

# *Leadership in Liberal Arts*

*Preeminent Scholarship with Innovative Education*

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## *Our Land-Grant Commitment*

- *Transformative Discovery*
- *Innovative Undergraduate Education*
- *Preeminent Graduate Education*
- *Influential Societal Engagement*
- *Integrated Diversity and Inclusion*

*Strategic Visioning / Planning 2019–2024*

**College of Liberal Arts**

**Purdue University**

**West Lafayette, Indiana**

**April 2019**

*“There is only one good, knowledge and one evil, ignorance” ..... Socrates*

## **PREAMBLE**

The Morrill Act of 1862 assisted states in creating colleges designed “.... ***to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life*** .... .” Purdue University, established in 1869, is one of these ‘land-grant’ institutions. Purdue is celebrating its 150<sup>th</sup> anniversary, marking a history notable by “giant leaps” in discovery, learning, and engagement that are recognized around the world.

An integral part of this land-grant university, the College of Liberal Arts at Purdue University engages with the history, structure, and implications of social, cultural, and scientific change. We create the philosophies, concepts, methods, data, designs, and works of art that make meaning out of our collective experiences and shape the public sphere in a diverse and inclusive society.

The College of Liberal Arts shares the values articulated by the University as a land-grant, academic, research, creative, and social institution, including the basic traditions of democracy, diversity, inclusiveness, accessibility, and affordability of higher education. Professional and personal honesty and integrity are among the College’s most important values, and inform all our activities as citizens of the Purdue University community.

The College employs a multiplicity of approaches to discovery, learning, and engagement, within as well as across its disciplines. The College employs eclectic methods, and recognizes and pursues diverse forms of inquiry, seeking to shed new light on the role of liberal arts research and education in the 21<sup>st</sup> century in an increasingly complex global context. It values an academic climate that is civil, respectful, accessible, diverse, inclusive, and free from harassment. In these ways, the College helps assure free and open inquiry in all areas.

The strategic plan that follows was developed in collaboration with a team of faculty, staff, and administrators broadly representing the College, reviewed by faculty and staff, and publicly shared with external constituencies, and students. It should be considered a ‘**living**’ document, subject to essential adjustments, if and when specifically needed.

With the support and participation of faculty and staff, along with cooperation and collaboration across the University, as well as external constituencies, the College will now guide itself by this plan going forward.

## MISSION

### *Land-Grant Commitment*

*Excel in discovery, learning, and engagement in the liberal arts, upholding the values of a ‘land-grant’ research university contributing to the progress of a diverse society.*

#### Key Characteristics

- Excellence in the humanities, social sciences, design, and the arts, as well as at their intersections with disciplines across the University, fulfilling the College’s foundational role at a ‘land-grant’ research university.
- A diverse student body from all walks of life with access to affordable undergraduate and graduate education for evolving, challenging, and meaningful careers.
- Distinction in research, scholarship, and creative activity with high achievements and advances.
- Sustained integrity of the College’s varied undergraduate and graduate educational programs encompassing the humanities, visual and performing arts, social science programs including STEM disciplines, and interdisciplinary programs.
- Demonstrable creative and critical thinking, and leadership skills to serve as global citizens in a diverse world with intercultural understanding.
- Pervasive culture of diversity and inclusion among faculty, staff, and students that are valued and nurtured toward individual and collective success.
- Contributions to professional communities, and the society, responding to land-grant institutional expectations with engaging partnerships offering access to the College’s research and learning programs.

## VISION

### *Leadership in Advancing Liberal Arts*

*Emerge as an innovative and effective leader in advancing liberal arts research, education, and creative activity.*

