The College of Humanities and the Arts engaged in a Strategic Planning Process in 2012-13. An initial Strategic Planning Process document provided to all faculty and staff and posted on the Strategic Planning website delineated the purpose of the Transition Taskforce and the guiding principles of the process.

The Transition Taskforce was an ad-hoc committee created by the Dean. It had the primary charge of assisting with the strategic planning process in the College of Humanities and the Arts. The Taskforce provided input on the planning process and subsequently analyzed and synthesized data collected.

The guiding principles of the process involved consideration of the fiscal and academic context of the College and the University. The strategic planning process had four explicitly stated outcomes: (1) data gathering and analysis; (2) structural decision regarding the College’s units; (3) creation of a strategic plan; (4) identification of efforts to be taken to help the College implement its strategic plan.

The present document synthesizes the data gathered from units, programs, and individuals and provides the basis for the College's strategic plan. A more expansive synthesis of the data and reporting of results, vote on the College structure, and 2012-13 update memos can be found in the Strategic Planning Taskforce Complete Synthesis document and also on the College's Strategic Planning website.¹

The document is organized according to the following sections:

I. Context
II. Process
III. Values and Mission: Preliminary
IV. Goals and Metrics: Preliminary
V. Summary and Next Steps

I. Context

The College of Humanities and the Arts had not previously undergone strategic planning when the process began in fall 2012. However, the University’s strategic plan (“Vision 2017”) already was in place at that time. The President’s Vision 2017 has five primary goals at its center: (1) Spartan pride; (2) Unbounded learning; (3) Helping and caring; (4) Agility through technology; and (5) 21st century spaces. The Provost's Academic Plan continues to develop in response to

¹ Documents posted at: [http://www.sjsu.edu/humanitiesandarts/strategic/index.html](http://www.sjsu.edu/humanitiesandarts/strategic/index.html)
Vision 2017 and to academic priorities.\textsuperscript{2} To the extent that the College’s strategic goals support the President’s five priorities, such support is noted in the present document.

The fiscal outlook for the university improved over the course of 2012-13 with the passage of Proposition 30 in November 2012 and with a commitment of stable, if modest, funding increases from the state as expressed in Governor Brown’s 2013 budget. Those funding increases also come with significant restrictions, the most important of which is the cap on tuition increases over the next four years. As such, while the outlook has improved somewhat, the CSU remains challenged by the ~50% cuts to public higher education that have been implemented since the turn of the century.

In that broader context, the College of Humanities and the Arts continues to be the College with the lowest tenured and tenure-track density for faculty at SJSU. The College also lamentably had the highest instructional personnel deficit out of all the colleges in 2012-13. This context makes clear that the College must seek to improve its overall student-faculty ratio and find other means of improving efficiencies on the fiscal side while maintaining a deep and abiding commitment to a high-quality liberal arts education.

II. Process
The College began its strategic planning process in fall 2013 by committing to a process that would be as collaborative and inclusive as possible. The outcome of initial consultation discussions with department chairs, faculty, and staff was the creation of a Transition Taskforce, the members of which then helped devise and execute the strategic planning process.\textsuperscript{3} The Taskforce distributed a SWOT (strengths, weaknesses, opportunities, and threats) survey to units as well as to all individuals (staff and faculty) employed in the College.

We received 100% response rate from all departments/units as well as one collective staff report from the performing and visual arts staff members who have collaborated during the merger situation. We received a 25% response rate from individuals. We provided an open input page on the website for anyone else who chose to respond, but received no responses.

