Fairmount College of Liberal Arts and Sciences

Strategic Plan and Unit Position Papers

June 30, 2014

Fairmount College Liberal Arts and Sciences Strategic Planning Committee

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Preamble

Wichita State University is designated as a research university within the Kansas Regents system, a fact which explains the prolific publication of books, monographs, scholarly articles and chapters that are examined every year by salary evaluators and by tenure and promotion committees. This venerated and well-established method of publication represents the foundation of scholarly thought upon which Fairmount College is founded. It will always maintain this status. The strategic plan that Fairmount College has been invited to compose will participate in creating an innovation campus—an enhanced Wichita State University that will build upon its traditions of scholarship, creative activity, teaching, and service—an improved campus where the delivery of knowledge is accomplished through both established and through novel instructional methods. Digital delivery will take its place alongside traditional classrooms; online learning will complement the lecture hall. Real-world training will stand next to methods coursework, and the archiving of student work digitally will bring permanence to the portfolio system of records keeping. Nothing will be lost but much gained, which is the essence of a strategic plan. That is the nature, the practice, of Fairmount College, and the vision of Wichita State University.

Introduction

The Fairmount College of Liberal Arts and Sciences is the foundation of education at Wichita State University. The mission of the college supports the mission of WSU through the creation and maintenance of high quality undergraduate and graduate programs. Comprised of three divisions—Humanities, Social/Behavioral Sciences, and Natural Sciences/ Mathematics—the college houses seventeen academic units. Six centers within the college provide training, teaching, research, community outreach and university support functions.

Students who choose a Fairmount College major make their choices from among twenty-six undergraduate majors. More than 50 degree options are available through the Bachelor of General Studies and field majors, and these promote interdisciplinarity within and outside of the college. Students pursuing graduate work may choose from seventeen master-level degrees or five Ph.D. degrees in three departments.

Fairmount College is the largest of the undergraduate colleges and houses forty-seven percent of Wichita State University's teaching faculty. The college generates fifty-two percent of the credit hours and forty-nine percent of the tuition revenue for Wichita State University, at a total instructional salary cost of forty-one percent. More specifically, Fairmount College employs forty-one percent of WSU's regular faculty and thirty-nine percent of the lecturers/adjuncts (OPA Spring, 2014 and Cost Allocation Model Data, Fall 2013). Additionally, the college is responsible for approximately ninety-five percent of the General Education Program curriculum required of all students who graduate from WSU.

Fairmount College serves other colleges in the university by providing courses required either through General Education or via specific courses for majors in the student's home college. An LAS major is the common choice for a second major or minor among students majoring in Business, Education, Engineering, Fine Arts and Health Professions.

Fairmount College also supports Wichita State's mission through a highly active research faculty and research centers that produce approximately fifty percent of all research revenue earned in Academic Affairs. The faculty's research and service activities enhance the college's applied mission and academic interface with the community. Fairmount College, both as the historical foundation of WSU and as the core of learning that extends across all colleges and units, is fundamental to what WSU is and critical to what WSU will become in this transformational era.

This strategic plan commits Fairmount College to the development of a student culture of empowerment tied to academic excellence, interdisciplinary learning, and applied learning and applied research experiences. The college will creatively use technology to improve its programs and transform the student learning experience. Fairmount College will optimize and enhance its service role to meet other colleges' needs for General Education and foundational learning. Our strength is in our faculty who will engage one another and students in this culture of empowerment, interdisciplinary research, and diversity.

Goal 1: Guarantee an applied learning or research experience for every student by each academic program.

Fairmount College cultivates intellectual curiosity and lifelong learning in students, complementing an active measure of applied learning and research. This is frequently reflected in the participation of undergraduate and graduate students in research projects and community outreach. For undergraduate students, such opportunities allow them to process the fundamentals learned in classes and use them in addressing community, workplace, and organizational problems. Fairmount College will encourage the incorporation of this experience in every degree program, where appropriate, with the expectation that every undergraduate student present a paper, original material, or a creative project at conferences, to local businesses or non-profit organizations, or at departmental or all-WSU colloquia. Summer field schools offered by Fairmount College programs represent unique opportunities in the region for onsite learning and may enroll students from other universities that have no such programs. The college will also encourage increased involvement of undergraduate students with community entities, through the Cooperative Education program, internships, and other collaborative activities.

Fairmount College offers the theoretical underpinnings that allow a more sophisticated and effective approach to community and workplace issues. Several academic departments and centers provide training that uses applied scholarship by the experts in those areas. Experts pass on their ideas to their trainees, making those students applied learners. Such programs enable students to utilize the knowledge obtained in classes to address organizational and community issues for that crucial post-graduation experience. Other academic programs are establishing co-op opportunities to provide on-the-job learning, supported by new courses created with training rather than edification in mind. However, to reach the goal of seeing each academic program of Fairmount College participate in offering applied learning will require innovative thinking and resources. The college will seek new partnerships and funding to support internships with additional businesses and non-profit organizations.

Action item: Fairmount College and all departments therein will increase student internships, community outreach, and applied learning opportunities.

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.

Interdisciplinary instruction reflects the nature of Fairmount College in its seventeen academic units. This has led to the creation of several certificate programs, all of which require LAS students to take courses in multiple disciplines and expose our teaching faculty to the ideologies of multiple ways of thinking. Faculty have already cross-listed and are creating more courses to strengthen the General Education Program that Fairmount College maintains. Multiple new courses, in fact, are available in academic year 2014-15. In a related matter, academic advisors now promote the pursuit of second majors, first and second minors, and combined degrees, facilitated by changes made to program requirements at the college and university levels. These credential-improving innovations allow students to apply the learning gained in their majors to other disciplines, preparing them for the multimodal world of post-graduate workplaces. Faculty, in turn, participate in fostering the Bachelor of General Studies, field major undergraduate degrees, and the Master of Arts in Liberal Studies.

As growth occurs, new ways of offering combined learning opportunities will grow with it. Faculty members from different departments and colleges will increase interdisciplinarity through collaboration on research projects and creative activities effectively addressed only by accessing expertise from multiple fields. Graduate students working on interdisciplinary projects and creative endeavors get an accurate view of community, business, and organizational approaches to solving today's problems. Shared research facilities, cross-disciplinary thesis and dissertation committees, and increased funding support for interdisciplinary research projects will encourage and promote such activities. Academic units present many examples of anticipated growth in the Appendix, along with requests for the resources needed to facilitate that growth.

Aligned closely with the new Honors College, Fairmount College will assist in developing its curriculum. Because the Honors College is independent of any single discipline, it may serve as the vehicle for the development of interdisciplinary seminars to establish its unique status among the colleges.

Action item: Fairmount College will appoint an ad hoc committee to work with the Honors College to identify faculty and academic programs to develop its curriculum.

Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.

Recently, one Fairmount College department announced it will require its majors to use laptop computers to participate in knowledge exchange. This marks a new societal trend, the institutional acknowledgement that we live in a digital world teaching students born in a digital age. More and more information is moving away from a text-based mode of learning to a digital mode. Fairmount College recognizes that a choice lies before us of providing smart buildings and classrooms or providing technology directly to students as participant learners. The visible trend is to digitize the educational and scholarship processes. Digital research and resources, digitalization of humanities and scientific artifacts, and digital publishing present opportunities for all scholars, both student and professional. The capability exists to digitally record and archive all student records, including paper submissions and completed exams. All WSU students will forever leave a digital footprint to verify they were part of the Wichita State University community.

In keeping with innovative trends, online courses are commonplace and represent a range of levels, from Foundation and General Education courses to those within the various LAS majors. New courses go online every semester in various disciplines. Recent staff additions to the Office of Online Learning will facilitate growth in online delivery, and instructors throughout the college are learning to offer online instruction. Fairmount College will stay current with online education as needed, will create courses where warranted, and will strive to innovate in the design and presentation of online courses. Creation of these new online delivery systems will complement traditional in-person courses, as well as online courses already serving Fairmount College and WSU, and allow expansion of their offering into upper-division and even graduate teaching. Instruction in developing online courses will require resources that will in turn increase the number of those reached with online delivery, balancing some of the costs through increased enrollment.

Action item: Working with the Office of Online Learning, Fairmount College will appoint a standing committee to identify, evaluate, and provide support to programs proposing to enter the field of online learning.

Action item: Explore opportunities to create digital storage that would allow students to permanently showcase their academic work at Wichita State.

Goal 4: Accelerate the discovery, creation and transfer of new knowledge.

Fairmount College faculty have a proud tradition of scholarship, which not only results in new knowledge, but also allows them to bring their research passion and up-to-date familiarity with the discipline into the classroom. Graduate student researchers assist with much of the discovery and creation of new knowledge in Fairmount College. It will be necessary to find ways to increase the levels of GRA and GTA stipends to enable the recruitment of quality graduate students.

Discovery, creation and transfer of new knowledge happens across all disciplines in the college. Fairmount College leads the university in the receipt of patents based on faculty and graduate student research. The college will work with individual faculty members to facilitate and support the process of patent application. Multiple Fairmount College programs use outreach to exchange knowledge with regional education providers and more will employ outreach in the future. The centers working within Fairmount College are particularly adept at recognizing support opportunities and generating grants to train and support researchers. Their efforts have created funding, but with more resources provided to them, even more grants are possible. Additionally, the transfer of new knowledge through centers provides a direct conduit to the community and a mutually beneficial relationship with the college.

