**2015 Retreat--Mission, Vision, Strategic Planning**

**Next steps:**

**1. Finalize Mission/Vision Statements (Appendix A) and Core Values (Appendix B)**

**2. Publicizing the College: Who we are and what we do now.**

 **a. Develop catchy, evocative slogans and themes for promotional use**

 **b. Effectively articulate and illustrate the *unique* role and strengths of the CLA in relation to the Mission, Vision and Strategic Goals of the University. Some candidates include, but are not limited to (see also Appendix B):**

* teaching core skills
* integrating students' educational experiences
* imparting core values and dispositions : global, multicultural literacies and engagement as citizens committed to inquiry and fairness

**c. Identify key short-term, high-impact publicity goals and resource implications**

**3. Articulate Strategic Planning goals in order to:**

 **a. identify areas in which we need to gather data and make assessments**

 **b. make a case for University support for CLA**

 **c. prioritize faculty and staff initiatives and projects: where do we focus our energies? provide incentives (material or immaterial)?**

 **d. identify the resources needed to achieve those goals and assess both current resources (time/money and their potential reallocation) as well as possible new sources (University funds, External grants etc.).**

***\*\*\*DRAFT \*\*\*Task force charge:*** Steps 1 and 2, above.

Step 3: Starting from results of both retreats, refine strategic goals and outline, for each, several possible concrete initiatives (to include working with existing, University-wide programs/initiatives) and their resource implications. Propose priorities.

Solicit input from CLA faculty in AY 15-16.

*Importance of strategic goals that are aspirational as opposed to administrative only, and that define the quality of the educational experience and the content (not just the timeline) for student success. President Conoley expressed support for such an approach.*

**STRATEGIC GOALS and some concrete suggestions: 2014 and 2015 retreats**

1. Recruit faculty that matches the diversity of our students
2. Increase support for RSCA
	1. increase RSCA awards (3 and 6-unit)
	2. increase funding for sabbaticals
	3. reduce teaching load
3. Support under-enrolled courses, departments and programs that are key contributors to the creation of well-rounded citizens.
4. foster a community of faculty (across depts./programs) in which we talk about teaching and learn about teaching content/approaches in order to be able to better advise and orient students to specific courses and/or majors/minors that speak to students' specific interests/career goals.
	1. "Pedagogical Intersections" funding along the lines of the "Scholarly Intersections" funding?
5. Facilitate student minors and double majors
	1. On website: add “Interested in a double major?” with links to suggested double-major pathways
	2. improve communication with University advising
6. Promote service learning
	1. address obstacles created by liability requirements
	2. address obstacles faced by working students
	3. create a CLA representative/focus within CCE
7. Build bridges between campus and community, allowing for mutual support and engagement
	1. promote research that fosters community partnerships to address pressing social problems and needs
	2. link fundraising to particular programs, community engagement activities
8. promote study abroad
	1. address financial constraints that inhibit student participation
9. Increase support of student mentoring and advising by faculty, in both graduate and undergraduate levels, relating to research (master’s and undergraduate theses and research), academic advising, career mentoring and other aspects of professor-teacher interactions.
	1. Engage in a collective effort to reach students and create a culture where students are thinking early on about all of the possibilities that the college has to offer. Provide a counter-narrative to definitions of success uniquely as as high (and quick) completion rates.
	2. Provide “spaces” for student to explore their opportunities and reflect upon what will best benefit them when they leave CSULB
10. Increase graduation rates and student success, including of historically underserved/underrepresented communities, and resources that would encourage improvement of the quality of their education.
11. Articulate change for role of Budget Committee : have the committee get and assess important data related to resource allocations (indicators, measurement, assessment of performance, need etc.) as provided to the college and how prioritized within the college; discuss and provide input on priorities.
12. Attract more students as CLA majors, double majors and minors, in particular to majors and minors that need enrollments. Go to students, don't wait for them to come to us, or just read our website.
	1. CLA SOAR? Introduce transfer students to CLA faculty, talk about our majors, provide examples of complementarity between departments, point to courses of interested in a particular career path, provide examples of what types of courses (in combination) would contribute to success in a particular career or benefit graduate school pursuits.   Highlight not just programs/departments/courses, but also service learning/internships, study abroad, etc.    All of this goes well beyond the more “passive” strategies of “posting on websites”.
	2. Identify career paths and give students the words they need to articulate the value of a CLA degree on the job market
	3. Think of our students as "ambassadors" for the college who can take on detractors of the liberal arts in everyday discourse in the workplace and other social contexts.
	4. Develop more cross-departmental dialog on course content, pedagogical approaches, disciplinary synergies: connect the dots for ourselves and thereby, for our students (also mentioned in relation to #3)
13. Anticipate more "performance based funding" and get ahead of the curve by identifying the criteria and assessables we want to see applied to us as indicators of our "performance."
	1. "quality" and "value-added" of second majors or minors
	2. identify, measure and assess less "tangible" forms of student success linked to many of our GE offerings, to include cultural skills, social values, esthetic sensibilities etc.
	3. prepare students for for and track their success on the job market