The Taskforce then held numerous meetings to discuss, synthesize, and analyze the data. Those discussions helped us identify areas of commonality as well as disparity, which in turn provided the basis for the identification of core values and a possible mission statement for the College. The group also discussed possible structural changes that would bring the College to a stable structure by the end of the 2012-13 academic year. From those discussions emerged two viable structural changes: (1) the merging of the Animation and Illustration program into Design Department; and (2) the merging of the Animation and Illustration program into the Art

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\textsuperscript{2} \url{http://www.sjsu.edu/provost/about/academic_plan/}

\textsuperscript{3} Members of the Taskforce, which was chaired by Lisa Vollendorf (Dean), were: Mike Adams (Interim Associate Dean), Damian Bacich (Professor of Spanish and Chair, World Languages and Literatures), David Chai (Professor of Animation/Illustration, Department of Television, Radio, Film, Theatre, Animation and Illustration), Joseph Frank (Professor of Music and Director, School of Music and Dance), Bruce Gardner (College systems administrator), Bill Shaw (Professor of Philosophy, Philosophy Department), Alison McKee (Professor of Radio, Television, and Film, Department of Television, Radio, Film, Theatre, Animation and Illustration), Valerie Mendoza (Professor of Photo, Department of Art and Art History), and Roula Svorou (Professor, Department of Linguistics and Language Development). This extraordinary group of people is to be congratulated for their sincere, respectful engagement with the data, the process, and all difficult issues that arose during the course of the meetings.
and Art History Department. In April 2013, the Dean met with all units to discuss strategic planning updates and, with potentially affected units, to discuss structural options.

Subsequent to those meetings, and in compliance with university policy, a vote of the faculty was taken in the areas that had been impacted by the prior restructure of the College. 89.62% of those voting endorsed the following structure:

- Department of Art and Art History
- Department of Design [to include the Animation and Illustration program]
- Department of English and Comparative Literature
- Department of Humanities
- Department of Linguistics and Language Development
- Department of Philosophy
- Department of Television, Radio, Film, and Theatre
- Department of World Languages and Literatures
- School of Music and Dance

As per the policy, the Dean reported the results of the vote to College faculty and staff. Results also were sent to the Provost and the President, who supported this structure as the outcome of the strategic planning process. The new structure was given an effective date of August 1, 2013. All documents related to the vote and to communication about College structure can be found on the College’s strategic planning website.

III. Values and Mission (Preliminary)

The responses gathered from units and individuals made clear that the College of Humanities and the Arts values:

- High-quality, student-centered liberal arts education;
- Research, scholarship, and creative activity that nurtures the teacher-scholar model;
- Creativity and connectivity within and across fields in humanities and the arts;
- Inquiry and innovation;
- Compassion and equity;
- Globally-engaged, informed citizenship.

A possible mission statement related to these core values appears below:

*The College of Humanities and the Arts at San José State University provides a high-quality liberal arts education focused on creativity, innovation, and problem solving. We prepare students to be compassionate, informed citizens of the world.*

IV. GOALS

Based on the data analysis, the Taskforce devised preliminary goals and possible means of supporting and measuring the success of these goals.

First and foremost, it must be noted that the College of Humanities and the Arts cares about education: we are a student-focused College with faculty who firmly believe that their success as teachers is directly related to their success as scholars and creators and with staff who firmly believe that their vocation is to support teaching and learning in all of its rich variations in this multi-disciplinary environment.
All goals stated below therefore rest on the basic principle that the College of Humanities and the Arts is committed to a high-quality liberal arts education and to creating an environment for students to be successful during their time with us at SJSU.

**Goal #1: Enhance support for faculty, staff, and students**
The planning process resulted in a large number of expressions of concern about high workloads; staff shortages; low tenured and tenure-track faculty density; and inadequate support for instruction and advising. This goal aligns with the Vision 2017 goals of “helping and caring”; “agility through technology”; and “Spartan pride.”