Action item: Bring expertise to students and faculty that will facilitate the commercialization of intellectual property within Fairmount College.

Action item: Increase global understanding by transferring new knowledge from the humanities to the community.

Goal 5: Empower students to create a campus culture and experience that meets their changing needs.

For Fairmount College to evolve into its share of an innovation campus, we need to provide what our students need: space to recharge, space to converse, and space to study. Wichita State and Fairmount College must also continue to work effectively with returning adult students through the diversification of our course offerings and support services.

Fairmount College, with assistance from academic advisors, developed the Freshman Learning Cohort groups implemented for Fall 2014. Cohort classes create a peer-support system among students that positively influences morale and enthusiasm for learning. Many of those courses are Foundation courses or classes representing the General Education Program. Work to also create this kind of community for our returning adult students will further the goal of retention.

Faculty and staff should increase support for student organizations and encourage creation of student cohort groups that encompass multiple disciplines. Students could be systematically encouraged to suggest ideas for new courses. As part of the Fairmount College service role to other WSU colleges, it is imperative that we work to optimize student progress through their majors and thereby positively impact retention.

Action item: Work with other colleges to provide sufficient course offerings for their majors.

Action item: Work toward incentives to begin the process of transforming teaching-learning at WSU across the calendar year.

Goal 6: Be a campus that reflects –in staff, faculty and students–the evolving diversity of society

Diversity is not just a self-contained dynamic of Wichita State University, but a phenomenon intrinsically linked with other institutional goals articulated in the WSU Strategic Plan. Fairmount College strives to be deeply involved in the elaboration of diversity throughout the university. For instance, the college may align its diversity in curriculum with Goal 2 to "pioneer an educational experience for all that integrates interdisciplinary curricula across the university." Similarly, a greater appreciation of the "evolving diversity of society," appears directly connected to Goal 1, which seeks to "guarantee an applied learning or research experience for every student by each academic program."

Two items related to enhancing the importance of diversity in Fairmount College (and the broader WSU campus) are creation of a new Center for Diversity that would draw upon faculty talent across the campus and a diversity course requirement for graduation. In the unfolding 21st century, obtaining substantive information about previously marginalized groups is less an exercise in political correctness than it is a pragmatic response to an ever-changing social, political, and economic reality in America and around the world.

Finally, although the issue of diversity on the WSU campus is much larger than its traditional linkage with increasing the number of historically underrepresented groups in the realms of faculty, staff, and students,

that aspect of this phenomenon remains important. Thus, Fairmount College will continue to encourage its academic units to make this a priority.

Action item: Create an interdisciplinary, academic Center for Diversity representing a broad spectrum of faculty and student interests.

Action item: Require a diversity course for the General Education Program.

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Department of Anthropology

Peer Moore-Jansen, PhD, Professor and Chair

1. Departmental Mission. The mission of the anthropology department program is to offer programs and facilities at a nationally competitive level consistent with the needs of the local communities in south-central Kansas while 1) providing a comprehensive curriculum for students and an opportunity for non-majors to learn about the history and diversity of the human experience; 2) contributing to a liberal education in the arts and sciences of all students by providing exposure to diverse cultural experiences, developing critical thinking skills and teaching an understanding of the complexity of human diversity; 3) promoting scholarly and applied research by the faculty and students; 4) providing assistance and public service to law enforcement, medical, education, cultural resource management, and multicultural organizations in the local and regional communities.

2. Anthropology's strengths and weaknesses in relationship to the university vision, mission and goals. To assess departmental (and other) strengths and weaknesses, we reviewed the department's activities (teaching, research, service and engagement) and resources (personnel, students, facilities, organization) in the light of the University's strategic plan and emerging national trends. Of the latter, we noted three trends that we can address: the continuing perceived crisis in K-12 education, the tendency to view a university education merely as job training, and the rapid permeation of practically every field by Geographic Information Systems (GIS).

Department strengths include award-winning teaching and a national reputation for our biological anthropology program. We currently have 37 graduate students and 76 undergraduate majors. Our graduation rate for the MA program has averaged 7 per year over the last 10 years. We are also strong in service and community engagement (including an on-line presence). Strengths in terms of facilities include the Skeleton Acres research facility, one of only eight in the country, osteological collections, the L.D, Holmes Museum of Anthropology that has one of the world's best collections of Asmat art, a cutting-edge ethnographic field-collecting program, and extensive archaeological collections from the Great Plains. The department also boasts three archaeological research lab and a good supply of basic field research equipment. We also benefit from the Jackman endowment which is dedicated to the maintenance and development of the Skeleton Acres research facility, student support and research and other experiences that directly involve students. It cannot be used for faculty salaries.

Weaknesses include under-staffing, especially in the Museum, which has a part-time director, and in the classroom, where the demand in biological anthropology outstrips our ability to offer courses and other training, both in terms of faculty and appropriate teaching space. In terms of attracting new students, a stronger archaeology program of the past used several federal programs to underwrite annual field schools. Those funding opportunities have ended, and enrollments have suffered as a result. The socio-cultural program needs to strengthen external funding and has three relatively young faculty members who can grow the program. But it does not yet have the ability to attract students from across the country or the globe. The department should also increase its publication rate, especially on-line publications, and enrollments of undergraduate majors and graduate students in cultural and archaeological anthropology.

The following initiatives are each listed in relationship to a single goal, but we indicate in parentheses relationships to other goals, and the university's mission and vision statements.

Goal 1: Guarantee an applied learning or research experience We call one department initiative proficiency certification (V, G1, G5). It is in part a response to the trend toward viewing a university education merely as job training. A successful career in any of the subfields of anthropology demands a wide range of skills. Usually, a student graduating with a B.A. or an M.A. degree has just the degree, transcripts, and letters of recommendation when searching for a job. Usually, none of these tells a potential employer what skills the applicant actually knows how to apply.

We propose to provide each student with a certificate that lists the particular skills in which the student has demonstrated a professional level of competence. Students will be free to develop those skills of interest to them (e.g. ceramic analysis, skeletal recovery and analysis, osteometry, ethnographic interviewing), some of which can be acquired during regular field schools, lab courses, and workshops. The common denominator is that the student acquires a skill or skills and demonstrates proficiency in the form of a professional level product. Discussions with anthropologists in both federal programs and private companies indicate that they would welcome students with this sort of training and certification. ***We feel that this model might find university-wide application, fitting with the vision statement: that WSU be internationally recognized as the model for applied learning and research.***

This initiative will require that the department develop some new courses to include an ethnographic field school, a two-course sequence in Geographic Information Systems, and courses in ceramic and lithic analysis. We will also offer skill-specific workshops in topics as artifact photography, mapping with a total station, skeletal morphometrics and data collection, and the like. It will develop a one-hour, repeatable Applications in Anthropology course for students who wish to develop skills with substantial projects. We will review progress at the end of each year. Records of graduating students who have participated in the proficiency certification program will be reviewed beginning in 2015.

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university. Previously we have offered an introductory Geographic Information Systems (GIS) course to small numbers of students, paying for the license with departmental and individual faculty funds. Students have used the acquired skills in MA theses and projects. There is now a proposal to the central administration for purchasing a site license for the whole university. This will allow us to expand the offerings to provide initial training for students across the university. The department is willing to offer the basic course every semester (which can have an expanded enrollment) and an advanced class open to students from all departments and colleges once a year and to work with individual faculty members from other units to help them develop their skills.

Once the central administration purchases a site license for WSU, it will be possible to expand the basic course in GIS, because all computers on campus, including student computers, can have the software loaded on them. This would make possible computer delivery of instruction, so that class size would not be limited to the capacity of a single computer lab. We will submit course proposals for both the introductory and advanced courses within the year, with computer delivery of the courses when enrollment requires it. As a result, Anthropology will be central to the development of GIS skills on campus, providing training for students from a wide variety of programs.

Other cooperative projects include offering a linguistics course to serve the College of Education; advising the Engineers Without Borders program in Latin America; archaeology faculty cooperating with Geology and Chemistry in the development interdisciplinary courses; the possibility for developing an interdisciplinary museum course of study; efforts to initiate the possibility of broadening the current medical anthropology curriculum to collaborate with the College of Health Professions.

We also propose that the university could create an interdisciplinary Museum Studies program using faculty and courses that already exist across campus but that lack any integration. The Ulrich and Holmes museums, the Special Collections department in Ablah Library, and the Anthropology, History, Graphic Design, Art History and Marketing departments have the necessary skills to cooperate in a program that would enable students with a variety of backgrounds to pursue museum careers. For instance, with some coordination, Anthropology which already offers two courses and some work-study and internship opportunities that could be expanded to a track within the MA program. The African-American Museum would be thrilled to have interns from WSU, and the same is true of small local museums in surrounding towns.

Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends We propose an on-line initiative to address the K-12 crisis by offering anthropological content in a mode beyond on-line courses (V, G3, G4, G6) both to the general public and specifically to K-12 teachers. That is, we will design and provide web pages that provide content that relates to the state's K-12 curriculum. For instance, archaeology is taught first in the 4th grade, and there are specific goals and objectives for that part of the curriculum. We can provide maps, images, and written information of use to teachers. Eventually, we want to work with the College of Education to provide a "Teachers Only" link that will include detailed lesson plans and evaluation materials for use in classrooms across the state. ***As with proficiency certification, we feel that this model, with college-wide implementation, would make WSU the leader in K-12 education in the state and beyond.***

This project can be accomplished piecemeal. One faculty member's professional web page, ksartifacts.info, is already used widely by both children and adults (and has the WSU logo on every one of thousands of images). A subpage will be created that presents material supplemental to the units developed in Project Archaeology (a nationwide program for 4th graders) and later, with help from the College of Education, to generate lesson plans and appropriate quizzes for use by teachers. The Department has included wording in its Tenure and Promotion guidelines to recognize and reward on-line efforts of this sort. Classroom use of this material will be easy to track via contact with the teachers who download the lesson plans and quizzes. ***We believe that other departments in LAS can contribute powerfully toward improving K-12 education in Kansas in this fashion, while at the same time advertising WSU across the state. It would be another way of achieving the WSU vision statement.***

Goal 4: Accelerate the discovery, creation and transfer of new knowledge. We propose to use the Skeleton Acres research facility to generate an income stream for research and training. Funds are available both through the Department of Justice and Homeland Security to further develop a research program for forensic anthropology and to provide expanded training for law enforcement personnel from across Kansas. We also envision using faculty skills and the supercomputing facility at WSU to provide a valuable service to the state. Dr. Hughes will take LIDAR data from the state's website (DASC) to create one-meter interval topographic maps, which will be posted online for public use. This form of electronic publication will advertise our capabilities to all users.

We also propose to offer summer field schools in ethnography and archaeology on an alternating basis. If we can do so, we will be the only Anthropology MA program in the country with that capacity. Regularly offered field schools will serve to advertise our program broadly, while at the same time providing valuable research skills to students. Ethnographic interviewing techniques are a highly salable skill and are best learned in an intensive setting. Dr. Taylor has experience offering such a program and is willing to develop one in Latin America. Since ethnographic field schools are not common, it is sure to draw applicants from other schools. Dr. Blakeslee will offer archaeological field schools embedded in two long term research projects shared with Dr. Hughes. He is currently negotiating with the National Park Service, the Kansas State Historical Society, and the Wichita Tribe for a field school that will investigate Wichita sites using remote sensing. Students who participate will develop useful technical skills.

Goal 5: Empower students to create a campus culture and experience that meets their changing needs.
The department currently supports three student groups: the Lambda Alpha honorary society, the Anthropology Club and EARS, an experimental research club. These provide venues both for student interaction and for the development of student skills. We will re-orient a weekly colloquium required of graduate students brings together faculty and students to discuss current research. *No additional resources are needed to do so.*

Goal 6: Be a campus that reflects—in staff, faculty and students—the evolving diversity of society.
Diversity is, of course, the very heart of our discipline. We currently provide a range of courses dealing with cultural diversity and are willing to develop more once the university addresses the goal (passed by the Faculty Senate) of providing all students with exposure to human diversity. As it is, our student body has become more diverse in recent years, but we do not have the monetary resources to attract good minority faculty.

3. Resources needed.

Staff:

- a full time director for the Holmes Museum (currently this is a half-time position)
  one teaching faculty member in the Holmes Museum
- one post-doctoral position at Skeleton Acres with three years of support to work with Dr. Moore-Jansen to further develop the research program (position to be self-sustaining thereafter)
- one full month's salary each summer for the faculty teaching the rotating archaeology and ethnographic field schools. Such courses demand full-time effort (8 hours per day) for four weeks and involve high levels of responsibility. The department will provide additional funds for associated expenses. Having the university and the department provide teaching salaries and equipment will make the field schools affordable for students with limited means (G6).
- additional GTAs to help with growing teaching loads.

Facilities and equipment:

- a dedicated classroom for human osteology, forensic anthropology, and lithic analysis. Our osteology and forensic course currently is at capacity for a regular classroom and grossly over-capacity for the necessary hands-on work. The result is that skeletal materials have to be brought to and removed from the classroom after every class, limiting student access to study materials and critical learning through instructor- student lab contact. The lithic analysis course will have similar problems, so we propose to alternate the osteology and forensic curriculum with lithic analysis courses in the same classroom.

- We have a general lack of good laboratory equipment, outdated total stations, and no remote sensing equipment for cemetery and archaeology use. A good total station is a necessity for field research in archaeology and cemeteries.
- We require funding to carry out the construction of dividing walls in our adjacent sociocultural anthropology workspaces. The current single room office/lab space requires walls to establish needed discrete office and lab units within the existing space. We need to separate private office and advising space from research space.

Department of Biological Sciences

William Hendry, PhD, Professor and Chair

1. Departmental Mission

The Department of Biological Sciences is committed to providing high-quality instruction for undergraduate and graduate students and productive scholarship for the University and the Wichita community. This contribution is grounded in the active scientific research programs conducted by our faculty. Departmental teaching and research agendas include a balance of Biological/Biomedical and Ecological/Environmental/Organismal emphases.

2. Addressing Strategic Goals: From dialog with individuals in various other academic units and with administrators, we sense an expectation of ~25-30% growth in both teaching and research activities. Below we define current activities that are relevant to a given goal and propose ways to build on them with a particular focus on outreach efforts, establishment of a PhD program, and introduction of an Associate of Science in Biology degree program.

- **Goal 1:** Our Biology Majors curriculum program does guarantee an applied learning or research experience for every student. Part of that guarantee stems from their required enrollment in BIOL 499 Undergraduate Research (Students perform laboratory or field research under the direct supervision of faculty and write a report.) or BIOL 497 Biology Colloquium (Research seminars presented by graduate students, faculty and visiting researchers. Requires a written paper on one of the presented papers.). Furthermore, the success of those formal course/credit offerings is driven by the diverse and innovative research programs of all faculty team members in the department. It is also noteworthy that our faculty research programs receive impressive support (primarily peer-reviewed grants) from federal agencies, local sources, and industry.

  A consensus view is that we can leverage these established strengths so as to develop and expand credit-earning options that are linked to Cooperative Education, student internships, and professional shadowing. We will base our assignment of credit hours on the updated policy 2.18 that "one credit hour for field placement, internship, practicum, or clinical rotation is defined as at least forty-five hours of supervised work each semester". To recruit and help place students in such programs, we will capitalize on our faculty's ongoing collaborations and networking activities with local educational, aerospace, public works, environmental and ecological, agricultural, wildlife and parks, pharmaceutical, and biomedical communities. Of course, this will necessitate additional personnel to effectively coordinate, oversee, and assess such outreach activities (see section 3 below). The assessment tools for these activities will be qualitative and likely initially consist of exit interviews and/or attitudinal observations.

- Goal 2: Our extensive interdisciplinary activities now include the following.
  - Biochemistry Field Major: We are full partners with the Chemistry Department in this rigorous trans disciplinary undergraduate program. This degree program also mandates an applied learning or research experience (enrollment in BIOL/CHEM 669: Requires participation in a biochemistry research project under the direction of a faculty member and a written report summarizing the results).

- BioMedical Engineering: We were a founding department and continue to actively participate with the College of Engineering along with other LAS departments in this WSU undergraduate program (that may soon be incorporated into a new academic department and also include a PhD graduate program).
- Masters in Environmental Earth and Physical Sciences: We were early participants in this multidisciplinary program and continue to provide relevant courses.
- Service Courses: In addition to those Biology courses required for the BioMedical Engineering degree program, we also teach multi-section courses required by various degree programs in the College of Health Professions. The department further provides a number of popular general education courses, some of which fulfill the LAS laboratory science requirements.

For many of the courses involved in the above interdisciplinary activities plus other entry level courses in our Biology Majors programs, we are currently working to answer a formal request from Drs. Matson and Koeber to accommodate a ~25% enrollment increase for Fall 2014. That increase involves added sections at both the lecturer and teaching lab levels. However, the latter teaching lab increase poses an acute resources challenge (see section 3 below).

- Goal 3: As is emphasized throughout this document, we embrace a learning and research agenda that melds both Biological/Biomedical and Ecological/Environmental/Organismal disciplines. Again, they both rely on extensive "hands on" engagement by undergraduate and graduate students. Following are more particulars about both the ongoing and the potential societal/economic contributions of each discipline.

  Biological/Biomedical: For some of the faculty included in this discipline, their teaching and research activities are biomedically focused. There is much current dialog at the academic, political, corporate, and personal levels about the needs and challenges of maintaining and improving the health care enterprise for our society and the world. We are poised to realize significant enhancements in these activities given the now growing partnerships with the medical community (both in and beyond Wichita) and with other interdisciplinary WSU programs (see Goal 2 above). Other molecular-targeted activities are microbial and plant based. As such, they are relevant to a spectrum of long-standing and emerging societal/economic topics such as agriculture, renewable energy sources, pathogens, invasive species, and composite/biocompatible materials. The latter topics also interlink with several of those described below for the Eco-logical/Environmental/Organismal discipline.

