

**Case Western Reserve University**  
**College of Arts and Sciences**  
**Strategic Plan**  
**May 23, 2008**

*Executive Summary*

The College of Arts and Sciences is the vibrant and essential core of Case Western Reserve University's community of scholars across the full range of research and scholarship, undergraduate and graduate education, and service. The faculty and staff of the College, in all of their disciplinary and intellectual diversity, stand firmly united in the conviction that the renewed health and vitality of the College is the keystone to any University Strategic Plan. We strive for excellence across all aspects of our mission to attract an inclusive community of the best faculty, students, and staff, where each will be a valued contributor in an environment that upholds academic freedom and recognizes and supports the indispensability of pure inquiry to the creation of new knowledge.

The disciplinary breadth and the scope of responsibilities that mark the College of Arts and Sciences require a strategic plan that simultaneously strengthens the College across the board and builds areas of distinction. The College includes 7 departments in the natural sciences, mathematics and statistics; 6 social sciences departments; 9 in the arts and humanities departments; and 34 interdisciplinary programs and centers. More than 523 graduate students, 224 faculty and 136 staff call the College home. The College provides all of the 4000 CWRU undergraduate students with core foundational and disciplinary training, and approximately 1100 of the 2554 undergraduates with declared majors pursue majors in the College.

The College has a proud and distinguished history, yet it currently faces important challenges. By any calculus or comparative measure, its faculty is inordinately small, which makes it challenging to provide an appropriately rich and deep college curriculum, and which places us at a competitive disadvantage with peer institutions. The commitment to address these challenges combined with the growth in the absolute size of the student body dictates faculty growth as an integral part of the College's Strategic plan, as well as growth in programmatic developments to enrich student opportunities and to further strengthen our national and international profile in key areas of scholarly excellence and leadership.

The College's Strategic Plan recognizes the financial challenge of simultaneously building breadth and depth. A primary goal of this plan is to develop a process and general strategies for meeting this challenge. We embrace the importance and value of interdisciplinary endeavors in research and education, so, when appropriate, departments will align their priorities to mesh with the College and University Strategic Plans through future faculty hiring decisions. Yet the College also emphasizes the importance of disciplinary strength and breadth both to attract students and to contribute through research and service. Priorities include investment in departments with unique advantages to attain increased national distinction, departments/programs that currently attract more students than they can serve, and departments/programs and majors that attract many undergraduates and graduate students nationally but have been too small to do so here. We will increase the size of the faculty over the next 7 years both from revenues related to the increase in the number of students and by raising funds for new endowed chairs to support College and University strategic initiatives.

The College will target a renaissance of graduate education as one of the chief general strategies of its plan. It will devote significant effort to increase graduate student stipend funding from philanthropy and other sources. It will work with other Schools that have graduate programs to reform the administrative structures of graduate education which seem to hamper rather than promote that goal. The College will harness the strengths of individual faculty by encouraging the development of institutes to build highly visible areas of expertise on topics that span departments. By doing so, we will also contribute to strengthening the metrics used in national rankings, and thus will hope to assist CWRU in improving its position in USNR and other national competitive rankings.

The College has identified short, mid, and long-term action steps to address specific goals needed to attain our vision across a 20-year period. These broad areas are scholarly and creative activity; faculty and staff recruitment, retention, development, and diversity; undergraduate and graduate programs; and infrastructure, both administration and facilities. In addition, the College has identified examples of ongoing and planned initiatives that support each of the four strategic alliances outlined in the University Strategic Plan: Energy and Environment; Human Health from Molecules to the Global Population; Culture, Creativity and Design; and Social Justice and Ethics. The College proposes the creation of an Institute for International Studies to take the lead on the University's plan to develop international scholarship.

## ***Preface***

The College of Arts & Sciences (hereinafter “the College”) is unique among the schools in the University in the breadth of its mission, the vibrant diversity of its disciplines, and the disparateness of its approaches to human knowledge. It is not only the heart of the University, but also the foundation of its profile and competitiveness. The College is indispensable to all standard sets of rankings and reputational measurement, for students clamor to attend great universities because of their Colleges of Arts & Sciences. The College aspires to cultivate the whole person of its graduates, equipping them with the skills to adapt to the yet-unforeseen challenges of their lives after graduation and to relate the change that they experience to the sweep of human culture and the natural world. In sum, the College is the microcosm of the *universitas* of learning to which the modern research university pledges fealty, and no great university thrives without a great College of Arts & Sciences.

