



2019-2025 STRATEGIC PLAN

COLLEGE OF LIBERAL ARTS

2019-2025

OUR MISSION

ENGAGE, THINK, COLLABORATE, CREATE

We cultivate thinkers, creators, innovators, and global leaders.

OUR VISION

UNIFIED IN EXCELLENCE

We aspire to be a leading college unified in excellence.

OUR VALUES

LEARNING AND KNOWLEDGE, INCLUSION AND EQUITY, ENGAGEMENT AND IMPACT

Central to our mission and vision, our core values are interwoven into this strategic plan and incorporated into each of our main goals.

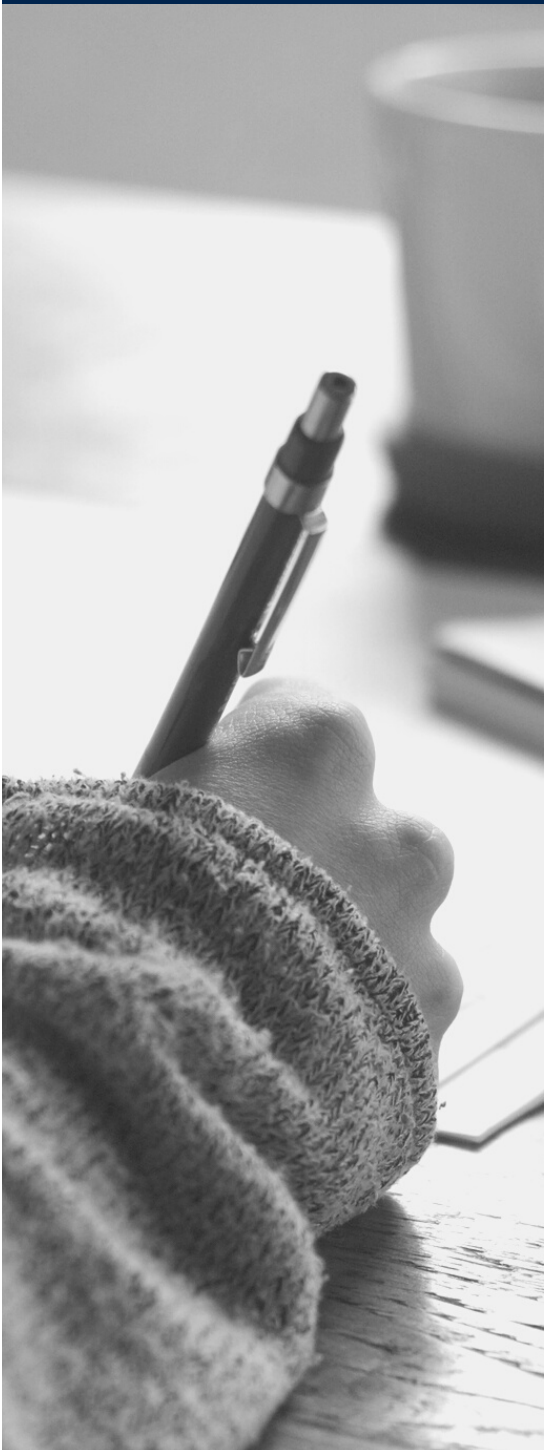
LEARNING AND KNOWLEDGE: Inciting a passion for lifelong learning and knowledge is essential to our college. A liberal arts education provides students with the foundation and opportunities to practice thinking beyond known solutions and prepares them to meet the big problems of today and the future.

INCLUSION AND EQUITY: Being inclusive of all individuals and perspectives and ensuring equity among our people and programs provides an educational and scholarly environment for belongingness and for building interconnected relationships that encourage growth.

ENGAGEMENT AND IMPACT: The ability to engage in creative and innovative endeavors contribute profoundly to the lives of individuals, and impact society.

GOAL 1: ADVANCE AN INNOVATIVE, MEANINGFUL, AND COMPREHENSIVE EDUCATION.