#### Key Characteristics

- Path-breaking transformative research, scholarship, and creative activity of faculty as thought-leaders in their disciplines advancing the liberal arts with national and international recognition.
- Exceptional undergraduate and graduate education in the liberal arts disciplines, with pedagogical innovations that are effective, acknowledged, cited, endorsed, and emulated by peers.
- State-of-the-art infrastructure supporting all faculty, staff, and students in each discipline to support innovations as a driving force for the College toward growth and development.
- Recognition as an exemplar of diversity and inclusion at a land-grant institution, with its culture continually enhanced by stimulating programs and focused initiatives.
- Interdisciplinary interactions of faculty in research and educational programs—within the College, with disciplines across the University, and with selected external partners—demonstrating effective leadership in holistically addressing societal grand challenges.
- Student recruitment, advising, career services, and engagement in service learning that are recognized and emulated by peers.
- Strategic marketing and communication advancing the ‘story’ of the College and its people among peers to help elevate awareness and reputation of the College both on- and off-campus.
- Impactful contribution of the College in fostering lifelong learning for national and global audiences in the contemporary spirit of a land-grant institution.

## TOP PRIORITIES

The top priorities of the College are identified as a selected set of the strategic initiatives identified under the Goals of this strategic plan. Although all of the strategic initiatives are important aspects of this strategic plan, this selected set represents the most critical and salient priorities of the College at the big-picture level.

It should be noted that resourcing these priorities (as well as other initiatives) will need to be diversified among general fund allocations, contracts and grants, and significant philanthropic support. Planning for these resources will be undertaken during plan implementation as a part of annual action planning (by the Dean in collaboration with Department heads), including time lines, and targets to be attained. It is expected that the College will seek net new allocation of general fund resources (with no assumption of 'zero-sum' annual budgets going forward) for effective and efficient plan implementation.

The top priorities for each Goal area are codified as follows.

### Goal-1: Transformative Discovery

*Achieve preeminence in transformative discovery advancing the liberal arts with faculty excellence in path-breaking research, scholarship, and creative activity.*

- Initiate a disciplinary and Interdisciplinary **Research Academy** for:
  - Facilitating high-impact research and creative activity to improve the understanding of human conditions and address society's most important challenges; and
  - Mentoring of faculty toward a culture of stellar research and outcomes, faculty recognition in national and international levels with inducted memberships, increased grants activity, and advanced program rankings (for disciplines that are ranked nationally).
- Create a **Center for Arts and Humanities** focusing on preeminent scholarship and creative activity, complementing the Research Academy, also for national and international visibility and recognition.
- Work to establish new **resources and procedures for supporting research** (e.g., toward a possible grant-aid office in time) facilitated by talented and experienced staff to assist in seeking extramural funds.

### Goal-2: Innovative Undergraduate Education

*Advance excellence in undergraduate education in the liberal arts preparing students for diverse and challenging careers, active citizenship, and advanced studies in a globalizing world.*

- Continue to support and begin to evaluate grants and programs—including **INNOVATE, 2Teach, Cornerstone, Degree+**, and **Degree-in-Three**— and explore the possibility of additional innovative programs.
- Develop and implement plan for recruiting **diverse undergraduate students (particularly URM)** corresponding with the changing demographics, and expand mentoring programs.
- Further develop high-quality **experiential learning programs**—including educationally substantive internships, opportunities for undergraduate research and conference participation, service learning experiences, study-abroad programs and courses in other languages that advance intercultural competencies.

**Goal-3: Preeminent Graduate Education**

*Advance graduate education synergistic with faculty excellence in research, scholarship, and creative activity attracting national and worldwide recognition.*

- Ensure sustained peer-competitive levels of graduate assistantships and **fellowship packages**, and design a postdoctoral fellowship program promoting recruitment of a diverse body of graduate students.
- Develop and implement a College-level program geared toward identifying **strategic and cluster hires of underrepresented minority faculty (URM)** for both tenure-track and clinical positions, thus increasing the representation of URM faculty to serve as role models for career development of URM graduate students.
- Improve faculty mentoring in step with the diverse needs of MA, MFA, MS, and PhD student development in research, grants, creative activity, and careers, also supported by recruiting **professors of practice** and/or incentivizing diverse **career exposures**.