Recognizing these realities, the College proposes a Strategic Plan that begins from the premise of broad investment in all disciplines and programs. The faculty and staff of the College, in all of their disciplinary and intellectual diversity, stand firmly united in the faith that the renewed health and vitality of the College is the keystone to any University Strategic Plan.

### **College Mission**

The College of Arts and Sciences is the vibrant and essential core of Case Western Reserve University’s community of scholars across the full range of research and scholarship, undergraduate and graduate education, and service. It is dedicated to creating knowledge through research, to creating skilled and informed citizens through education, and to serving the University and local and national communities through collaboration and service.

### **College Vision**

Case Western Reserve University’s College of Arts and Sciences provides the bedrock to support the research, teaching and service missions of a premier destination university. The College values and invests in a broad array of strong core disciplines, while simultaneously working to establish preeminence in a substantial number of areas distributed across diverse fields. We pursue wisdom through understanding our disciplines and how to go beyond them; service through engagement with each other and our communities; and leadership by advancing the frontiers of knowledge and action. We strive for excellence across all aspects of our mission to attract an inclusive community of the best faculty, students, and staff where each will be a valued contributor in an environment that values academic freedom and recognizes and supports the indispensability of pure inquiry to the creation of new knowledge.

Our standard is for the College to have a reputation for excellence that would place us in the top tier of our aspirational peer group of universities<sup>1</sup> both in attractiveness to potential undergraduates and in the quality and productivity of our research enterprise. To achieve this requires significant increases in revenues, size of faculty, revenue per student, diversity of both student body and faculty, and research. It could also require a significant increase in size of student body, beyond the increase that has already occurred and that our current plan must accommodate. This is a bold goal that would recognize the best traditions and history of our component institutions, and position us for pursuit of greater eminence.

To achieve these aspirations, we must both make both the education and research offerings of the College stronger across the board, while building a selection of individual programs that stand out on the national and international horizon. Yet we can build a distinctly stellar enterprise in only a few areas at a time. Our task during this strategic planning process is to identify the most promising areas in which to achieve universally recognized

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<sup>1</sup> Our aspirational peer group includes Johns Hopkins University and the eight members of the University Athletic Association: Brandeis University, Carnegie Mellon University, Case Western Reserve University, Emory University, New York University, University of Chicago, University of Rochester, and Washington University in St. Louis.

excellence, as well as to identify the necessary investments to improve credibility in the areas where we should not expect, in ten years, to build greatness but which must grow from their present size. Rather than choose between “deepening” and “broadening” we must invest sequentially, first targeting extra investments to build especially high profile departments and institutes, which will have national and international prominence, and then strengthening across the board. We expect to build on some of the strengths that have already been developed, both in strong departments and where departments in the College have promising linkages to other parts of the university or to University Circle institutions. The College will play an active role in developing the strategic initiatives identified in the University Strategic Plan as we have faculty and programs that represent strengths and opportunities across the four areas of Energy and Environment; Culture, Creativity, and Design; Human Health; and Social Justice and Ethics. In addition, the College has plans to develop higher visibility in the area of sustainability, child development, and origins. But our planning process must consider other possibilities as well, especially so as to ensure that our package of programs represents the university *as a whole* in a way that is most useful.

This plan proposes general implementation strategies to attain the College’s goals. Next, the plan outlines goals, action steps, and measurable outcomes encompassing 4 broad areas: Scholarly and Creative Activity; Faculty and Staff; Undergraduate and Graduate Education; and Infrastructure. While our plan is driven by academic and pedagogic vision, we also recognize the importance of metrics by which we are and will be judged as an institution. Since some aspects of our plan bear directly upon improving these metrics, it is useful to make the implications of the plan for the kinds of metrics used in national rankings explicit. Outcomes in boldface type represent quantitative measures used by *U.S. News and World Report* to rank national universities.

### **General Strategies**

#### **Bolster High-Profile Departments**

Over the term of this plan, the College will strengthen high-profile departments, while recognizing that we cannot address all of our needs at once. The following considerations, listed in unranked order, will influence where investments will be initially targeted:

- Departments/programs that currently attract more students than they can serve;
- Departments with unique advantages that help them attain or further strengthen their national and international distinction; and
- Departments/programs/majors that attract many undergraduates nationally but have been too small to do so here.