  Ecological/Environmental/Organismal: A challenge in the biological sciences is the integration of cellular and molecular biology (genomics), ecology and biodiversity (the environment), and computational biology in order to understand emergent properties and broad scale patterns - what is termed "biocomplexity". This interdisciplinary training across the genotype-phenotype continuum will be the key for advancing biology. The Department of Biology is fortunate to have excellent faculty with strengths in all of these fields. Questions that surround this new frontier include predicting how organisms respond and adapt to change. There is an urgent need for this research in order to understand climate shifts, invasive species, environmental disasters, and human disturbance. With new tools and collaborations, it will be possible to grasp answers to overarching biological questions and extrapolate knowledge at the population, species, clade, and community levels.

The above documents a clear momentum towards creating superior programs with integrated training at the undergraduate and graduate levels and with potential to build continued breadth in both bio-disciplines. Furthermore, we can capitalize on this established strength so as recruit students and facilitate their academic success. In the first place, from our ongoing outreach activities to the Wichita Public Schools system (GK-12 program, Ninnescah BioBlitz, etc.), it is clear that both students and teachers want and need enhanced STEM discipline preparation and engagement, especially in the Biological/Biomedical and Ecological/Environmental/Organismal emphases we provide. We propose to build on those experiences by recruiting and training a cohort of our undergraduate majors students and our MS graduate students to serve as "Biology Facilitators" to the local public schools. In addition to recruiting and better preparing our incoming freshman students, this initiative would also benefit our participating undergraduate and graduate students. For instance, their participation could be structured to serve as a credit-earning internship or practicum experience as discussed above for Goal 1. Both the experience itself and its formal recognition on their academic record would be real career promoters. Again, the assessment tools for these activities will be qualitative and likely initially consist of exit interviews and/or attitudinal observations; both from the biology student facilitators and from the public school students and teachers they serve.

- Goal 4: It should be evident from the information presented in the above goals that we do conduct an extensive agenda of well-funded research programs involved in the discovery, creation, and transfer of new knowledge. Furthermore, we actively and successfully recruit undergraduate and MS graduate students to directly participate in those research programs.

  In terms of initiatives to accelerate pursuit of this goal, let us inform the reviewers that, in response to urgent requests from LAS and then Provost Gary Miller, in 2008 we did generate and formally submit a comprehensive and compelling PhD program proposal. So far, we have received scant feedback about it. Also very relevant to this topic are the overview comments and recommendations resulting from a formal external review process conducted in 2001 (available upon request). The bottom line from that review: The development of a solid research presence by the department, along with a new PhD degree program would be positive and important achievements for the campus and, eventually, for the state of Kansas. The consensus in 2001, 2008, and still now is that we are entirely prepared and most willing to establish and grow a PhD degree program in Biological Sciences. Finally, it is important to note that the resulting growth therefrom in research-active faculty would also enhance our ability to offer applied learning or research experience opportunities to both undergraduate and graduate students (see Goal 1 above).

- Goal 5: Students engaged in our extensive, varied, and contemporary research and scholarly activities do participate in activities that meet their individual academic and career goals. We provide students with academic counseling and one-on-one mentorship that build confidence in their talents and grow skills they can use to mold their experiences at WSU and design exciting plans for the future. Cadres of students in research labs work together teaching each other and creating a culture rich in opportunities for applied learning and the acquisition of new knowledge.

  Regarding both this goal and the overarching topic of growth in student recruitment (plus diversity therein) and credit hour production, a major new idea that emerged during our Strategic Plan discussion sessions was introduction of an Associate of Science in Biology degree program. So far, a draft course outline (not included here due to page limitations) for such a program was circulated and discussed at the

departmental level. Of course, assessments for such a program would be those formal tools and procedures regularly mandated for all academic degree programs.

- Goal 6: Particularly promising in terms of fostering diversity at the student level are our ongoing and proposed enhanced outreach activities as described above for Goal 3. Those activities would naturally showcase the talents of our currently diverse population of academically motivated undergraduate and graduate students and thereby: 1) demonstrate to similarly diverse pre-college students that they too can excel at science and then 2) directly augment that process by introducing them to some applied learning or research experiences.

3. Resources

As noted in Goal 3 above, teaching labs are costly and space considerations are now particularly challenging. Part of that challenge comes from the fact that we readily respond to LAS requests to open additional teaching lab sections for courses required for our Biology Major students as well as important service courses for other WSU departments/colleges (i.e., the College of Health Professions and the Bioengineering baccalaureate program). Exacerbating this challenge over several years was our need to convert some teaching labs into faculty research labs. We are currently investigating options for converting two adjacent teaching labs into a three-lab configuration and converting an emptied space previously use as a storeroom area into a teaching lab/biological collection space. Consequently, our departmental office, laboratory (teaching and research), core facility, biological collection, and service space areas for all faculty and staff are fully maxed out. In other words, any further growth at any departmental level will require additional space

Central to our ecological/environmental/organismal teaching and research activities is our suite of field sites (Ninnescah, Sellers, and Gerber Reserves) and especially the recently established teaching and research building at the Ninnescah Reserve. While clearly special and important to the overall WSU mission, they are also fundamental to translating findings from ecological/organismal research to landowners and citizens in our region. On the other hand, these sites do pose unique facilities maintenance challenges. A particular long-term but now accelerating concern is the battle against invasive/non-native plant species at all three sites that degrade their value. Because these are problems for all landowners in our region, our efforts increase credibility and relevance to citizens in KS. We readily acknowledge how well our cohort of ecological/environmental/organismal faculty and students spend some of their time trying to meet those challenges. However, we have and will continue to argue that appropriate resources including full-time personnel are essential to fully cover the maintenance and security demands at all three current sites and any future acquisitions.

Last but not least for resource needs are adequate personnel levels to carry out all that we do now plus all the more we propose to do as indicated above. Document length constraints allow only the following limited considerations. First, our current roster of tenure-track faculty stands at 12. We contrast this with recommendations from previous external program reviews (again, available upon request) that the faculty roster should increase to at least 15 (without a PhD program) within 2-3 years and eventually reach 22-24 (with a PhD program). Secondly, for the spectrum of outreach activities mentioned for Goals 1, 3, and 6 above, a full-time coordinator is essential. That person will: 1) coordinate links between faculty and their collaborators/community connections, 2) facilitate student recruitment and placement into Cooperative Education, student internship, professional shadowing opportunities, etc., and 3) oversee and assess the development and outcome of these activities. Finally, the associated increased administrative demands (faculty support, GTA hiring and training, teaching and research lab supply and equipment maintenance, record

keeping, mandated training, and student advising) must be met with adequate, full-time departmental support staff. One particular proposal regarding the latter item in that demands list is a departmental staff person to conduct our own pre-med advising. Such advisees are very valuable students (AND alumni) and an "in-house" advisor would greatly facilitate their recruitment, retention, and degree completion (plus enhance the attendant WSU credit hours produced).

Department of Chemistry

David Eichhorn, PhD, Professor and Chair

Mission: The mission of the WSU Department of Chemistry is to (i) provide high-quality undergraduate education which will prepare students for employment in chemical or related industry, advanced studies in chemistry or biochemistry, or professional studies in medical fields; (ii) provide high-quality graduate education which will prepare students for faculty positions in academic institutions or leadership positions in chemical or related industry; and (iii) promote and support research at the frontiers of chemistry and at the interfaces between chemistry and other disciplines.

Goal 1. *Guarantee an applied learning or research experience for every student by each academic program.* Chemistry, by its nature, involves applied learning through the labs that accompany many of the courses in the curriculum. However, the most effective applied learning experience is to participate in actual research projects. The WSU Chemistry Department requires each chemistry major to enroll for at least one semester in Chem 669 or Chem 690, during which time they work on an original research project under the direction of a faculty member. WSU is uniquely able to provide such an experience, as our faculty are all engaged in frontier research and we have the infrastructure to support it (unlike smaller four-year colleges), yet unlike larger research universities, we have room in our faculty research groups to allow for significant interaction between the faculty mentors and the undergraduate researchers. In addition, we routinely have students participating in Cooperative Education. At the graduate level, all of our MS and PhD degrees are centered around the research experience, with MS students spending 2 – 3 years and PhD students 4 – 6 years working on their thesis/dissertation research. Many of the graduate research projects are interdisciplinary, which provides an experience that mirrors the true nature of academic and industrial research. While a number of our faculty members have external funding for their research efforts, which provides materials and stipends for graduate and undergraduate researchers, the department also provides a small amount of funding to support these efforts.

Growth in this area starts with increasing the number of chemistry majors at the undergraduate and graduate level. In order to maintain the quality of the research experience, this would require addition of faculty members, increased resources and instrumentation to support the research, and additional infrastructure to assist faculty in applying for external funding. We will also make an effort to increase the availability of and participation of students in Cooperative Education by establishing closer relationships with local industrial partners. This could also result in the establishment of internships for graduate students. We will continue to emphasize interdisciplinary research, especially in terms of defining searches for new faculty and submission of proposals for external funding of multi-investigator grants. Assessment of growth in this area will be accomplished by (i) monitoring the number of undergraduate chemistry majors and graduate students, (ii) monitoring the number of published papers co-authored by undergraduate and graduate students, and (iii) monitoring the number of undergraduate chemistry majors participating in Cooperative Education.