**Goal-4: Influential Societal Engagement**

*Promote engagement with diverse public and private stakeholders, advancing the roles of liberal arts in the contemporary spirit of a land-grant institution.*

- Create a new faculty **position to lead engagement efforts at the College-level** focusing on creating opportunities and visibility for engagement.
- Expand the College **promotion and tenure (P&T) guidelines** to acknowledge, accommodate, and address engagement as a distinct performance area, including recognition for faculty contributions to upholding and advancing the **values of diversity and inclusion** in professional and community organizations.
- Reward engagement with **awards and grants** that encourage faculty, graduate students, and staff to develop **partnerships** across the University and with external constituents, and recognize these accomplishments on the CLA website.

**Goal-5: Integrated Diversity and Inclusion**

*Champion diversity and inclusion integrated in all aspects and endeavors of the College, internally and externally, as a model for a land-grant University.*

- Implement **consistent messaging on the value of diversity and inclusion to liberal arts research and education** from the Dean's Office to convey strong support for equity, opportunity, and a climate in which all can thrive.
- Provide resources to build greater capacity of the Director of Diversity and Inclusion Initiatives to **publicly track and benchmark CLA diversity and inclusion activities and attitudes** so as to chart the course for improvement.
- Leverage existing and new (to be developed) **relationships with cultural centers** on campus (i.e., AAARCC, BCC, LCC, LGBTQC, and NAECC), and capitalize on those relationships to bring to bear progress on CLA diversity initiatives (such as recruitment, acculturation, retention, and academic community support to diverse students, faculty, and staff).

## PLAN CONCEPT



## GOALS / STRATEGIC INITIATIVES

Commensurate with the College's expectations of the Mission and Vision, five major goal areas are identified in this strategic plan—*Transformative Discovery*, *Innovative Undergraduate Education*, *Preeminent Graduate Education*, *Influential Societal Engagement*, and *Integrated Diversity and Inclusion*. These goals are articulated below.

### GOAL-1: Transformative Discovery

*Achieve preeminence in transformative discovery advancing the liberal arts with faculty excellence in path-breaking research, scholarship, and creative activity.*

#### Key Characteristics

- High-impact transformative discovery in the liberal arts disciplines as path-breaking research addressing societal grand challenges, raising the College's research profile and visibility.
- Recognition of research at national and international levels conducted by faculty and advanced students as a diverse group of stellar scholars contributing new knowledge and setting new standards.
- Creative activity of the highest recognition in design, and the arts, signified by peer-reviewed works (e.g., prestigious juried exhibitions, distinguished performances, award-winning works).
- Impactful contributions of a diverse faculty to interdisciplinary research and creative activity involving disciplines within the College, across the University, and selected external partners.
- Demonstrable leadership of initiatives at the intersection of liberal arts and other disciplines across the University.
- A robust portfolio of grants, contracts, and commissions that advance the national and international competitiveness of the College and its disciplines.

#### Strategic Initiatives

- Establish a Research Academy as a vehicle for outstanding and diverse faculty and those with successful grants to mentor and provide guidance to junior and newer faculty.
- Expand internal grants, and seek external grant opportunities, for enhancing research in the humanities and the arts program, and support for departments to recognize and write award applications for scholarship.
- Continue to grow communication and connections between faculty and granting opportunities by incentivizing grant-writing—course releases, financial support, internal seed grants for exploratory research—and follow through with faculty for successful grant efforts.
- Work to establish new resources and procedures for supporting research with specialties in CLA disciplines to help with pre-award and link to SPS at the University level.
- Create a college-level interdisciplinary administrator position to connect CLA with other colleges at the University (including Engineering and Purdue Polytechnic).
- Organize symposia, competitions, and workshops in collaboration with other colleges that may lead to collaborative projects.
- Create a Center for the Arts and Humanities to provide: support for a diverse faculty to submit their creative works nationally and internationally, funding for exploratory creative activities, and cross campus collaborations.
- Promote new initiatives in Digital Humanities, and create infrastructure and training in new forms of digital expression (neurocognitive, virtual/augmented reality, immersive media).