Decisions will be made based on department/program/center strategic plans and benchmarks from other institutions.

#### **Faculty Hiring**

Over the next 7 years, the College will employ a general strategy with inherent flexibility to promote growth in faculty size, visibility, and strength in a way that advances our scholarship, teaching, and service goals. Historically, the College conducts on average 14 searches a year to maintain a steady-state faculty size of 224. The following strategy will result in modest growth as resources allow and will also provide opportunities for reinvestment.

- Raise funds for 1-2 new endowed chairs each year  
*Creates 7-14 new positions over a 7 year period (approximately 5% growth)*
- Support the implementation of the strategic plan, by using 5 of the 14 searches each year to hire faculty who will contribute to College Strategic Plan initiatives  
*Appoints 35 faculty positions over 7 years to strategic initiatives*
- As resources from sources other than endowed chairs permit, add 1-2 additional faculty searches a year to support College Strategic Plan initiatives  
*Creates 7-14 new positions over a 7 year period (approximately 5% growth)*

This plan will result in 35-63 faculty hires targeted at implementation of the College Strategic Plan over the next 7 year period with zero risk to the financial stability of the College.

### **Graduate Programs**

The College will target a renaissance of graduate education as one of the chief general strategies of its strategic plan. It will devote significant effort to increase graduate student stipend funding from philanthropy and other sources. It will work with other Schools that have graduate programs to reform the administrative structures of graduate education which seem to hamper rather than promote that goal. Details of this aspect of the strategic plan are amplified in this report below.

### **Institutes**

The purpose of an institute will be to facilitate research and scholarly activities, and/or undergraduate and graduate education on a focused topic that can best be addressed by more than one discipline. Institutes will allow the College to build highly visible expertise on topics that span departments, while simultaneously strengthening the departments involved. The following guidelines will be followed in creating an institute:

- Each Institute will have its own administrative support, namely all or part of an administrative staff person and an office budget;
- Each Institute will have a Director, appointed by the Dean in a process analogous to that of Department chairs: carefully consultative with the Faculty, and in consultation with the Executive Committee;
- Each faculty member affiliated with each institute must have a primary appointment in a department within one of CWRU's college or schools and will be expected to carry some teaching and training responsibilities within their home department;
- Some faculty searches will be through the institutes with appointments in departments, but the choice of which department will not necessarily be pre-ordained;
- Each Institute will take over some administrative responsibilities currently handled by University central, the Dean's office, and/or by Department administrative staff members;
- Institutes may have undergraduate and/or graduate curricula but will not be degree granting;
- Each Institute, in consultation with the Dean, will have control over its faculty membership; in other words, membership in an Institute will not be a matter of right for a faculty member whose research and teaching lies congruent with the Institute goals but a distinction to be earned by application and selection for a fixed but renewable period of time. Tenure and salary for existing faculty members will lie in their departments; participation in an Institute will be competitively based judged from the interests of the Institute and the College. New hires, naturally, will be collaboratively chosen, fulfilling this requirement.

### ***Goals, Action Steps, and Measured Outcomes***

#### **Scholarly and Creative Activity**

Our scholarly and creative work should build the vibrancy and diversity of our intellectual community. To that end, we must pursue broad disciplinary strength by correcting the historic underinvestment in arts, humanities, mathematics, and social sciences. We can make progress even in the short (1-2 years) time frame, by addressing the acute need for facilities described below. While investments have been made in the past decade in the natural sciences, those fields require yet further commitment to ensure that those strengths remain in place in coming years. Lab space, startup funds, bridge-funding, and technical support are critically important. Those departments in which scholarly work is largely a group activity with a large role for post-doctoral fellows and graduate students need additional fellowship support, more competitive stipends, and support for development of large and multi-departmental/institutional grant proposals and subsequent project management. Those departments in which scholarly work is largely a solo activity, need funding for scholarly activities such as travel to collections and

conferences, re-evaluation of teaching loads to correspond with those at peer institutions, increased funding for collections in the University Library and for space to store and use materials, and increased funding for graduate student and post-doctoral fellows.