We will provide our students with a high quality, well rounded educational experience characterized by innovative curricula and pedagogies, stimulating learning opportunities, and multiple pathways to unique educational opportunities.



1.1 Foster innovative curricula (AU 1.5)

Engage students in foundational knowledge in the liberal arts through innovative and modernized curricula to complement the ever-changing needs of society and produce graduates who are agile in the future workforce.

- a. Update existing curricula to reflect the most innovative practices.
- b. Develop interdisciplinary degrees, minors, and certificates that address new areas of inquiry and societal needs.

1.2 Stimulate academic advancement (AU 1.6)

Offer an invigorating environment for learning and student academic development. The college supports faculty development to ensure quality instruction while promoting student excellence and academic rigor.

- a. Assure that first-year and second-year CLA students have access to small and/or active-learning classes.
- b. Collaborate with Biggio Center to offer faculty workshops and grants for developing innovative learning experiences for students.
- c. Increase the number of EASL (Engaged and Active Student Learning) and other active learning courses.

Note: Sub-goals are mapped to AU sub-goal denoted in parentheses.

GOAL 1 KEY PERFORMANCE INDICATORS

- *Increase EASL certified faculty from 203 in 2019 to 250 in 2020.*
- *Increase the number of distance education courses available in the catalog from 105 classes in the Fall 2019 semester to 150 classes in the Fall 2024 semester.*
- *Increase total number of CLA students in the PLUS program from 56 in 2019 to 90 in 2025.*
- *Increase total number of CLA Diversity Scholars with full scholarships from 3 in 2019 to 8 in 2025.*
- *Increase percentage of CLA students having at least one internship before they graduate from 53% in 2019 to 70% in 2025.*

1.3 Enhance experiential learning (AU 1.1)

Provide applied experiences that integrate knowledge with direct application to prepare students for work and life.

- a. Increase number of students who engage in high-impact learning practices:
 - 1) Build mechanisms for internships and/or co-ops in all disciplines.
 - 2) Expand undergraduate research opportunities and fully implement the undergraduate research certificate.
 - 3) Increase number of students participating in study abroad opportunities.
- b. Develop problem-based and/or service learning-based courses in LBAR or each discipline.

1.4 Expand access for students to attend Auburn (AU 1.6, 5.2, 5.3)

Mindful of the changing demographics of prospective students, our college will develop pathways for all students from Alabama and beyond to attend Auburn.

- a. Increase the number of 2+2 programs in the Path to the Plains.
- b. Develop new versions of online courses for dual enrollment, traditional, non-degree, and in-service students.
- c. Expand college-specific support programming for all student populations.
- d. Increase the number of underrepresented students in the college.
- e. Develop fully online degree and certificate programs at the graduate and undergraduate levels.
- f. Market degrees and recruit students, especially in the arts and humanities.

GOAL 2: PREPARE STUDENTS FOR LIFE AND CAREERS.

We will provide students with an enriched student experience through advising, career preparation, and a sense of belonging to ensure students' success.



2.1 Facilitate students' academic success (AU 1.2)

Provide essential academic advising for students as they navigate their majors, minors, and concentrations to ensure timely completion and post-graduate success.

- a. Evaluate effectiveness of restructured advising and adjust as warranted.
- b. Increase support for underrepresented students including coordination with PLUS and similar programs.
- c. Improve graduation rates by providing new resources and enhancing existing resources for timely degree completion.

2.2 Strengthen preparation for post-graduation outcomes (AU 1.3)

Prepare students to realize their future goals beyond their educational degree. Augment existing programs and develop new opportunities to ensure students are successful in graduate school and/or in their chosen career path.

- a. Expand Career Services to increase percentage of students participating in career preparation and obtaining jobs within six months of graduation.
- b. Implement student fee structure to support augmented Career Services.
- c. Improve placement of students in graduate and professional schools.
- d. Require LBAR 4010 Career Planning course for all students in the college.