## **GOAL-2: Innovative Undergraduate Education**

*Advance excellence in undergraduate education in the liberal arts preparing students for diverse and challenging careers, active citizenship, and advanced studies in a globalizing world.*

### **Key Characteristics**

- Teaching and learning of exceptional value, exemplified by outcomes, quality, and affordability, receiving acknowledgment, citation, recognition, and emulation by national peers, signifying the College a premiere venue for liberal arts education and innovative educational models.
- A robust and diverse collegiate enrollment with strong cores of meritorious students in all disciplines preparing for job-readiness, progressively successful careers, citizenship, advanced study, and leadership.
- Strong critical thinking, and analytical, integrative, collaborative, and leadership skills acquired by students rendering them highly competitive in their chosen career paths.
- The presence and participation of students from all walks of life with particular attention to underrepresented populations.
- Educational enrichment marked by active learning, and high-impact learning opportunities outside the classroom (e.g., internships, undergraduate research, service learning, honors programs, multicultural programs, study-abroad programs, other international experiences, and co-curricular activities).

### **Strategic Initiatives**

- Continue to develop grants such as INNOVATE, 2Teach, and similar grants for teaching purposes allowing departments to implement innovative, effective, and efficient educational formats, and/or renovate courses or curricula.
- Pursue and strengthen College and departmental collaboration with University's recruitment efforts, and facilitate access, affordability, and diversity with expanded financial aid packages.
- Expand and further develop the College's unique educational programs such as Cornerstone, Degree in Three, and the Degree+ program as particular opportunities for students to accelerate their time-to-degree in support of educational affordability and quicker access to the employment market.
- Institute teacher training workshops and resources, working together with Center for Instructional Excellence to ensure excellence in pedagogy and learning outcomes, and promote, support, and showcase how research can inform innovative educational models.
- Offer a variety of courses in other languages and cultures that attune students to a diverse multicultural globalized world, emphasizing intercultural competencies.
- Further develop and offer high-quality educationally substantive internships (national and international) for students, support job-ready internships, and offer workshops on how to prepare for and succeed in internship, and career search.
- Create and offer courses that focus on personal and professional development with an emphasis on how to prepare for possible future career paths, with attention to social mobility.
- Encourage departments to offer service learning opportunities, and a diverse learning community, particularly in collaboration with the Honors College.
- Create an undergraduate research community and expose all students to faculty's research through research seminars, and participation in undergraduate research conferences.
- Increase study abroad opportunities integrated into curricula supported by financial assistance for diverse groups of students.

### **GOAL-3: Preeminent Graduate Education**

*Advance graduate education synergistic with faculty excellence in research, scholarship, and creative activity attracting national and worldwide recognition.*

#### **Key Characteristics**

- Nationally and internationally competitive graduate program foci that are synergistic with areas of faculty research, scholarship, and creative activity with widely recognized accomplishments.
- Recognition of the College as a welcoming and supportive venue for a diverse mix of high-caliber students in all programs, pursuing research, scholarship and creative activity along with personal and professional growth.
- Competitive interdisciplinary programs, promoted by strengths in liberal arts disciplines, in program depth, breadth, and quality.
- Competitive financial support for graduate students in each program to ensure recruitment, retention, and timely graduation of a diverse body of high-caliber students.
- Preparation of graduates for diverse careers with strong track-record for career advancement.

#### **Strategic Initiatives**

- Expand resources for peer-competitive graduate assistantships, and postdoctoral fellowship programs to promote recruitment of graduate students commensurate with academic achievement and representing diversity.
- Implement and expand research assistantship programs at the College-level to support research activities, and increase funding for the PROMISE program.
- Improve faculty mentoring of MA, MFA, MS, and PhD students for excellence in research, scholarship/publications, creative activity, grant-writing, and career development, also supported by recruiting professors of practice and/or incentivizing diverse career exposures.
- Develop and implement a College-level program geared toward identifying strategic hires (including cluster hires, professors of practice) of underrepresented minority faculty (URM) for both tenure-track and clinical positions, thus increasing the representation of URM faculty to serve as role models for career development of URM graduate students.
- Further develop College-based on-line programs for graduate education and training cultivating the opportunities in diverse areas serving students with diverse backgrounds.