Across disciplines and departments, there is a clear need to cultivate a more vibrant intellectual atmosphere, which in part would be addressed by increasing the size of departments, support staff, and programs to achieve critical mass. Achieving greater diversity in the College faculty is foundational and necessary for the College and University to survive and thrive. The retention and recruitment of superb faculty and staff at all levels is likewise essential and depends on the ways in which the College and University support and provide incentives for scholarly and creative activity.

As the College fortifies disciplinary strengths, that will facilitate and support interdisciplinary programs and centers as well as collaborations and partnerships. Administrative support for such initiatives should include better infrastructure, including creation of an Associate Dean position within the College. Collaborations and interdisciplinary programs can enhance and build on existing areas of excellence, and, if adequately supported, can also create excellence in hitherto underdeveloped but essential areas. There are clear strategic advantages in this approach as well as opportunities for development and distinction.

### ***Research and Action Steps:***

#### **Improve support for research and development**

- 1) Develop a financial plan to create discretionary accounts for scholars, in addition to any start-up funds, to be used to support their work in various ways such as funding pilot studies and research-related travel.
- 2) Develop a financial plan to create a pool of funds at the College level to be used at the Dean's discretion to support research activities in the College, including for support to bridge the gap between grants, and for proposal activity by adding appropriate staff support.

#### **Scholarship and Creative Activity Beyond Departmental Boundaries**

- 1) The College will create an Office for Interdisciplinary and Collaborative Programs, directed by a faculty member with the rank of Associate Dean, that will be responsible for overseeing activity in these areas.
- 2) The Office will be structured to include two Directors (one for Interdisciplinary Programs and another for Collaborative Programs), and two advisory committees consisting of faculty members and professional colleagues from relevant institutions.
- 3) The Office will create and maintain an inventory of both internal interdisciplinary programs and programs that collaborate with other institutions. It will be responsible for developing expertise about sharing of burdens, terms of cooperation, and prospects for funding. Its leadership will advise and mentor faculty who seek to develop and lead such programs, and will advise the Dean on the prospects for proposed programs.
- 4) The Office will collaborate with the directors of Institutes, but will provide its services mainly to programs that are not included in Institutes. It will provide staff support for activities such as fundraising and assessment. The Associate Dean will assist the Dean and program directors in any negotiations with internal University and external community collaborators.

#### **Measurable Outcomes:**

- 1) **Increase in number of faculty** and staff, funded by College resources from programmatic enhancements.
- 2) Increase in the number of applications for and awards of funding.
- 3) Increase in the number and prestige rankings of publications and creative activities.
- 4) Increase in the proportion of interdisciplinary and collaborative programs that sustain themselves on definable own-revenue flows.

- 5) Number of awards and other indicators of recognized excellence at the level of the individual faculty members, departments, and interdisciplinary or collaborative programs.
- 6) Improved reputation for educational programs, as measured by metrics described in section below, due to enhanced breadth and reputation for excellence in scholarship and creative activity.

### **Faculty and Staff**

To thrive, the College needs to nurture, strengthen and increase the number of faculty and staff. As we do so, a touchstone goal should be to increase the diversity of recruitment pools and hires in both personnel groups.

We regard diversity as a critical issue for any forward looking research university, and an important aspect of how CWRU can strengthen its position locally, nationally, and globally. Best practices in recruitment and retention are particularly important for recruiting and retaining under-represented minority faculty. We must also retain staff by encouraging personal and professional development at all levels to enhance and energize their skills. We need to assist and reward departments for the use of best practices in recruiting to find qualified women and under-represented minorities. We need to ensure timely and objective review of distributions of compensation, resources, and work. We need to include in the capital campaign specific support for faculty hiring, start-up packages, bridge-funding, and adequate staff support for faculty scholarly and creative activities, and teaching.

Our current and future competitiveness requires the correction of compression, inversion, inequity, and inadequacy in faculty and staff salaries. A particularly high priority should be correcting any inequities based on gender or patterns of compression and inversion, within the context of our efforts to reward distinction. Over the next five to seven years, we must work to increase salaries to nationally-competitive levels, while continuing to retaining funds to expand faculty to promote targeted initiatives included in the College Strategic Plan.