Goal 2. *Pioneer an educational experience for all that integrates interdisciplinary curricula across the university*. Chemistry lends itself extremely well to interdisciplinary activities, as every discipline in the natural sciences and technology has a natural overlap with chemistry. The Chemistry department currently offers an array of strong inter-disciplinary programs, including the B.S. Biochemistry field major, B.S. in Chemistry/Business, and joint programs in Forensic Science, Bioengineering, and Teacher Education (Secondary Education: Chemistry 6-12). The department also provides a vital resource to the university in terms of service classes to

support majors within the college (biology, physics, geology) and in other colleges (engineering, education, health professions) and students pursuing admission to professional schools, especially in the health professions. Many of the faculty members in the chemistry department have active established interdisciplinary research programs with faculty in Biological Sciences, Engineering, and Physics. These programs are enriched by the Molecular Biosciences Lecture Series, a joint endeavor of the Chemistry and Biology departments, and the prestigious Watkins Visiting Professorship in Life Sciences that is shared by the departments of Biological Sciences, Chemistry, Geology, and Physics. Both of these seek to foster research activities and interactions in the departments, as well as forge research collaborations with other institutions, by inviting individuals who are on the forefront of scientific endeavors at the interface of the disciplines and are well-suited to enhancing the research enterprise at Wichita State.

Growth in this area will involve continuing to encourage faculty to engage in interdisciplinary research, both within the department and with other departments and colleges. New faculty hires will emphasize research and teaching at the interface between chemistry and other disciplines. Since much of the exciting research in chemistry is at these interfaces, defining our department in this manner will enable better marketing to prospective undergraduate and graduate students. Other growth opportunities include (i) working with the other departments involved in the Forensic Science degree to make it a viable, attractive program, including formation of a more effective connection between the disciplines, establishment of a recognizable forensic science undergraduate cohort group, and dedicated co-teaching of forensic chemistry courses; (ii) contributing to the interdisciplinary "Science Honors Scholar" initiative recently proposed by the Honors Faculty Fellows by adding honors courses, including honors sections of Chem 211 and Chem 212, to contribute to this program; and (iii) increasing the availability of general chemistry courses to support the expected increased demand from other departments and colleges. Assessment of growth in this area will include (i) monitoring the number of interdisciplinary grant proposals submitted by departmental faculty and the number of papers published with coauthors in other disciplines; (ii) assessing, through our exit survey, the effect of interdisciplinary activities on attracting chemistry majors; (iii) monitoring the number of students beginning and completing the forensic science degree; and (iv) monitoring the number of students enrolled in honors sections of chemistry courses and the number of chemistry majors participating in the honors program.

Goal 3. *Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities*. Active learning is a concept that is becoming increasingly recognized as being effective for engaging the student and improving material retention. Traditional chemistry education already includes a large component of active learning in the form of laboratory requirements. These begin with lab components of General Chemistry and Organic Chemistry, progress through upper-division dedicated lab courses, and are capped by the undergraduate research experience. Labs are taught in groups ranging from 10 – 25 students. Upper-division students are also afforded hands-on access to state-of-the-art instrumentation. Another evolving trend is online learning. Currently, some instructors in our introductory courses implement ALEKS, an online learning tool that uses artificial intelligence to gauge student mastery of chemistry concepts, as well as online resources that are routinely included with the textbooks.

Growth in the area of active learning will include updating the labs to relate more to modern trends and societal issues and to provide a cohesive laboratory experience from General Chemistry through upper-division courses. This will require writing new labs, rather than relying on existing mass-produced lab manuals. Other active-learning methods for lecture classes will be incorporated, as appropriate. These include use of "clickers" and "class-flipping" techniques and development of a department-wide plan for employment

of these approaches including dedicated training sessions. We will revise Chem 101, "The Science of Chemistry," a general education introductory course which has not been taught in a number of years due to insufficient faculty resources and relatively low demand. This course will be reconfigured to concentrate on the role of chemistry in societal issues, which should increase the demand, and can be offered both as a traditional lecture and in online format. We will also pursue options for increased on-line offerings, potentially including laboratory classes for non-major courses. Assessment of growth in this area will include monitoring the number of classes in which interactive teaching methods are employed and the number of online chemistry classes and sections offered.

Goal 4. *Accelerate the Discovery, Creation, and Transfer of New Knowledge*. While research in chemistry is often fundamental in nature, it often leads to important practical innovation which can address societal issues and translate into industrial commercialization. The WSU chemistry department has been very active in discovery and creation of new knowledge, as evidenced by an average of 20-25 peer-reviewed journal publications per year over the past ten years. Departmental faculty members also have been successful at obtaining external funding for their research by way of grants and contracts. The department actively transfers knowledge by way of these publications, as well as numerous presentations at local, regional, national, and international meetings. The relevance to commercialization of the research in the chemistry department is manifest by the facts that current faculty members in the chemistry department hold a total of 9 patents and that a number of faculty actively collaborate and/or consult with industry – ranging from aerospace to pharmaceuticals.

Growth in this area will involve (i) enhancing the ability of our faculty to perform, publicize, and commercialize their research and (ii) further developing our relationships with industry. By adding faculty members we can both diversify the research areas in the department and establish focus areas which bring together faculty from different subdisciplines within chemistry. Faculty research also requires significant infrastructure in the form of instrumentation and graduate student support. While the situation regarding both of these has improved, we still lag behind peer institutions, which hampers recruitment of high-quality graduate students. We will also work closely with ORTT and the KSU Institute for Commercialization to pursue intellectual property protection and commercialization. We will seek closer mutually beneficial and reciprocal relationships with local chemistry-related industry, in which faculty and students learn what is important to local industry and the scientists and executives from industry understand our needs and capabilities. Assessment of growth in this area will include monitoring the number of publications, presentations, and patents; the number and amounts of external awards; and the support of faculty research by industry.

Goal 5. *Empower students to create a campus culture and experience that meets their changing needs*. The goal for empowering students to create a campus culture meshes well with identified strategies for improving retention in the Science, Technology, Engineering, and Math (STEM) disciplines. The strategies include more engaging courses, enhanced faculty/student interactions and identified routes for improving student weaknesses in math and science. The Department of Chemistry has a number of current programs aimed at promoting student engagement and success, including our departmental chapter of the ACS Student Affiliates, our active participation in the university's SI program, and a schedule of open office hours staffed by the GTAs serving our undergraduate courses.

Growth in this area will include implementation of plans to foster a creative and discovery-based learning environment that provides students with ready access to peer-learning and faculty mentoring opportunities. Elements of this plan will include teaching practices such as the "flipped" classroom and discovery-based labs. To establish a stronger campus culture in science we will work to enhance instructor-student contact using methods such as student/faculty panels and informal gatherings for the sharing of ideas and experiences that add to overall student success in the STEM fields. We anticipate inclusion, on these panels, of faculty and students from across the STEM disciplines in Fairmount College. In order to establish a culture of scholarship within the STEM majors, students need to feel connected to each other as well as connected to the chemistry department. The department will pursue the establishment of a STEM cohort that would take introductory math and science classes together (during the same semesters). These students would attend regular assemblies led by instructors and/or peer educators for group learning sessions and enrichment activities. Through coordination with other departments, we will strive to establish a campus culture encouraging students to discover, explore and learn together. Assessment of growth in this area will include monitoring membership levels in the ACS Student Affiliates, retention levels in chemistry and other STEM disciplines, and attendance at STEM events. Effectiveness in establishing a cohort culture will also be addressed in our chemistry major exit survey.

Goal 6. *Be a campus that reflects - in staff, faculty and students - the evolving diversity of society*. Chemistry is a discipline that has historically been monolithically white and male. This has been changing over the past 30 years, but still has a ways to go. Recent nationwide data show that 50% of bachelor's degrees and 64% of Ph.D. degrees in chemistry are awarded to males, while Caucasians earn 65% of bachelor's degrees and 70% of Ph.D. degrees. Undergraduate chemistry degree recipients at WSU over the past 5 years were 48% male, 60% Caucasian, and 17% Asian. Our current graduate student population is 64% male, 18% Caucasian, and 79% Asian. Nationwide, academic chemists are 66% male, 79% Caucasian, and 12% Asian. Our current faculty is 80% male, 80% Caucasian, and 20% Asian. Our last three faculty hires have included 2 females and one Asian.
We will continue to strive to increase the diversity of our faculty by advertising positions in venues specifically aimed at attracting diverse applicants. In addition, we will endeavor to direct our undergraduate student recruitment efforts at increasing the diversity of our student population. Continuing to increase the diversity of our faculty will assist in these efforts. In addition, the STEM recruitment and retention programs and the Science Honors College described above will be coordinated with the campus TRIO programs (especially the McNair Scholars program) to maximize the efforts to recruit members of underserved minority groups. Assessment of growth in this area will include monitoring the percentage of our student and faculty who belong to underserved minority groups.