2.3 Strategically expand financial support for student recruitment and retention (AU 1.2, 5.4)

Given the increasing cost of higher education and the changing demographics of future student populations, the college will strategically use scholarships to recruit students to programs.

- a. Expand endowment funding of scholarships for specific student populations, especially scholarships for majors in visual and performing arts and humanities.
- b. Expand the CLA Diversity (CLAD) Scholarship and other programs for underrepresented groups through private donations and college funding.
- c. Develop and expand talent-based scholarships for visual and performing arts students.
- d. Create a fund to enable financial security for continuing students to retain them as students and majors.
- e. Work with the university to develop scholarships for transfer students from Alabama community colleges.

2.4 Prepare globally aware students and integrate international experiences into academic curricula and practica (AU 1.1)

Prepare students to live, work, and thrive in an increasingly interconnected global environment.

- a. Expand opportunities for cross-disciplinary educational and practical experiences abroad for students through internships, study abroad programs, research labs, exchange programs, and online cross-instruction.
- b. Expand opportunities for faculty in the college and in international partner institutions to teach as visiting scholars.
- c. Foster exposure to global topics and perspectives through the creation or revamping of classes (e.g. certificates and degrees that highlight global issues).
- d. Implement new international studies degree based on four regional concentrations (Europe, Asia, Latin America, and Middle East/Africa).
- e. Emphasize study abroad, exchange, and international internship programs in West African countries, Argentina, China, Korea, UK, Italy, France, Belgium, and Ireland.
- f. Expand area studies minors and certificate programs.

**GOAL 2 KEY
PERFORMANCE
INDICATORS**

- *Increase post-graduation full-time employment from 55% in 2019 to 65% by 2025.*
- *Increase CLA based scholarships from \$891,000 in 2019 to \$1.25 million by 2025.*
- *Increase number of students attending CLA sponsored study abroad programs from 210 students in 2019 to 300 students by 2025.*
- *Implement new BA in International Studies interdisciplinary degree. Enroll at least 30 majors by 2025.*

2.5 Build stronger student community within our college (AU 1.4)

Foster an inclusive community that engenders socially and globally aware students, connecting them with one another, their campus community, and our alumni.

- a. Expand college common spaces for students that provide social and informational opportunities.
- b. Create college and departmental events to promote engagement among students, faculty, and alumni.



GOAL 3: ELEVATE RESEARCH AND CREATIVE ACTIVITIES

We will expand research and creative activities by fostering collaboration among faculty and students, increasing support for seeking external grants and contracts, and promoting increased visibility of our research and creative work.



3.1 Promote high-quality research and scholarship activity (AU 2.1, 2.2)

Auburn University's ranking as a Very High Research Activity (R1 Carnegie Classification) institution is dependent on the strength of research productivity and graduate programs in humanities and social sciences. The college will invest in graduate programs and promote excellence in scholarship across all of its units.

- a. Expand access to the University's Professional Improvement Leave program.
- b. Provide additional college-based seed grants, expanding opportunities for pilot studies and initial stages of research, to improve competitiveness for external funding.
- c. Expand access to databases and other resources needed by scholars.
- d. Facilitate the development of digital humanities projects that will be of interest to academics and the public.

3.2 Increase external funding (AU 2.3)

Provide avenues for efficiently procuring external funding.

- a. Simplify pre-award processes, removing redundancy.
- b. Expand college support for identifying, writing, and submitting contract and grant applications.
- c. Improve communication about and streamline post-award processes for contracts and grants.
- d. Provide training and support for departmental staff to assist with implementation of contracts and grants.
- e. Create opportunities for faculty collaboration on interdisciplinary research projects.