### **GOAL-4: Influential Societal Engagement**

*Promote engagement with diverse public and private stakeholders, advancing the roles of liberal arts in the contemporary spirit of a land-grant institution.*

#### **Key Characteristics**

- Engaged partnerships with public, and private organizations in service of the public good.
- Active role of the college across the University, and in partnerships with selected external constituencies, raising the value of liberal arts contributions for strategic engagement initiatives.
- Experiential learning opportunities that supplement academic programs (e.g., formally organized internships, service learning programs, multicultural experiences, public service engagements) consistent with the roles of a land-grant institution.
- Influential contributions toward the good of the public, upholding the values of diversity and inclusion, (e.g., in public policy development), with leadership roles in academia, research institutes, and other professional and service organizations.
- Life-long learning programs that provide affordable access to worldwide audiences addressing the current and emerging needs of society in the contemporary spirit of a land-grant institution.

### Strategic Initiatives

- Designate a faculty member at the College-level (new hire if necessary) as an administrative leader for engagement efforts focusing on generating awareness, creating opportunities, rewarding and recognizing engagement work, building a diverse engagement community, and working closely with the University Office of Engagement.
- Create a mentoring program for matching junior faculty interested in engagement work with faculty mentors to help with the promotion and tenure process, focusing on their scholarship of engagement.
- Provide time, funding support, and contemporary technologies to any faculty working in engagement addressing diverse regional, national and international audiences, and to develop new courses to bring this engagement work to undergraduate and graduate students.

### GOAL-5: Integrated Diversity and Inclusion

*Champion diversity and inclusion integrated in all aspects and endeavors of the College, internally and externally, as a model for a land-grant University.*

#### Key Characteristics

- Accelerated growth and integration of diversity and inclusion into programs, and departmental culture and climate, particularly for underrepresented populations, sustained among faculty, staff, and students, consistent with the purpose and value of a major research land-grant university of global prominence.
- Stellar record of diversity and inclusion with equal access and opportunity—for U.S. domestic as well as international populations—in each discipline, signifying the College's social, cultural, and intellectual richness.
- Recognized individual and collective successes of a diverse body of faculty, staff, and students, that are celebrated internally and externally.
- Outstanding climate and culture of the College's integrated diversity and inclusion with equal access and opportunity for the success of all viewed as a model for land-grant institutions.

#### Strategic Initiatives

- Promote consistent and regular messaging and commitment toward diversity, equity, and inclusion directed by the CLA Dean and CLA administrative leadership team drawing the attention of faculty, staff, students, and administrative units.
- Provide resources to build greater capacity of the Director of Diversity and Inclusion Initiatives, in order to publicly track and benchmark College, departmental, and administrative activities in diversity and inclusion, conduct climate surveys, and improve, develop, and implement programs/curricula.
- Advance cluster hires for faculty attending to diversity, particularly for underrepresented populations, working with department heads to determine the framing of these hires.
- Significantly increase the investments in the Summer Research Opportunities Program (SROP) to expand opportunities for diverse students to prepare for graduate study.
- Develop and implement plans for recruiting diverse undergraduate and graduate students in collaboration with communities, responding to changing demographics.
- Leverage existing and new (to be developed) **relationships with cultural centers** on campus (i.e., AAARCC, BCC, LCC, LGBTQC, and NAECC), and capitalize on those relationships, and work with CLA interdisciplinary programs to bring to bear progress on diversity initiatives, (such as recruitment, acculturation, retention, and academic community support to diverse students, faculty, and staff).

## **METRICS—KEY PERFORMANCE INDICATORS (KPI)**

The following College-level metrics will serve as the key performance indicators (KPI) to measure progress associated with each of the five goals described in this strategic plan. These metrics are in addition to the University-level metrics that apply to all colleges. The College will define and establish a ‘baseline’ (as the current status) for these metrics and will continue to fine-tune them as needed.

The College will determine its metrics reflecting the expectations that may vary among disciplines based on the scope, culture, and characteristics of research, scholarship, and creative activity in each discipline. The College will codify these expectations in collaboration with the departments, and thus, the departmental roles in setting the expectations of each discipline will be critically important. The metrics will recognize the outcomes of various disciplines in the College as well as the corresponding variety of ways in which the outcomes will be measured. These variations will be communicated with clarity to the Provost for Collegiate reviews at the University level.