University Growth. The anticipated 10-20% growth in WSU student population will be felt very strongly in the chemistry department. Chem 103, 211, and 212 are large service courses taken by many of the target groups (engineering, health professions) and should see significant increase in demand. Chem 531 and 532 are required by premeds and Chem 533 and 661 by bioengineering majors. We also anticipate an increase in chemistry majors, including those in Chemistry/PreMedicine. Addressing this increase will require more faculty to teach courses, more graduate students to teach labs, and more resources for staff and materials to teach the labs.

Resources. The most important resources necessary for implementation of the above growth plans are faculty, instrumentation, and graduate student support. (i) Increasing faculty from the current level of 11 (assuming

successful completion of current search) to 14 will allow us to absorb the expected increases in undergraduate and graduate enrollment (Goals 1 and 2) and provide the diversity (Goal 6) and interdisciplinarity (Goal 2) engendered in these plans, and also allow for awarding faculty release time in order to develop new curricula (Goal 3) and spearhead new programs (Goal 4). (ii) With the renovation of McKinley Hall in 2001, a significant amount of new instrumentation was purchased by means of a successful capital campaign and we have made strategic purchases since then, largely using external funding. However, some instrumentation is now out-of-date and we are missing other facilities that are necessary for growth (Goals 1, 2, and 4). (iii) Increased support for graduate students, in the form of fellowships, university-sponsored GRA positions, and higher GTA stipends will make us more competitive with local and peer institutions for the recruitment of high-quality and more diverse graduate students (Goals 1, 4, and 6).

Elliott School of Communication

Matthew Cecil, PhD, Associate Professor and Director

Mission

The mission of the Elliott School of Communication is to develop well-rounded communication professionals with essential skills, including an ability to think critically, plan strategically, and communicate effectively in multiple communication contexts. The mission of this comprehensive and integrated degree program is rooted in the fundamental communication arts: writing, speaking, visual communication and the new convergence of communication forms, channels and technologies that characterize the digital age in which we live.

General statement on growth/resources: With the understanding that new dollars can only be created through tuition, grants and foundation funds and not from state funds, we note that as a provider of one of four foundational service courses to the university (Comm 111) enrollment growth directly impacts the Elliott School's student credit hour production and thus, our positioning statement presumes that some substantial portion of the generated tuition dollars should be available to the school to staff those courses and to supplement other initiatives.

Goal 1: Guarantee an applied learning or research experience for every student by each academic program.

The ESC has, for many years, provided experiential learning opportunities for its students. From the non-profit work done by our Integrated Marketing Communication Campaigns course to the blanket event coverage of the Flint Hills Media Project, and the activism of the WSU Hunger Awareness Initiative, the school is at the forefront of experiential learning. Our vision for the school emphasizes experiential learning across the curriculum in what we refer to as a "teaching hospital" approach to communication education. Compliance with Goal 1 will require the Elliott School to revise curriculum, building upon current active learning opportunities by offering at least one experiential projects course for each of our four emphases per semester.

Goal: Within three years, every Elliott School graduate (approximately 100 per year) will have participated in more than one experiential, projects course and most will have participated in several. In addition, with reference to Goal 6 of the university's strategic plan, we will seek to focus those projects on topics related to diversity whenever possible.

Assessment: We will assess this goal in two ways. First, we will track student enrollments in the courses to assure that every student participates in at least one project, starting with the incoming class for the 2014-2015 school year and on a continuing basis from then on. Second, we will use these courses as a program assessment opportunity by asking client organizations to provide written assessment of students' work in those courses.

Resources: We know from experience that teaching project courses requires more work than a typical, classroom course. We propose providing double workload credit for professors and instructors taking on project courses, an investment of the equivalent of one unclassified professional FTE per year. We are not, at this time, proposing any additional hires but would cover those eight courses through an increase in our adjunct budget combined with streamlined and higher subscribed course offerings.

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.

The ESC is a major provider of service to the university through its general education courses (Comm 111, Comm 130, Comm 190). One way we believe that we can assist in the success of Goal 2 while growing our student credit hour production is to expand our service role by offering tailored, discipline-specific communication courses. For example, we currently provide such a service to the Geology Department in the form of a tailored presentational communication course. Recent surveys of business leaders from across industries have shown that employers place a high value on communication skills like good speaking and presentation, understanding of group work dynamics, basic graphic design and basic video production. In other words, the ESC teaches skills and concepts that can benefit a wide variety of majors across WSU. We propose creating discipline-specific communication courses tailored to program requirements and teaching a combination of the communication skills that are applicable to a given set of professions.

Goal: Creation of a new communication skills course with individual sections tailored to specific disciplines. The timetable for this goal will depend entirely on how much interest in such courses emerges from our discussions across colleges.

Assessment: The success of this proposal will be measured by the successful creation of sections, generation of student credit hours, student performance in those courses, and outside department satisfaction with the results. Specific measures will include outside student credit hours provided, student SPTEs, and ongoing dialogue with academic leaders in those departments. That assessment information will be used to determine where those skills courses are most useful and thus, most successful in providing the skills that graduates in those disparate areas need.

Resources: We have one instructor currently offering this kind of course as part of her regular workload. Depending on demand, that instructor or another faculty member may be bought out of some regular, lower-level teaching duties to give attention to these courses. Once again, we anticipate the costs involved would be reflected in our adjunct budget.

Goal 3: Capitalize systematically relevant existing and emerging societal and economic trends that increase quality educational opportunities.

1. **Online Programs/Professional Development:** The ESC is uniquely positioned to offer online programs in that our faculty includes two certified master online teachers who have taught dozens of successful online courses in a nationally-accredited online master of mass communication program at another university and a third faculty member who has taught online at WSU for several semesters. In addition, we have mature and well-positioned online graduate program concepts that could be quickly operationalized to serve mid-career professionals in two of our fields: Integrated Marketing Communication (including health communication) and Journalism Education. Our IMC proposal would first tap into a large community of mid-career public relations and advertising professionals in Wichita and the surrounding region, many of whom have told us they want the opportunity to seek an additional academic credential to move up within their organizations or transition to another field. In addition, high school journalism educators throughout Kansas and the region tell us they need professional development courses and full online programs to enhance their career positions. We anticipate being ready to deploy those programs as part of the second wave of WSU online program rollouts.

Goals: Create and deploy a fully online master's program with emphases in Integrated Marketing Communication and journalism education. In addition to a full degree program, an online certificate program in journalism education could be included.

Assessment: Two faculty members' experience at another university provides a model for assessing the academic success of the programs through professional evaluation of students' masters projects. Internal targets would be to enroll a cohort of 15 in the IMC program every two years starting in Fall 2015 and to provide three journalism educator development courses each year starting in the spring semester of 2015.
Resources: Again, based on faculty experiences with a successful online masters program, any online program requires a full-time instructor/coordinator along with a trusted set of adjunct instructors/professors. Thus, we anticipate hiring one FTE for the instructor/coordinator position along with a sufficient adjunct budget to cover the program's courses. It is our understanding that the university will levy an online course support fee to online courses that should cover some of those costs.

2. **On-campus Professional Development Seminars:** We propose creating a Communication Training Center that would hold seminars for local professionals to add or enhance their communication skills. These seminars would be in the model of the management and leadership seminars offered by the Center for Management Development on campus.
Goal: Offer two media training/communication seminars per semester starting in FY2015.
Assessment: Standard assessment techniques such as surveys and interviews would assess the value of the seminar content and more mundane counting and accounting measures would assess the success of the program..
Resources: Such seminars would be self-supporting through participant fees and might be taught as overloads or on a per-event basis. The school's Director of Outreach would coordinate and manage the center.

Goal 4: Accelerate the discovery, creation and transfer of new knowledge.

Our faculty includes two subsets of professors and students working in key areas, each of which could be enhanced in order to maximize research output: Historians and community-based researchers.

1. We propose the creation of a **Kansas Media History Institute** within the ESC to focus and take advantage of the knowledge and experience of our three nationally- and internationally-known media historians. This center would seek out opportunities to preserve Kansas media history materials in digital forms and would consult with local organizations seeking to preserve their local media history.
   Goals: Provide, starting in FY2016, curation and preservation services for Kansas media along with research opportunities to historians on- and off-campus and graduate students at WSU.
   Assessment: The center's work could be assessed through its productivity in obtaining and preserving materials, its utility in providing other historians with access to those materials, and its productivity in seeking out and obtaining external grant funding. With reference to Goal 6, the institute might initially focus its efforts on preservation of media history materials related to women and minorities.
   Resources: While the direct startup costs for such an institute would be minimal, two graduate teaching assistants, funded through increased Comm 111 tuition receipts, would be assigned to focus on identifying and obtaining historical media materials for digital preservation. In addition, we would seek to buy-out one course of one faculty member's load to supervise the students' work and seek out grant funding to expand the scope of the institute.
2. We propose expanding and formalizing the **WSU Hunger Awareness Initiative** within the school, providing an ongoing home and graduate assistant support for this initiative which has been led by Professor Deborah Ballard-Reisch and has become a model for other universities.
   Goals: Continue the ongoing efforts to raise awareness of hunger and food insecurity and continue

developing a model for community-based research and action that can be exported to other sites.
Assessment: Professor Ballard-Reisch has an ongoing process of assessment and has built a scholarly research element into the WSU Hunger Awareness Initiative.
Resources: Two graduate research assistants, funded through increased Comm 111 tuition receipts as the university grows.