GOAL 3 KEY PERFORMANCE INDICATORS

- *Increase number of faculty receiving university Professional Improvement Leaves from 6 in 2019 to 15 annually in 2025.*
- *Increase the number of external grants and contracts applied for from 69 in 2018 and 80 in 2019 to 100 in 2025.*
- *Increase total income from grants and contracts from \$3.2 million in 2015 and \$4.9 million in 2019 to over \$7 million in 2025.*
- *Increase number of refereed articles from 174 in 2018 to 225 in 2025 and number of university press books from 14 in 2018 to 20 in 2025.*

3.3 Increase visibility of all scholarship and creative activity (AU 2.4)

Our faculty and students engage in diverse, creative, collaborative, and innovative scholarship. Increase the visibility of our scholarship and promote its value and significance.

- a. Use effective marketing strategies within and beyond the university to increase visibility of research and creative activity.
- b. Strategically promote tangible impact of the college's research.

3.4 Enhance graduate programs and research capacity (AU 2.1, 5.5)

Enhance graduate programs to expand our research capacity and reputation.

- a. Review graduate programs to enhance quality and reputation, particularly in the social sciences and humanities.
- b. Review and revise promotion and tenure criteria for Ph.D. granting departments, bringing them in line with aspirational R1 institutions.
- c. Explore creation of new graduate programs and certificates to meet emerging workforce demands.
- d. Benchmark stipends and other resources to bring graduate programs in line with aspirational peers and R1 institutions.
- e. Recruit high-quality graduate students in strategic areas.
- f. Increase college support for professional development opportunities for graduate students.
- g. Provide college-sponsored dissertation completion fellowships.

GOAL 4: INVEST IN RECRUITMENT, RETENTION, AND DEVELOPMENT OF DIVERSE, ENGAGED, AND EXCEPTIONAL FACULTY AND STAFF.

We will engage in innovative practices that empower faculty and staff to contribute fully to the mission and vision of the college through competitive compensation, recruitment, retention, and professional development of faculty and staff in a supportive environment.



4.1 Support an inclusive culture and collaborative environment (AU 4.3)

Promote an inclusive culture where students, faculty, and staff feel valued and respected.

- a. The college's diversity committee will focus on fostering an inclusive culture, including programming and training for faculty and staff.
- b. Empower the diversity committee to explore the appointment of a diversity officer.
- c. Use the college's communications and marketing office to highlight recruitment efforts, programming, and faculty and student achievements.

4.2 Recruit, reward, recognize, and retain outstanding faculty and staff (AU 4.1, 4.5, 4.6)

Recruit and invest in diverse personnel with high expectations for job performance. Salaries will be at or above SREB averages with competitive start-up packages.

- a. Align salaries and resources commensurate with regional and national benchmarks for faculty and staff.
- b. Raise salaries to 100% SREB average or higher for research productive faculty through merit and market adjustment processes.
- c. Recruit diverse personnel from historically underrepresented groups through strategic hires.
- d. Assess competitiveness of start-up packages and adjust to regional and national benchmarks.
- e. Realign timing of college-level awards to maximize potential for winners to be competitive for university awards.
- f. Develop college guidelines associated with merit descriptors for instruction, research, service, and outreach. Review and revise department merit standards accordingly.

GOAL 4 KEY PERFORMANCE INDICATORS

- *Increase average SREB salary for CLA faculty from 85% in 2015 to 90% in 2019 and 100% by 2025.*
- *Increase Coaches benchmark average for faculty job satisfaction for research support from 3.23 in 2016 to 3.4 in 2023; for service from 3.13 in 2016 to 3.30 in 2023; and for teaching from 3.7 in 2016 to 3.85 in 2023.*
- *Increase diversity of faculty and staff to be more reflective of the state of Alabama.*

4.3 Build professional development and support work-life balance for faculty and staff (AU 4.2)

Create and support an encouraging environment for professional development to enable the college to retain committed, high-quality individuals. Faculty and staff professional development allows for continuous building of skills and qualities that are integral to future success and work-life balance.

