examples of courses to advertise. Promote as a part of this sub goal our majors and careers for majors.
Goal 5b: Improve communication and engagement with our alumni and with partners/friends of the College as a way to expand external support. (ISP Goal 3b, 3f)	Gather information from Development office (Paul Clark) regarding alumni and local supports.	Brand CAS and its mission, vision, value to the community. Establish e-news letter. Host events for alumni to cultivate supporters and mentors.	Increase external support for programs by 10%.	Dean's office, Department Heads, Development Office, Alumni Office	Identify successes; identify areas to showcase
Goal 5c: Promote the College of Arts and Sciences as UTC's locus for a rich and rigorous General Education curriculum.	Consider rebranding General Education to emphasize its connection to liberal education. Review "General Education" brand at peer and aspirational peer Colleges of Arts and Sciences.	Increase visibility and purpose of General Education and its place in the College and across the campus. Continue to hone and refine "new" General Education— <i>i.e.</i> , learning outcomes, etc.—from 2014.	Assess General Education marketing and communication, particularly its role in providing "fundamental knowledge, abilities, and aesthetic sensibilities, leading to more enriched lives and a more comprehensive view of our global world" (from our Gen Ed website).	Dean' Office, Department Heads, University General Education Committee. In partnerships with the Honors College.	Funding and university support needed; must involve faculty – support; AAC&U GEMS and Value Rubrics will be helpful here. https://www.aacu.org/value/rubrics http://www.utc.edu/general-education/

RESOURCES

The AAC&U's Statement on 21st Century Liberal Education

Council of Colleges of Arts & Sciences' "Statement on Liberal Education" (PDF)

Liberal Education America's Promise (LEAP) "AAC&U's 2015 Centennial Video"

Just What Are the Liberal Arts Anyway? **(Posted: 07/20/2015)**

<http://www.huffingtonpost.com/cecilia-gaposchkin/just-what-are-the-liberal b 7829118.html>

Cited in the above video: Hart Research Associates' "Falling Short? College Learning and Career Success Selected Findings from Online Surveys of Employers and College Students" (January 2015) (PDF)

"Liberal Arts Training Pays Lifelong Benefits - Even for Doctors" Education Advisory Board (EAB). 5 June 2015. Original/Referenced article:

<http://www.npr.org/sections/health-shots/2015/05/27/407967899/a-top-medical-school-revamps-requirements-to-lure-english-majors>

That 'Useless' Liberal Arts Degree Has Become Tech's Hottest Ticket

<http://www.forbes.com/sites/georgeanders/2015/07/29/liberal-arts-degree-tech/>

University of Tennessee System Statement on Diversity