As a part of the metrics definitions, the specific indices of assessment for each metric will be identified in terms of **applicable quantitative, qualitative, and descriptive measures**—measures that would include **numeric values (#, %, \$\$)** and **trends, comparative exemplars (Q), credible testimonials (Q), record of emulations (Q/peers)**, and other relevant and appropriate measures selected in time during plan implementation. The College will engage its internal expertise, and consult (as needed) with assessment experts across the University to define the metrics.

### **Overarching Metrics (pertaining to all goals)**

- National Rankings for Programs that are ranked. (ranking #, Q/peers, trends)
- Awards, Academy Memberships, Leadership Positions at National/Global levels. (Q/where, #, %).
- Private Fund Raising—Support for Students, Faculty, Staff, and Facilities/Equipment. (\$\$, trends).

### **Metrics for Goal-1: Transformative Discovery**

- Peer-Reviewed Publications/Manuscripts, Exhibits, Performances/Design Work. (# total, Q/high impact/where, # per faculty, trends).
- Research Awards/Expenditures, and Faculty with Active Extramural Funding. (#, \$\$, %, trends).

### **Metrics for Goal-2: Innovative Undergraduate Education**

- Undergraduate Enrollments. (# total, # % URM, trends).
- Four- and Six-year Undergraduate Graduation Rates. (# total, # % URM, trends).
- Cornerstone, Degree-in-3, and Degree+ programs. (by category: # enrolled, # degrees, trends).
- Career Placement of Graduates: Advanced Study, Business/Industry, Art and Design Academic and Professional Settings, Entertainment Venues. (#, %, Q/where, trends).
- Periodic assessment of learning outcomes for quality assurance (in consultation with the Center for Instructional Excellence using credible evidence-based evaluation methods and instruments).

### **Metrics for Goal-3: Preeminent Graduate Education**

- Graduate enrollments. (# total, % URM, trends).
- Career Placement of Graduates: Advanced Study, Faculty Positions, Post-doctoral Positions, Business/Industry, Professional Theaters/Other Entertainment Venues, Art and Design Academic and Professional Settings. (#, %, Q/where, trends).
- Graduate Student Scholarly/Creative Outcomes (# total, Q/where, # per student, trends)

### **Metrics for Goal-4: Influential Societal Engagement**

- Delivery of Programs (# types, # participants, Q/where, \$\$ revenues, trends).
- Grants and Awards for Developing and Offering Engagement Programs (\$\$, # type, trends).
- Scholarship of Engagement for P&T Recognition. (# total, # per faculty, Q/where, trends).

### **Metrics for Goal-5: Integrated Diversity and Inclusion**

- Faculty, Staff, and Student Attitudes on Climate (#, %, trends: periodic surveys in conjunction with College of Agriculture and/or COACHE, disseminated results).
- Presence of Underrepresented Populations. (faculty, staff, students: #, %, trends).

## IMPLEMENTATION

The implementation of this strategic plan will commence upon its finalization by the College. The College and Departmental administration will drive the implementation processes with active participation of faculty and staff. Students and other stakeholders will be invited to participate, as necessary or appropriate.

Implementation plans for specific strategic initiatives will be developed by the CLA Dean in collaboration with Department heads through annual action planning. This will clarify the annual priorities, and implementation responsibility centers—College leadership, faculty, staff, and other stakeholders (students, alumni, others), and a mix of standing and ad-hoc implementation task forces and committees involving faculty and staff. Staff engagement and participation will be essential in implementation planning, especially for initiatives expecting staff involvement, including setting timelines for the initiatives.

Departmental priorities will be integrated with those of the College whenever such opportunities will arise and/or can/should be created. Faculty, staff, and student engagement in the implementation processes (e.g., through committees)—drawing on faculty expertise and interest, staff expertise and support, and student interest and input—will need to be integrated into the implementation of the strategic initiatives. Staff are essential to plan execution and thus, attention to appropriate training and resources for staff will ensure successful implementation. Diversity and inclusion in faculty and staff participation, (and student participation if/when desirable), will be overarching characteristics of the plan implementation processes.