It is essential that the College devote serious attention to the problem of small size in all departments, a perception supported by all available benchmarking data. Small size means that our departments must offer less subject matter coverage than those at aspirational peer institutions, reducing our attractiveness to students at all levels. In addition to growing existing departments, we will use the strategic planning process to consider imaginative ways to restructure the College to build more lively and effective intellectual communities. We should use the strategic planning process to identify the best ways for each department to grow, and then also plan extra investment in those departments or programs best positioned to advance the scholarly and creative activities and the educational goals of the College. We need to support these initiatives by assessing staff needs across the College and remedying understaffing of department and college administrative and technical support.

A research university thrives on the sense of intellectual excitement generated by research, teaching and social activities. Therefore we must also work to enhance the intellectual culture in which faculty, staff, and student efforts in pursuit of creative activity, teaching, and services are appreciated, supported, and simply enjoyed. We must therefore both reduce burdens such as excessive administrative loads, and provide resources for the “softer” measures that build community.

### ***Research and Action Steps:***

#### **Increase and support diversity:**

- 1) Provide extra financial support from the College to assist departments in recruiting and competing to hire underrepresented minority faculty. This will include funding for search techniques as well as for offers.
- 2) To the extent the University develops appropriate materials to assist committees in conducting searches that maximize the chance of recruiting underrepresented groups, the College will expect search committees to be familiar with and use those materials. These materials will include information about the group profiles of the potential applicant pool in each field.
- 3) Encourage departmental hiring, in accord with other University and College plan priorities, that could contribute to strengthening interdisciplinary programs addressing the experience of subaltern groups.

- 4) Actively explore further initiatives that might dramatically improve the diversity profile of the university. These could include, for example, “grow your own” strategies to recruit into graduate programs individuals who might ultimately join our faculties, and local educational initiatives to widen the pool of underrepresented minority applicants for undergraduate study.
- 5) Encourage departments to review course offerings (where relevant), graduate admission and hiring strategies to maximize attractiveness to women and underrepresented minorities.

**Implement Best Practices for Recruitment and Retention of a High Quality and Diverse Faculty:**

- 1) Provide competitive and equitable salaries. This will require progress over time, including:
  - a) Over the next five years, a plan to increase average salaries to nationally-competitive levels, while rewarding distinction and distinguishing inadequate performance.
  - b) Immediate focus on problems of gender inequity, compression and inversion.
  - c) Long-range steps, especially through the capital campaign, to create a foundation for competitive compensation through measures such as targeted endowed chairs, endowment for minority faculty recruitment, and generalized endowment for College activities and student scholarships and fellowships, so as to reduce dependence on revenues derived from more volatile sources such as federal research funding and tuition paid by student’s families.
- 2) Develop a process for annual external compensation review for faculty, so as to both evaluate equity and benchmark to comparable institutions.
- 3) Develop processes for annual non-departmental review of faculty compensation, resources (such as space and start-up packages) and obligations (such as teaching and service loads), so as to promote equity within departments.
- 4) Fill the gap in daycare and childcare provision, so as to better recruit and retain faculty with young families.
- 5) Adopt and support further family-friendly policies such as part-time tenure and more adequate paid pregnancy or parental leave.
- 6) Require all departments in the College to create by-laws for departmental policies and procedures, so as to ensure transparent and legitimate governance.
- 7) Require that all departments every five years, beginning with the 2008-09 academic year, review their standards for annual reviews, promotion, and tenure, so as to assess their appropriateness for retention in their fields at that time, and to take care that those standards do not induce subtle evaluation biases.
- 8) Ensure that all faculty have direct access to College and University staff support for activities such as grant and fellowship applications.

**Implement Best Practices for Recruitment and Retention of a High Quality and Diverse Staff:**

- 1) Provide competitive and equitable salaries.
- 2) Develop a process for annual external compensation review for staff, so as to both evaluate equity and benchmark to comparable institutions.
- 3) Improve training procedures and resources for department assistants and other staff members.
- 4) Implement a staff mentorship program, and facilitate staff interaction to improve morale and unity.
- 5) Review staffing needs across the College and determine where additional hires are needed.
- 6) Improve and increase communication between the University and the College in regard to procedures and issues that have direct impact on College staff.