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**APPENDIX A Draft Mission and Vision Statements**

 **CLA VISION**

* Preparing tomorrow’s leaders, innovators, agents of change to succeed as multilingual, multicultural, ethical informed and productive citizens in a global community with skills in writing, oral communication, critical thinking, information literacy and quantitative reasoning.
	+ *(Following WASC’s list of core values, which we are supposed to be following)*
* CLA is dedicated to educating tomorrow’s leaders and innovators to succeed as multilingual, multicultural, ethically informed and productive citizens in a global community with skills in writing, oral communication, critical thinking and the application of these skills to future challenges.
* **MISSION**
* Through excellence in scholarship and teaching, CLA educates students to be intellectually curious, critically engaged citizens, effective communicators, and analytical thinkers who live knowledgeably, responsibly, and humanely in a globalized world.
	+ SENTENCE 2, OPTION 1: CLA students develop the real-world skills to solve complex problems that demand informed, creative, and thoughtful solutions.
	+ SENTENCE 2, OPTION 2: CLA empowers students to solve complex problems, and provides them with the skills to arrive at informed, creative, and thoughtful solutions.
* “Through excellence in scholarship and teaching, CLA creates well-rounded and engaged citizens, effective communicators, and analytical thinkers who live knowledgeably, responsibly, and humanely in a diverse and global world where complex problems demand informed, creative, and thoughtful solutions."
* “The College of Liberal Arts is central to the intellectual life of the university and global community. The CLA is a learning-centered body within the CSULB committed to diversity and fostering literacy as it relates to race, ethnicity, class, disability, sexuality, religion and culture. The College prepares students to create a sustainable future.”

**APPENDIX B**

**CORE VALUE LIST**

1. Prepare students for citizenship, leadership and employment in a rapidly changing, multicultural world.

2. Foster curiosity, creativity and an aptitude for lifelong learning.

3. Create opportunities to improve the lives of individuals, families, demographic groups - especially for first-generation students and students from under-represented groups

4. Create opportunities to weave depth and coherence of study into the study of multiple disciplinary areas and perspectives

5. Promote and reward excellence in faculty scholarship

 5a. Guide, mentor, and develop faculty opportunities and potential for professional growth

6. Use our academic training/research to promote the public good and serve the state of California

7. Empower students to change their lives and communities

8. Foster mindfulness and respect for multiple perspectives

9. Promote global literacy and engagement Global Competency (or at least literacy)

10. Provide students with tools for effective engagement in a diverse society.

**UMBRELLA CATEGORIES**

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| --- | --- |
| Group 5 | Group 6 |
| * EDUCATIONAL OPPORTUNITY
* CITIZENSHIP/ENGAGEMENT
	1. Community
	2. Global
* DIVERSITY
* LIFELONG LEARNING
* ACADEMIC EXCELLENCE
	+ Teaching
	+ Research
	+ Teaching/mentoring-related activities
 | * + SUSTAINABILITY of society by considering:
	+ --Environment
	+ --Community (diversity, etc.)
	+ --Economy-promoting economic vitality in a fair society.
	+ And trans-disciplinary (integrative) is the methodology connecting all three of these things
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