Goal 5: Empower students to create a campus culture and experience that meets their changing needs.

1. **Physical Space:** Our focus on this area is in the creation of spaces within Elliott Hall that provide students with opportunities to socialize, study, collaborate, create, and critique. With an increasingly residential student population, our goal is for our students to see Elliott Hall as their "home" on campus. With that in mind, we are developing plans to convert a large, underutilized space on the second floor of Elliott Hall, currently dubbed a "student lounge" into a truly useful space for our students with comfortable furniture, technology like large screens and AppleTV units so they can review their work together, and even comfort items like a coffee machine, microwave, and refrigerator. In addition, an open computer lab on the second floor could become a student conference room with appropriate furniture and technology to encourage and empower group work and small student meetings.
Goals: Renovate the student lounge and create other small group and individual students study and collaboration spaces within Elliott Hall by the end of FY2015.
Assessment: We intend to survey student wants and needs for these spaces and, once the spaces are complete, we will re-apply the survey to see whether student expectations have been met. A more informal assessment, ongoing interaction with our students, is one major benefit of the creation of student spaces in our building.
Resources: We expect that private funds will be needed to outfit these student spaces. The ESC Director will, upon the agreement of faculty, seek out external funding sources for these spaces.

2. **Academic Resources:** We propose the establishment of a Speech Apprehension Laboratory to provide one-on-one and small group tutoring and performance training for Comm 111 students.
Goal: Create a student-centered laboratory patterned after the campus writing center and providing student assistance with speech communication Monday through Friday starting in FY2016.
Assessment: Programs would be assessed through simple participation counts and through a monitoring of student performance in Comm 111 and other speech courses through standard evaluation techniques.
Resources: With the university's emphasis on student convenience, we believe such a center would need to offer significant walk-in hours to students and would require two graduate teaching assistants as staff with funding likely coming from increased Comm 111 tuition receipts.

Goal 6: Be a campus that reflects — in staff, faculty and students — the evolving diversity of society.

1. **Students:** We propose empowering key faculty and staff members to work with WSU admissions to identify and target certain area high schools and junior colleges for ongoing and aggressive minority student recruiting efforts. We believe that faculty engagement with minority and other high school students will pay dividends, long term, in student recruitment and retention. We understand, however, that such programs must be strategic, systematized, and long-term.
   Goal: 10 annual visits to area high schools specifically targeted at communicating with minority students who may be interested in a communication major with visits beginning immediately.
   Assessment: We will survey our current students to assess their view of our program's diversity or lack

thereof. Similarly, we will re-apply those surveys annually to assess our progress in adding diversity to our student ranks.
Resources: Given the intensive nature of student recruitment, we will buy out one-quarter of our current Coordinator of Outreach's position to focus specifically on minority student recruitment.

2. **Faculty and staff:** Experience at other universities tells us that personal recruiting of qualified faculty members who enhance departmental diversity is the best way to enhance diversity among the faculty. Such efforts require a faculty that is strongly engaged in their field or in industries related to their field. We do not anticipate a systematic process but rather a redoubling of ongoing efforts to recruit diverse candidates for open faculty positions.

Goal 7: Create a new model of assessment, incentive and reward processes to accomplish our vision and goals.

The ESC is not a traditional academic program in that successful coursework in applied communication requires a mixture of Ph.D.-prepared and professionally-experienced faculty who lack terminal degrees. We celebrate that combination as the most effective way to deliver our curriculum and thus prepare our students for work as professional communicators. While we have tenured professional faculty without terminal degrees, we understand through bitter experience that the existing evaluation process does not always recognize their work as fulfilling the requirements for tenure and promotion. It is particularly difficult, for example, to find outside reviewers in the academy who can effectively evaluate a professional's contributions to his or her field.

With the security of our professional educator colleagues in mind, we suggest investigation of new model for non-tenure track faculty that rewards professional educators with promotion and contract security outside of the tenure system. Many other universities have adopted such professional track evaluation and promotion systems successfully. That system may identify professionals by rank similarly to tenured faculty by adding "educator" to their title, i.e. assistant professor-educator. Or they may use some other nomenclature to denote rank (instructor, lecturer, senior lecturer, etc.) The point is that professional educators should be able to seek promotion (with salary enhancements) without the up-or-out jeopardy of the full tenure system. Those educators could, for example, teach a 4:3 or 4:4 teaching load instead of performing research. They could earn promotion and some form of contract security by doing creative and professional activities that would normally not be considered in a tenure and promotion process.

Additional Items:

1. How will the ESC address the projected 10-20% increase in university enrollment: We are already dealing with the impact of growth in planning for Fall 2014 and cohort scheduling. Most of the impact of the university's growth will be felt in our Comm 111 course that is required of all WSU students. We will deal with that growth in the short run by increasing our GTA recruitment efforts and hiring full-time lecturers. In the medium-term, we would propose converting those lecturers to instructor positions and adding additional GTAs and lecturers as budget allows. We are relatively well-positioned to deal with growth in our major because of our location in Wichita with its large pool of media professionals who are also potential adjunct instructors.

2. If the additional resources requested in our proposal are approved, the Elliott School can become a true regional competitor to the major journalism and mass communication programs in the state and region. We believe that trends in our fields are moving in our favor with a national backlash against restrictive journalism and mass communication accreditation requirements (we are not accredited by the Accrediting Council for Education in Journalism and Mass Communication and have no interest in seeking accreditation.) That backlash was prompted largely by concerns that accreditation requirements limit the possibilities for students to take on the kinds of experiential, project-based learning that our program emphasizes.

School of Community Affairs

Michael Birzer, PhD, Professor and Director

Criminal Justice (BS, MA)
Forensic Science (BS)
Ethnic Studies (Field Major)

Role and Purpose of the School of Community Affairs

The School of Community Affairs brings together the departments of criminal justice, forensic science, and ethnic studies to form a unique and diverse curriculum to better serve the needs of students who will work in an ever-changing urban and global community. Additionally, the Midwest Criminal Justice Institute and the Regional Community Policing Training Institute provide opportunities to blend teaching, research, and service. As a result, the School of Community Affairs not only serves as a quality educational unit for students, but also functions as a research and service unit that assists with a broader range of needs identified in the community.

Mission Statement

The School of Community Affairs seeks to integrate academic and professional disciplines to enhance effective citizenship and contribute to the civic development of the community. The faculty and staff in the disciplines of Criminal Justice, Forensic Science, and Ethnic Studies provide within the Regents System, a unique combination of teaching, research, and service-oriented resources.

Through its interdisciplinary teaching, research, and service activities, the School seeks to further the exchange of knowledge and skills between the community and the University. The School of Community Affairs is committed to the enhancement of basic and applied scholarship and public service to meet the challenges of a constantly changing local, regional, and world community.

WSU Strategic Planning Goal #1: **Guarantee an applied learning or research experience for every student by each academic program.**

School of Community Affairs contribution to WSU Goal #1:

Goal 1: Increase Cooperative education/internship experiences for students.
Assessment: New cooperative education/internship sponsors.
Assessment: Number of students participating in cooperative/internships

WSU Strategic Planning Goal #2: **Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.**

School of Community Affairs Contribution to Goal #2:

Goal 1: Increase course offerings that benefit other disciplines (sociology, social work, community psychology, anthropology, history, nursing, women's studies).
Assessment: Number of courses cross-listed with other disciplines.

WSU Strategic Planning Goal #3: **Capitalize systematically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.**

School of Community Affairs Contribution to Goal #3:

Goal 1: Continue to develop partnerships with community colleges that result in articulation agreements that will ultimately increase student enrollment.

Assessment: Number of new articulation agreements

Goal 2: Continue the development of online educational opportunities for students in both the undergraduate and graduate programs. Background: The criminal justice MA degree has been selected as part of the university's initial roll out of online programs. It's projected that the MA program will grow student majors by a minimum of 50 percent (30 students) within three years. Moreover, we plan to develop an Ethnic studies 360 – Dealing with Diversity online course option. Note: Ethnic Studies 360 is currently a required course for all criminal justice majors and generates about 250 credit hours each semester.

Assessment: Number of new online course options including Ethnic Studies 360.

Goal 2: Pursue partnership with Kansas State University's Sociology Department. Recently we were contacted by authorities at KSU in regards to potentially offering specific criminal justice courses for KSU students as part of a joint distance MA degree which would involve KSU Sociology and WSU Criminal Justice. These talks are in the very preliminary stages.

Assessment: Progress/proposal.

Goal 3: Develop new courses that increasingly reflect current societal issues. New courses that are currently in the preliminary stages of being sketched out center on: (1) The intersection of race and criminal justice system, (2) Global Information Systems (GIS) and (3), The State of African Americans in Kansas.