**Create and Enhance Critical Mass for Scholarship and Creativity.**

- 1) The leadership of the College will attend to critical mass for both faculty and students, first, by balancing the need to cure small size or critical mass problems within some departments with the selective greater expansion of departments that are judged likeliest to achieve national and international prominence.
- 2) It will encourage departments to identify creative restructuring and merger opportunities, while ensuring that the design and implementation of any restructuring protects core research and educational activities.
- 3) The College, with support from the University, will improve mechanisms and support to encourage hiring of faculty into joint appointments within the College and between the College and other management centers.

These measures will emphasize, but not be confined to, creating the critical mass for scholarship and creativity within the priority initiatives of the University plan and creation of Institutes.

- 4) In order to facilitate non-curricular activities, the College will institutionalize a single, easily usable, College calendar of seminars, lectures, symposia and speakers.
- 5) Intellectual vibrancy requires time to do creative work. The College therefore will initiate a process to review administrative duties, teaching demands, and administrative support, so as to identify and rectify excessive stresses on faculty.
- 6) Intellectual community requires encouragement at the department level. Therefore the College will seek to increase administrative support and discretionary funds available for department activities, while providing training about community building to chairs and resources for recruitment and retention of successful chairs.

#### **Measurable Outcomes:**

- 1) Increased average size of departments.
- 2) Number of joint appointments.
- 3) Share of faculty appointments held by women and historically underrepresented minorities.
- 4) Number of outside offers for our faculty, and proportion of faculty with outside offers who are successfully retained.
- 5) Construction of childcare facility.
- 6) Survey measures of faculty and staff satisfaction
- 7) Level of staff turnover.
- 8) Level of activity on the College calendar
- 9) **Faculty and staff compensation adequacy**, as measured in comparison to benchmarks.

### **Undergraduate and Graduate Programs**

Graduate and undergraduate programs in the College require academic and financial enhancement to meet the needs of current and future students. They also need to be made more attractive to prospective students, in order to generate larger applicant pools from which lower admission rates and larger yield rates can be realized. To accomplish this, several key issues are equally relevant to the quality of graduate and undergraduate experience, and hence the attractiveness of CWRU to potential students. Among the most important of these issues are: the inordinately small size of the faculty, which limits curricular offerings and program expansion; the serious need for extensive improvements in the physical plant, including academic buildings and spaces for student meetings; and the inadequacy of current financial aid packages. One solution to the last problem is the endowment of named fellowships for both undergraduate and graduate students. In addition, concern for diversity of the faculty should be matched by interest in diversity of the student body.

In addition to these general issues, other problems are more specific to the undergraduate and graduate student bodies.

For undergraduates, some major interrelated concerns relate simultaneously to the nature of the academic program and the quality of extracurricular student life. CWRU students tend to take heavy course loads and our semesters are long. Some of our opportunities for internships, study abroad, interdisciplinary programs, participation in research or other forms of experiential learning are underdeveloped or poorly advertised and marketed. The latter points relate to the need for better coordination and communication with the Undergraduate Admissions Office. More needs to be made of programs that we do have and opportunities that do exist, such as those available at University Circle and other Cleveland area institutions, and resources for such activities need to be expanded. At the same time, the opportunities for social life – including availability of restaurants, shops and entertainment venues – are unusually sparse.

Unlike undergraduate programs, non-professional graduate programs, especially doctoral programs, can rarely be expected to be significant direct sources of revenue. Yet they are central both to the research and creative

product and so to the national and international reputation of any great university. Many of the issues specific to graduate education at Case Western Reserve University are related to administrative practices and funding.

#### **Action steps to enhance undergraduate education and experience:**

In addition to the improvements in curricular opportunities that would follow from broadening and deepening our offerings, the College seeks to:

- 1) Raise endowments for student aid, aimed especially at bringing outstanding students to campus.
- 2) Enlarge and diversify the curricular interests of our applicant pool, so as to shape incoming classes in a way that furthers our strategic plan and educational goals.
- 3) Make fundraising for scholarships and fellowships for underrepresented minority undergraduate students a priority.
- 4) Evaluate ways to reduce average student course loads per semester.
- 5) Increase resources for student research and study abroad, as well as for research on campus, in part through funding of centers and programs.
- 6) Consider measures to alter the semester calendar and other requirements, so as to better enable our students to take advantage of activities such as short courses abroad and experiential learning, or to coordinate with activities of other units of the University.
- 7) Increase space available for student extracurricular activities, including everything from small meeting rooms to performance facilities.
- 8) Increase both administrative and financial support for student-led activities.
- 9) Support development of the College Town project.