All successful universities need to have cooperation and collaboration among faculty, staff, and administrators. This practice will serve as the context as CLA organizes to operationalize this strategic plan. With this in mind, a number of areas, particularly of faculty interest and participation, will be attended to as follows.

- Establishing ongoing dialogue with faculty and working with the CLA/FAC—to build faculty representation, engagement, ownership, and leadership in College-level strategic initiatives, and improving morale—while acknowledging the diversity of departments and units.
- Assessing and ensuring the effectiveness of faculty communication, faculty support for College-wide initiatives, faculty advice and input for incorporating faculty-specific goals into the college-level strategies.
- Sustaining constructive relationship, engagement, and communication between College leadership, faculty, and staff, including leadership accountability feedback from the FAC.

Finally, comprehensive resource development—faculty, staff, students, financial, organizational, and facilities/infrastructure—commensurate with new and expanded initiatives will be intrinsic to enabling the implementation of this strategic plan. Given the University's success with optimistic trajectories of growth in innovations, inventions, and resource development outlook, the College will not assume a 'zero-sum' budgeting process going forward, particularly for programmatic innovations, support services, and facilities infrastructure. The areas of the College's resource development will include:

- General fund resources (net new allocations, reallocations) prioritized for academic programs and services, faculty size and reputation, student enrollment and financial support, as well as courses and programs delivered to students across the University for their curricula.
- Grant and contract revenue to support the College's research, scholarship, and creative activity, and program strengths competitiveness (in the company of peer institutions).
- Robust philanthropic support toward the College's strategic plan priorities, and for securing advantageous positions in comparison with its peer institutions.

- Expanded revenue generation, particularly through wide-access programs for societal awareness and education, in the contemporary spirit of a land-grant institution.
- Judicious allocation with effective and efficient utilization of resources—human, financial, scholarly, organizational, and physical facility resources—synchronized with strategic plan priorities, corresponding actions, and assessments of progress.
- Enhanced infrastructure support to carry out the plan priorities—human resources in the area of professional and technical staff; physical facilities and equipment; websites to effectively advance information dissemination, communication, and public relations; and on-line programs.

A key aspect of strategic plan implementation will be the **annual assessment of progress** on the priorities of strategic initiatives. This will also include **comparative analyses with peer institution/programs** data, that can be collected and/or would be nationally available, to gauge collegiate/programmatic competitiveness among the peers. This assessment will be conducted to gauge progress based on the quantitative, qualitative, and descriptive metrics identified in this plan relative to the five-year time-line. Based on this annual progress assessment, the annual action plans will be adjusted as necessary—including implementation course corrections, and realignment of timelines and resources for the strategic initiatives, if any. Likewise, the development of the annual budgets of the College will use diverse sources of funds as identified above, and will be synchronized with the annual action plans based on the strategic plan priorities.

As customary during the last (fifth) year of the strategic plan period, the Dean will conduct a comprehensive assessment to measure the cumulative progress during the plan period. This process will set the stage for the College to renew and/or recast its subsequent strategic plans.

This strategic plan charts the course for the College of Liberal Arts for five years going forward (2019—2024). As a ‘living’ document, it is a visionary plan that the College will implement to achieve its aspiration: ***Leadership in Liberal Arts: Preeminent Scholarship with Innovative Education—Our Land-Grant Commitment***. The plan has been developed with the participation of faculty, staff, and administrative leadership; input from the CLA Senate; ideas from the CLA Advisory Council and alumni; feedback from graduate students; and publicly shared via the College website (thus shared among undergraduate students). Faculty ownership of this plan, with steadfast staff support and student engagement, along with recognition by the College’s external constituencies will be intrinsic to the plan’s success.

The College will now embark on the successful implementation of this strategic plan with active cooperation and collaboration among its various internal and external constituencies.

To that end, the College will remain committed, and focused with unwavering effort going forward.

***“Arise, awake, and stop not till the goal is reached” ..... Vivekananda***