- a. Each department will develop guidelines for professional development, including one or more of the following: peer mentoring, mentoring circles, building research skill sets, engaging in learning and teaching development, and cross training staff to build a broader profile of skills that create agility within and across units.
- b. Consider needs for work and life balance by supporting university guidelines for accommodating dual career couples and equitable family leave policies.

4.4 Recognize and promote accomplishments (AU 4.4)

Acknowledging faculty and staff accomplishments is essential for people to feel valued and appreciated. The college will celebrate faculty and staff by recognizing and promoting accomplishments both to the university and to local, regional, national, and international audiences and stakeholders.

- a. Host a ceremony to celebrate faculty holders of named chairs and invite donors to meet faculty.
- b. Continue recognition ceremonies to highlight faculty and staff accomplishments across the college, university, and nationally.
- c. Develop process to empower department leaders to:
 1. Share faculty accomplishments with the Office of Communications and Marketing.
 2. Identify and nominate faculty for national prestigious academies and awards.

GOAL 5: STRENGTHEN AND INCREASE COMMUNITY AND GLOBAL ENGAGEMENT.

We will emphasize outreach efforts that influence the quality of life and economic development in Alabama and beyond by creating partnerships, connecting with stakeholders, and advancing community outreach.



5.1 Create sustainable and equitable partnerships (AU 3.2)

Advance the land-grant mission by extending academic partnerships to address pressing global issues and needs.

- a. Host international students, scholars, and visitors, including eminent Breeden scholars.
- b. Nurture international partnerships in identified countries* for instruction, research, and outreach collaborations.
- c. Expand faculty working groups and staff training for international and outreach activities.

5.2 Expand, recognize, and reward outreach efforts (AU 3.1, 3.4)

The college will recognize and reward important components of our outreach mission, including existing strengths and developing new opportunities. The Caroline Marshall Draughon Center for the Arts and Humanities is the front porch of the college and facilitates a wealth of community engagement activities and partnerships. The Psychological Services Clinic, AU Speech and Hearing Clinic, and BraveHearts address community health issues. The Election Administration Program, Community Planning Program, Mosaic Theatre Company, and a host of other activities demonstrate the college's outreach commitment to local, national, and international communities.

**West African countries, Argentina, China, Korea, UK, Italy, France, Belgium, and Ireland*

5.2 continued

- a. Evaluate and communicate outreach performance assessment in alignment with university standards.
- b. Work with faculty members to identify and apply for public engagement funding and programs.
- c. Explore alumni support for public engagement endeavors.
- d. Expand mini-grant program for faculty to develop and implement community-focused projects.
- e. Highlight the college's impact on the community and promote applied research and cultural events that transform the lives of citizens in meaningful ways.
- f. Create a marketing strategy that consistently highlights the college and the benefits of its outreach efforts.
- g. Provide space for research retreats and development workshops on outreach.

5.3 Reach alumni and involve stakeholders (AU 6.4)

Alumni and broader stakeholders, including advisory board members, donors, and community partners, are integral to the success of the college. Increase stakeholder and alumni interactions with the college to help support its mission and vision.

- a. Communicate across all media platforms to reach out to students, alumni, and friends, and to promote the college's vision and mission.
- b. Highlight success of graduates through initiatives like 30 Under 30, AUsome Alumni Day, *CLA Perspectives* magazine, social media, and other forms of marketing and promotional materials.
- c. Expand donor support for initiatives like All-Steinway School, diversity scholarships, career services, endowed professorships, and artist-in-residence programs.
- d. Utilize specialized software (e.g., Salesforce) to build a network of domestic and international students, alumni, and friends of the college.
- e. Develop mentoring relationships among domestic and international students and alumni and friends of the college.
- f. Foster global collaborations to enhance international programming and the college's international reputation.