#### **Action steps for enhancing graduate education and experience:**

- 1) Raise endowments to support students and, thereby, departments. In doing so, we will aim to make funding more predictable, consistent and timely, with support guaranteed for at least the minimum time to degree or to dissertation stage. Stipends and support for other fees, such as technology and health insurance, should be comparable to the support offered by peer institutions. These levels will be set after appropriate study, and as funding becomes available.
- 2) Administrative structures for graduate education, including the role of the separate Graduate School and the use of an inflexible credit hour system, should be reconsidered. At a minimum, rules about time limits should be made appropriate to individual departments as opposed to the current one-size-fits-all limit of five years for 701 (dissertation) registration.
- 3) Reach out to institutions with substantial proportions of underrepresented minority students, to encourage them to present research in College forums and to pursue graduate education at CWRU.
- 4) Practices for overseeing grant money of CWRU researchers (such as "tuition remission in lieu of wages") should be reexamined to ensure that they do not discourage employing graduate students, and so deprive them of valuable training.

#### **Measurable Outcomes:**

- 1) An increase in the funded portion of the undergraduate discount rate.
- 2) Increased graduate tuition and stipend support, bringing levels closer to levels at peer institutions.
- 3) **An increase in the number of undergraduate applications** that express interest in specific departments within the College (as compared to, say, "pre-med," or engineering).
- 4) **Increased quality of undergraduates enrolled, measured, e.g., by standardized test scores.**
- 5) Increased numbers and shares of undergraduate and graduate students who are women or underrepresented minorities.
- 6) Increased student satisfaction, as measured by surveys and, eventually, by alumni giving.
- 7) Increase in the quality and quantity of the applicant pool for graduate programs, as measured by undergraduate institutions, prior accomplishments, test scores, etc.
- 8) **Increased retention rates in both undergraduate and graduate programs.**

- 9) Greater success, compared to peer institutions, in placing graduate students in academic and professional positions when they have finished training.

### **Infrastructure**

University infrastructure includes physical plant and administrative services, each integral components of the College's and University's ability to realize their mission and strategic goals over both shorter and longer time periods. Infrastructure issues include both physical plant and the staff functions of the university that must support the line activities of the department and the interdisciplinary centers and programs. We will address first administration, and then physical plant.

We will work with Central Administration to create a relationship characterized by transparency, efficiency and flexibility; ensured through the implementation of effective mechanisms of timely consultation with constituencies within the College, and involvement of those constituencies and College administration in the prioritization and decision-making process.

We seek especially to engender a "can do" culture that empowers faculty and continually improves our institutional ability to support our research, educational, and service missions.

Currently, staff support units such as ITS, Human Resources, Research Administration, Development, the University Libraries, Graduate Studies and others provide, in spite of their intentions, inadequate support due to varying combinations of underfunding, understaffing, and having internal goals that are incompatible with the College's, and we believe the University's, core missions. Personnel policies should be adapted, to the extent compatible with the law, to serve those missions. ITS priorities should be better suited to helping faculty and students do their work. The University Libraries offer insufficient direct access to material for both faculty and students; Kelvin Smith skimps on collections in order to provide space for non-library functions; and even our participation in exchange programs is sometimes reported to be threatened by our inadequate acquisitions. As more and more functions have been offloaded from central staffs to departments and faculty, departments have not been given the resources to help their faculty manage those burdens. These and other challenges require new initiatives.

In order to become more of a destination university and College, we must improve the quality, quantity and organization of our physical facilities. Infrastructure improvements will enhance scholarly and creative activities and student experience both in the classroom and as members of a community;

To structure improvements in a way that catches up to the needs of our dramatically expanded current student body, while allowing for further expansion of both research and educational missions in the future, we must address immediate shortfalls in instructional and learning spaces, especially teaching laboratory facilities for Biology and classroom/office space on the north side of campus. As we seek to improve unsatisfactory facilities for student activities and student life, we must include facilities affiliated with departments, such as rehearsal and performance spaces for the Departments of Music and Theater and Dance. In the longer run, we must replace or enhance a student center which is far inferior in both space and activities to those at institutions with which we compete, and improve street life on campus. Student life is made somewhat more difficult by an internal transportation system that, in student perceptions, has deteriorated significantly in recent years. Last but not least, we must improve inadequate physical facilities and in some cases staffing for research activities, including start-up support for physical sciences and research computing facilities.