<table>
<thead>
<tr>
<th>Components of goal</th>
<th>Implementation &amp; measurement success</th>
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| (1) Create a College Success Center to provide increased advising support for faculty advisors and students. | (a) Create implementation plan for the Success Center in 2013.  
(b) Leverage success of Visual Arts Advising Center and Music/Dance Student Marketing Team as basis for future Center.  
(c) Improve web-based infrastructure for advising to helps students and advisors access necessary information more readily.  
*Metrics:* Track retention and graduation rates as well as faculty advisor sense of support to measure success and make improvements. |
| (2) Improve support for staff and collaboration among staff members in College. | (a) Create a central staffing plan for College to enhance collaboration and identify areas of greatest need for restoration of staffing (2013).  
(b) Enhance staff positions strategically over next three years.  
(c) Devise ways to support staff training and maintenance of expertise.  
*Metrics:* Use the 2012-13 staffing arrangements as a benchmark for analysis of successful collaboration and addition of positions in future years. |
| (3) Seek and fill more tenure-track faculty lines. | (a) Leverage possibility for cluster hiring whenever University goals can align with College goals for cluster hires.  
(b) Position College in an increasingly effective manner by improving all controllable data points by which tenure-track hires are considered and granted (e.g., student faculty ratios; alignment with University’s strategic goals; and graduation and retention rates.).  
(c) Provide enhanced support for search committees to ensure successful searches.  
*Metrics:* Track and analyze tenure density in 2012-13 compared to subsequent years. Track and analyze failed vs. successful searches. |
Goal #2: Improve visibility of College to students, University, alumni, and the community
Many responses expressed the belief that the College needs to improve our ability to express the importance of humanities and arts-based education. Issues of concern include: lack of resources provided to humanities and the arts in a STEM environment; inability to attract majors; relatively low numbers of first-year and transfer applications directly to our majors; and lack of clear pathways from our majors to careers. This goal aligns with the Vision 2017 goals of Spartan pride; helping and caring; unbounded learning; and agility through technology.

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| (1) Create a College Success Center to provide increased support for communications, recruitment, and advising. | (a) Create implementation plan for the Success Center in 2013 to include a student-centered communications team to help with brochures, webs support, and student-focused events production.  
(b) Create more internship possibilities for students interested in arts management and administration to support such a Center and students’ own interest in humanities and arts careers.  
(c) Improve community college and high school outreach.  

*Metrics:* Track retention and graduation rates as well as faculty advisor sense of support to measure success and make improvements. |

| (2) Create higher visibility and higher impact student recruitment materials and programs. | (a) Seek to centralize support for recruitment through the communications component of Success Center, leaving departments with more time and resources to improve outreach and specify pathways for their majors.  
(b) Create opportunities to highlight humanities and arts students’ work and successes (e.g., Student Showcase).  
(c) Create and implement a web and social media strategy to make College activities and student successes more visible.  

*Metrics:* Use 2012-13 websites and recruitment plans (where applicable) as baseline for improvement and measure contacts with high schools and community colleges as well as successful recruitment efforts in subsequent years. |

| (3) Innovate with existing and expanded curriculum to attract and retain students. | (a) GE pathways could lead to certificates or simply to a more cohesive GE experience, made possible through advising and advertising of the pathway to first-year students. Examples of pathways H&A |
might develop include: Global Citizenship; Gaming; (b) Innovative certificates are more possible than ever and can be created and implemented in H&A.⁴ (c) Expand career-oriented pathways in and between majors in H&A (e.g., arts administration or technical writing). (d) Expand high-impact practices to attract, retain, and support students toward timely graduation (e.g., Humanities Honors expansion to include SJSU studies or innovative GE curricula to include hybrid classes to offer entire SJSU Studies package in slightly fewer units due to hybrid format).

**Metrics:** Use 2012-13 as a baseline for comparison regarding GE pathways; certificates; career-oriented communications about H&A majors.

(4) Engage faculty, staff, and, where applicable, students in efforts to raise visibility of and investment in College.

(4) Engage faculty, staff, and, where applicable, students in efforts to raise visibility of and investment in College.

(a) Enhance College publications and web presence; (b) Track emeriti and alumni more effectively and engage them in College activities; (c) Enhance web and social media support to highlight faculty, staff, and student accomplishments; (d) Engage interested faculty, staff, and students in development opportunities such as donor appreciation events for scholarship donors and other similar externally-oriented activities and training aimed at improving our visibility and enhancing College funding.