**GOAL 5 KEY
PERFORMANCE
INDICATORS**

- *Increase level of programming at the Caroline Marshall Draughon Center for the Arts and Humanities from 200 programs annually in 2019 to 225 programs by 2025.*
- *Increase external funding for Draughon Center activities from \$330,000 in 2019 to \$375,000 by 2025.*
- *Increase donor contributions to CLA from \$2.6 million in 2019 to \$4.0 million by 2025.*
- *Increase number of mentee/mentor relationships from 20 in 2019 to 200 by 2025.*



GOAL 6: SUPPORT ROBUST OPERATIONS AND FACILITIES.

We will implement effective measures and pathways to advance a high performance organization and improved facilities.



6.1 Encourage effective and robust operations and increase constructive communication (AU 6.1, 6.2, 6.5)

Implement operational efficiencies to enable faculty and staff to perform at the highest levels.

- a. Invest in smart implementation of the One Auburn/Salesforce initiative.
- b. Increase focused and intensive training to empower staff to examine and increase efficiency of workflow processes.
- c. Develop mentoring circles for staff.

6.2 Improve facilities to promote scholarship and education (AU 2.5, 6.5)

As the largest college in the university with the most personnel, a large student body, and 14 diverse and unique programs, facilities are a substantial challenge. Auburn University and CLA need to make significant investments to maintain, upgrade, and improve current facilities to meet the needs of R1 scholarship and creative endeavors, to recruit students and faculty, and to provide a healthy and inviting educational and research environment.

**GOAL 6 KEY
PERFORMANCE
INDICATORS**

- *Train administrators and staff on how to use Salesforce to track Auburn students from recruitment to graduation to job placement to philanthropic commitment.*
- *Plan and execute renovations to Haley Center.*
- *Move Speech, Language, and Hearing Sciences Clinic, faculty offices, and labs to a building with public parking for clinic patients.*
- *Find donor support to build a new building or renovate an existing building for School of Communication and Journalism with production studios.*

6.2 continued

- a. Develop plans to renovate or replace offices and classrooms in Haley Center.
- b. Develop plans and seek funding to build or renovate facilities for the Department of Speech, Language, and Hearing Sciences, and the School of Communication and Journalism, including publicly accessible clinic spaces and state-of-the-art studio production facilities.
- c. Investigate feasibility of renovating attics of Thach, Tichenor, Cary, and Miller Halls to add office, classroom, and research spaces (similar to renovated Gavin Hall).



STRATEGIC PLANNING PROCESS OVERVIEW

March 2019

- Directed to generate an operational strategic plan to align with the new Auburn University strategic plan for 2019-2024.
- Dean Aistrup appointed Ana Franco Watkins to lead and facilitate the new strategic plan for the college.
- Creation of college strategic plan task force committee representing diverse stakeholders in the college.

April 2019 - July 2019

- Situational analysis conducted based on the following: SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis; leadership team retreat; surveys with faculty, students, staff, and administrative & professionals (A&P); peer and aspirational peer groups comparisons; college and university institutional research; and educational databases.

August 2019 - February 2020

- Committee collaborated and created 2019-2025 Strategic Plan draft.
- Input from stakeholders including dean, leadership team, CLA advisory board, faculty, students, staff, and A&P.
- Key Performance Indicators added.



STRATEGIC PLANNING TASK FORCE

Melissa Adams, Director of Student Services, CLA

Dr. Chase Bringardner, Associate Professor and Chair, Theatre

Jon Connor Davis, Undergraduate and CLA Student Council President

Dr. Ana Franco-Watkins, Professor and Chair, Psychological Sciences

AJ Good, Graduate Assistant for Assessment, CLA

Dr. Bridgett King, Assistant Professor, Political Science

Dr. Traci O'Brien, Associate Professor and Chair, Foreign Languages and Literatures

Dr. Laura Plexico, Professor and Chair, Speech, Language and Hearing Sciences

Dr. Aditi Sengupta, Associate Professor, Economics





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