#### **Action steps needed for administrative support goals**

- 1) Though hiring and training, increase staff support at the departmental level capable of helping and with the time to help faculty navigate processes of grant application, budgeting and accounting, including use of grant-tracking tools (e.g. PeopleSoft queries). This includes ensuring timely reporting of account revenues and expenses.

- 2) Ensure adequate research computing with support for the ITS HPC research initiative, and study its expansion. Ensure funding for growth and ongoing renewal.
- 3) Within the Dean's Office or elsewhere, increase staff support for identifying funding opportunities and for managing large (e.g. multi-million dollar, such as Third Frontier) proposals in response to one-time calls.
- 4) As the Information Technology department provides so little help, increase staff support within the College for web administration, shared across departments as appropriate.
- 5) As necessary for other purposes, such as navigating HR rules and preparing marketing materials for conferences and events, increase staffing in the Dean's office.
- 6) The College will work with other units and Central Administration to initiate a thorough, faculty-led, university-wide review of the UGEN units of the university, including both these units' needs and purposes. This must address questions such as which of those staff functions belong at the university level and which would best be addressed within the units, which in turn would no longer contribute to central administration for inadequate and sometimes harmful levels of service. This must include, but not be limited to, a strategic plan for the University Libraries, in order to increase direct access to material and guarantee access to resource exchange programs. We recognize that we cannot produce these initiatives on our own, but must insist that they are necessary.

#### **Measurable Outcomes for Administrative Support:**

- 1) Creation of faculty oversight committees that actively review and report on staff institution policies, including panel on UGEN and separate panel on Library services. If necessary, the College will create its own panels, which will be expected to report by August of 2009.
- 2) Increase in faculty and perhaps especially departmental and interdisciplinary program staff satisfaction with procedures and services, as measured by surveys.
- 3) Increased volume of grant applications.
- 4) Fewer budgeting and accounting errors.
- 5) Increased faculty satisfaction with computing facilities in particular.

#### **Action steps to address physical plant needs**

- 1) If possible for Fall 2008, provide new space in A.W. Smith or elsewhere for Biology labs.
- 2) Also as quickly as possible, create better rehearsal space for musicians, most likely in Wade Commons.
- 3) Begin a process of renovating and reopening Morley laboratory, in order to address long-term Biology lab needs and create highly necessary extra classroom and other space.
- 4) Identify and implement any possible short-term solutions to the classroom and office space shortage on the north side.
- 5) Fund and construct the data center that is part of the Research Computing initiative.
- 6) Study and finalize a plan for a much better performing arts facilities. This should be determined in the short term because its solution will determine the available options for other space issues.
- 7) Plan and initiate construction of the child-care center.
- 8) Fix the university's transportation system (the "Greenies").
- 9) Upgrade classroom audio/visual equipment and furniture to a point where students feel good about attending classes in any venue where we offer them.

These shorter-term initiatives are crucial if we are to hope to be positioned to thrive in the long-term. Our strategic plan also must include these other pressing, but slightly less pressing, actions:

- 1) Accelerate planning and fundraising for a University Center of which our students and the rest of our community can be proud – and enjoy.
- 2) Identify appropriate space and plan for a new office/classroom building on the north side of campus, so as to accommodate the expansion that is clearly necessary.
- 3) Once plans to reopen Morley are finalized, begin planning for new office/teaching/research space on the south side of campus, to accommodate new initiatives that are being proposed both by the College and other units.

**Measurable Outcomes for Physical Plant:**

- 1) Bring new Biology labs on line for 2009 academic year.
- 2) Convert Wade Commons for music rehearsal by sometime in 2009 academic year.
- 3) Bring Morley on line by August of 2010.
- 4) Construct Research Computing facility by August of 2010.
- 5) Develop report on Performing Arts Center alternatives no later than August of 2010.
- 6) Reform the Greenies system no later than August of 2010.
- 7) Improve the ratings of classroom facilities in student and faculty surveys.

Respectfully Submitted on May 23, 2008,

**College Strategic Planning Steering Committee**

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