**Metrics:** Use 2012-13 events, donor relations, development strategic plans, and publications as baseline to measure subsequent success in raising visibility and enhancing revenues.

### Goal #3: Strengthen the College’s image as a scholarly and artistic learning community devoted to global engagement

Individual and unit responses to strategic planning made clear that there is a strong desire to strengthen the connections among programs and faculty to enhance collaboration and focus on research, scholarly, and creative activities, particularly as related to the College’s concern with global engagement and preparing students to be informed, engaged global citizens. This goal aligns with the Vision 2017 goals of Spartan pride; unbounded learning; helping and caring; and agility through technology.

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<tr>
<th>Components of goal</th>
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<tbody>
<tr>
<td>(1) Enhance research, scholarly, and creative activity connections among</td>
<td>(a) Support collaborative marketing and calendaring of College intellectual and cultural</td>
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⁴ Revised 2013 certificate policy (effective fall 2013) allows programs to count courses in majors and certificates and to attract students to apply to enroll exclusively in certificates.
| faculty, staff, students, and alumni. | events and accomplishments to encourage more connectivity and cross-fertilization.  
(b) Incentivize student-faculty research and creative activity opportunities.  
(c) Improve support for intellectual and cultural events and research and creative activity.  

**Metrics:** Use 2012-13 as baseline to assess effectiveness of enhancements related to research, scholarly, and creative connections and opportunities. |
| (2) Create mechanisms to support focus on global engagement. | (a) Implement a Global Humanities & Arts initiative to encourage research, creative activity, and teaching opportunities focused on global engagement with possible goal of creating Global Humanities & Arts Center.  
(b) Support study abroad and other globally-focused teaching and programming connections to enhance student learning.  

**Metrics:** Data related to study abroad, global learning outcomes, and faculty led programs from 2012-13 to be used as baseline to assess improvements and impact. |
| (3) Enhance collaborative teaching, curricular, and co-curricular opportunities. | (a) Support creation of interdisciplinary certificates and/or other collaborative teaching and curricular initiatives to enhance student learning.  
(b) Enhance coordination of curricular and co-curricular opportunities through collaborative programming (e.g., College-sponsored events; Campus Reading Program integration into curriculum; thematic programming in a given year, etc.).  
(c) Support high-impact practices to improve student retention, learning, and graduation through such initiatives as GE cohorts (Humanities Honors), GE pathways, and STRETCH English.  

**Metrics:** To be measured in terms of numbers of programs, curricular initiatives, and impact on student retention, graduation, and learning outcomes. |

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5 STRETCH English is a program designed to combine academic (remedial) English learning goals with the learning goals of English 1A (first semester composition), giving students options based on placement exams and their own guided assessment of where they will best succeed among the options to take one semester or two of writing in their first year. The model program in the CSU is at San Francisco State University:  
V. SUMMARY AND NEXT STEPS
The strategic planning process in 2012-13 provided the College with a strong basis for successfully building on College strengths while also addressing points of frustration and possible weakness in the coming years.

The process was made successful through the collegial, engaged participation of College faculty and staff and, in particular, by the extraordinarily thoughtful and respectful members of the Transition Taskforce.

The engagement of all constituents of the College in the next steps is equally important.

Input on the values, mission, and goals contained in this document should be sent directly to Dean Lisa Vollendorf, who now will work to create an implementation and assessment plan.

This strategic plan can and should be modified in response to input from faculty, staff, and students where appropriate. The plan shall serve to guide the College of Humanities and Arts toward a stronger future. Modifications based on continued input and assessment will help the College more successfully support our students, faculty, staff, programs, and units. Throughout implementation, we will remain committed to our core value of providing a high-quality, student-centered liberal arts education at San José State University. The College also remains wholly committed to the collaboration, transparency, and collegiality that made this strategic planning process possible.