

Strategic Planning Goals: CFAC, Oct. 26, 2010

Continue to Foster a Rich Tradition/Culture of Academic, Scholarly, and Creative Excellence

- Create a culture of assessment (particularly internal assessment of BA , B. Mus, and BFA degrees).
Assess each program through accreditation, student outcome assessment and individual program strategic planning.
- Nurture a culture of coordinating faculty and student professional enrichment through internships, curriculum development, grants (time and money), service learning, study abroad, undergraduate/faculty academic research and creative opportunities, returning to the real meaning of sabbaticals (which have become “research leaves”).
- Establish peer and aspirant departments.
Have departments benchmarked against similar programs rather than similar universities.
Start thinking about ways to achieve our aspirations without getting bogged down about funding to make it happen.
- Increase visibility of the distinctive, innovative, and pioneering programs within a college that combines the artistic and the communicative in a symbiotic relationship that creates a ripple effect within our programs.
- Use our college's achievements to make the university a destination of choice rather than a default.
- Continue artists-in-residence series.
- Continue to foster the long-standing accreditation of certain programs.
- Create nerdy rites and rituals that honor student achievement.
- Be aware of new accreditation standards in our disciplines and seek them out.
- Support team-teaching.
Provide a framework within the system to support courses taught by more than one instructor both within one discipline and across disciplines or even campuses.
- Dissemination of Research and Creative Endeavors on campus—tie in with research committee.
Create a culture for presenting work that has no regular campus outlet, such as research papers, poetry readings, exhibitions not scheduled for the galleries, screenings. Could be mandatory for URC grantees.

Providing a Learner-Focused Environment for All Students

- Articulate to students what learner/student-centered environment means.
- Articulate to students what excellence means and instill a culture of excellence.

- Expand programs for new populations/different student profiles to help those students make the transition to college (veterans, non-trads, first-generation college students, etc.).
- Create a culture of mentoring, not just advising, in order to guide students to programs where they'll be successful.
- Maintain departmental admission standards, university wide.
- Promote interdisciplinary creative endeavors and research throughout College and University.
See cross- or interdisciplinary work between students and faculty as being just as strong, if not stronger, as individual work or work between colleagues in the same discipline.
- Consider “refresher” courses for students who come back to college after years of being away (e.g., a composition course for students who completed comp courses many years ago and have now returned with rusty writing skills).
- Be intentional about assimilating students into their major fields from first contact (consider a course that eases them into the new kind of writing they'll be doing).
- Provide funds for student projects (films, plays, conference travel, etc.).
- Commit to improving and revising general education.
- Recommit resources to require University 1100 or a freshman seminar of all students .
- Be realistic about remediation; in one or two semesters we can't undo 18 years of literacy deficit.
- Address non-academic (psychological and emotional) needs; find ways to deal with students of the helicopter-parent generation.
- Recruit talented students in the region and nation-wide for grad programs with a strong marketing strategy that goes to the department/program level.

Improvement and Innovation in Facilities and Technology

- Implement graduate housing, married student housing, daycare, technology-enabled common areas where students can sit, read, collaborate.
- Increase access to computer labs, keep them open 24 hours a day, centralize testing services (also keep them accessible 24 hours).
- Establish tech support after 5 p.m. on weekends.
- Faculty- and learner-centered technology sources in an open platform.
- Recommit to becoming a laptop campus.
- Update IT infrastructure.
- Create a roadmap for infrastructure and equipment upgrades across College.
This includes workstation computers (three year cycle) and software (1-2 year cycle), faculty and staff computers, and equipment specific to programs, such as video cameras, lighting, table saws, tubas, etc.

- Consider equipment recycling program.
Part of the roadmap is to move equipment that is no longer of use to the original user to other users in the College that may not have the needs of the original user. 3+ year-old computers, cameras, etc. could go from one unit in the College to another to fulfill different needs.
- Stop buying unnecessary proprietary software, start focusing on cloud and mobile computing.
- Provide technology training for faculty and students and tie it to technology refresh cycle.
- Cloud-driven storage for student work.
- Increase engagement with HP and other technology-based external partners.
- Program a performing arts building that includes at least Music, Theatre, and Digital Filmmaking.
- Recognize that “facilities” includes equipment, such as cameras, musical instruments, clay, stage equipment and that these need strategic refresh cycles.
- Keep up older facilities.
For instance—Paint the proscenium in the Bridges Larson Theatre. Scrape the rust and paint the urinal partitions in the bathrooms in Snow.
- Procure high-quality equipment—helps production quality and recruiting students
Stay away from consumer-grade equipment for real production work. We often purchase it because of its low price, not because it is the right tool for our work.
- Commit to making UCA a much greener campus: Recycling is haphazard at best and could be more systematic. Many buildings have very poor control over air conditioning and heat; it seems the rooms are always too hot or too cold, wasting both energy and money. If we want to be learner focused, the building where musicians have to practice should be conducive to that endeavor. Often, students complain that practice rooms are so cold they can't move their fingers, and at times the recital hall is so hot that it is impossible to perform at one's highest level. UCA should use only non-toxic carpet, paint, etc., in all new buildings and invest in solar power. Invest in energy-saving entertainment technologies.

Increase Engagement with External Partners

- Increase engagement with HP.
- Provide leave time and space in faculty and staff schedules to create opportunities for them to pursue engagement opportunities.
- Identify appropriate external partners and make the channels to those partners accessible and transparent.
- Seek external funding for internships and service-learning projects.

- Fund marketing of individual campus events, such as plays and film festivals, to increase public awareness and attendance.
- Seek out colleagues at other state institutions for collaborative work, which is necessary for some grants and expands the University's influence in the state.
- Identify external partners who have needs that we might meet.
- Identify long-term external contributions the university can make (e. g. literacy, interdisciplinary problem solving).

Promote Diversity

- Recruit non-traditional students.
- Market to under-represented populations in certain disciplines (African Americans and women in film, for instance).
- Open students to new social and cultural experiences.
- Provide support for study-abroad programs for students who might not be able to afford to pay their own way (perhaps institute a small student fee to support study abroad).
- Create faculty and student exchanges within the United States as well as abroad.
- Provide in-state tuition for international students.
- Maintain commitment to Honors College (we don't want to lose the most advanced students).
- Reconsider formulae for determining university scholarships (should they be first-come, first-serve?); reserve funds for students who take the ACT late.

Integrity

- Act with transparency at all levels.
- Ensure that all student fees go to the programs for which they were set up.
- Ensure accurate and responsible advising of all students.
- Improve press relations, establish proactive PR to cast a positive light on the university.
- Increase public awareness of students' achievements—create good publicity for UCA.
- Provide the same training for the BOT at the university level that BOT's in public schools receive.
- Clarify, simplify, codify processes and procedures (advising and anything that has anything to do with student life on this campus) and ensure that they're consistent between departments and programs.
- Require all department administrative staff to answer their phones at all times during office hours.