Assessment: Number of new courses developed and offered.

Goal 4: Assemble a criminal justice coordinating committee comprised of CEOs from criminal justice organizations for the purpose of advising the director/faculty on developments/trends in practice and how the criminal justice program at WSU can enhance practice through our curriculum.

Assessment: Formation of committee

Goal 5: Integrate Geographical Information Technology (GIS) into teaching and research. The School of Community Affairs at the request of President Bardo has submitted a comprehensive proposal to implement GIS software systems across campus. This proposal has broad university support.

Assessment: GIS Software licensing for WSU.

WSU Strategic Planning Goal #4: Accelerate the discovery, creation and transfer of new knowledge.

School of Community Affairs Contribution to Goal #4:

Goal 1: Provide workshops, technical assistance, and applied scholarship to local, state, and national criminal justice organizations through the School of Community Affairs Midwest Criminal Justice Institute, and the Midwest Regional Community Policing Institute.

Assessment: Number of programs offered and feedback from criminal justice organizations.

Goal 2: Provide education and applied research to culturally diverse populations and organizations while partnering with Native American Nations and the Kansas African American Affairs Commission in an effort to improve quality of life. We have been requested to deliver programs, technical assistance and applied research centering on gang prevention, community based policing, and juvenile justice processing disparities impacting persons of color in several areas across Kansas.

Assessment: Number of programs and applied research offered.

WSU strategic planning goal #5: Empower students to create a campus culture and experience that meets their changing needs.

School of Community Affairs Contribution to Goal #5:

Goal 1: Develop opportunities for students to participate in campus/community service and/or outreach (develop course titled "community outreach" that will specifically focus across two of our program's disciplines (criminal justice and ethnic studies).

Assessment: Development of course(s).

Goal 2: Employ student projects and assignments that foster critical thinking.

Assessment: Student activities in Contemporary Issues in Criminal Justice course.

Goal 3: Develop opportunities for students to participate in campus/community service.

Assessment: Student activities in Contemporary Issues in Criminal Justice course.

Goal 4: Support student Criminal Justice Student Association's in the development of a variety of student activities related to criminal justice (lectures, tours local facilities).

Assessment: Number of activities.

Goal 5: Create a Facebook page that would allow current and former students to share experiences and information relating to jobs.

Assessment: Number of hits/likes and location plots.

WSU strategic planning goal #6: Be a campus that reflects – in staff, faculty and students – the evolving diversity of society.

School of Community Affairs Contribution to Goal #6:

Goal 1: Continue to recruit and hire diverse faculty, graduate research/teaching assistants in terms of gender, race and ethnicity.

Assessment: Diversity within School of Community Affairs.

Goal 2: Bring in diverse speakers in terms of race and ethnicity to speak on relevant issues through their racial/ethnic lens.

Assessment: Number of diverse speakers.

Selected Strengths of the School of Community Affairs

1. Credit hour production and consistency:

Year	Spring Semester	Summer Semester	Fall Semester	Total Credit Hours
2013	4874	684	4399	9,957
2012	4576	667	4972	10,215
2011	5096	894	4739	10,729
2010	4889	711	5225	10,825
2009	4512	650	4876	10,038

Five Year Annual Average: 10,364 credit hours

2. Good student major numbers (as of February 2, 2014)

Degree Program	Number of Student Majors
MA Criminal Justice	63
BS Criminal Justice	350
BS Forensic Science	62 (forensic science and pre-forensic science majors)

3. Productive faculty. Data below depicts the past eight years collectively:
    - Just over $3 million in external funding, consultancies, and contracts.
    - Fifty-one (51) referred journal publications.
    - Nineteen (19) books published: A group of researchers from Sam Houston State University ranked the criminal justice faculty at WSU seventh in the U.S. out of 305 different colleges and universities for the most textbooks published by criminal justice faculty members.[1] WSU Criminal Justice publications were weighted by contribution, prestige and edition.[2]
    - Fifty-eight (58) paper presentations and/or round table discussions at national and/or international conferences.
    - Faculty have national and/or international reputations for their work. One faculty member is a two-time Fulbright Scholar.
4. Growth will occur with the online MA and with more optional undergraduate courses being facilitated online. Within the next three years the MA program will grow by 50 percent.
5. The Midwest Criminal Justice Institute has a strong potential for growth as a service arm, revenue sources, and a bridge for applied research with criminal justice organizations.

<u>Weaknesses</u>

1. The forensic science program is facilitated entirely by adjunct professors and resources are purchased from the School of Community Affairs' OOE budget. The latest BOR review and self-study review feedback suggested that we work with the LAS dean to hire a professor(s) for the FS program. President Bardo has expressed an interest in the FS program. The program has a sound organization and a robust curriculum but lacks a full time faculty. The program is the only one of its kind in the state and the potential for growth is growth. The interim dean has been made aware of the program's needs and we are waiting on his decision regarding this matter. If a faculty member isn't approved, we recommend discontinuing the program.
2. Currently there are two vacant criminal justice faculty positions due to one retirement and one resignation within the past year. We have a search underway to fill one position. The interim dean has indicated that he may authorize the second position to be filled this fiscal year. We believe this is imperative to ensure effective operations of the School of Community Affairs.
3. In addition to the two faculty vacancies discussed in #2 above, we request one additional criminal justice faculty in the next three years. This would give us adequate personnel to compensate for the projected increases of the criminal justice MA and BS programs. Moreover, this would get the criminal justice program back to our normal staffing levels that were held in 2009.

[1] See Willard M. Oliver, et al. "Book 'em Dano: The Scholarly Productivity of Institutions and Their Faculty in Criminal Justice Books," *Southwest Journal of Criminal Justice* 6, no. 1: (2009): 59-78.
[2] *Ibid*., pg. 68.

Department of English

Mary Waters, PhD, Professor and Chair

The English department offers a broad and flexible program of courses that are central to a liberal arts education while offering students the opportunity for personal enrichment and a variety of career possibilities. The department offers degree programs in creative writing, literature, and English teaching, as well as a range of courses in linguistics. Students who combine an English major with substantial work in other disciplines will find the knowledge and communication skills acquired in their work in English a valuable asset as they seek entrance into a wide range of fields that include communication, education, government, law, and business.

Goal 1: Guarantee an applied learning or research experience for every student by each academic program

Undergraduate and graduate English courses develop analytical, critical thinking, and writing skills through direct writing instruction and challenging writing assignments. These skills underlie success in virtually all educational programs, undergraduate, graduate, and professional. Further, they are key to career advancement and an absolute necessity in negotiating present-day global complexity. According to anecdote, for example, businesses seek graduates with these skills, and English majors do better as a group than biology majors on the MCATs. Linguistics classes, meanwhile, by teaching the principles and structures of language itself, provides a foundation for developing English language skills, acquiring foreign languages, and working successfully in disciplines such as Anthropology, Education, Cognitive Sciences, and Communication Science. Analyzing language origin, use, and change promotes understanding of the role of language in larger cultural events such as colonization, war, and genocide. As a department, then, English lies at the center of the university's mission, and maintaining a fulltime linguistics faculty member in the face of reduced scheduling and upcoming retirement is central to this mission.

Literature, linguistics, and composition courses all promote applied learning through teaching library research skills with wide academic and professional applicability, with linguistics classes additionally require all students to work with primary linguistic data. Data analysis, the digital nature of today's libraries, and the importance of computers in research and writing mean that these courses increase students' digital and analytical fluency. Plus, library work promotes understanding of the need and procedures for preserving artifacts of human culture, particularly written artifacts. And in a globalized world, English classes teach cultural sensitivity and tolerance through an appreciation for variety in cultural expression, including cultures of the past. Success in these classes is assessed, depending on the course and program level, by comparing early course writing with final papers, a senior seminar that requires synthesizing writing, analytical, and research skills into a cumulative final project, comprehensive exams, a cumulative thesis, and/or a portfolio demonstrating acquired skills.

Our current initiatives address applied learning goals in a number of ways. Recent curriculum revisions introduced advanced requirements for the English and English education majors with rigorous writing assignments that demand advanced analysis, introduce a variety of critical perspectives, and provide instruction in research, culminating in a senior seminar that synthesizes these skills in an advanced research project. Because the textual archive is becoming a digital archive, our literature and composition faculty are educating our students in computer-based research. New special topics classes, such as our hybrid (online and face to face) graduate seminar in Digital Humanities, introduce students to trends in research while teaching

practical computer skills like XML encoding. And our students publish and share their work at professional and student conferences.

New initiatives include internship and service learning opportunities. Our department program coordinators are now working with Dzanc Publishing, a firm interested in creating an internship program with us. Some of our students have applied to University Relations for cooperative education experience developing and editing university web pages. We also plan to explore intern relationships with alumni who have gone into technical writing. Working with Cooperative Education and the Service Learning Task Force, we plan to cultivate more of these alliances.

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university

Our literature classes emphasize historical grounding and theoretically based literary analysis, thereby bringing history, philosophy, and/or culture studies into many courses. Plus, many instructors bring other disciplines into their analysis, especially women's studies, ethnic studies, art history, music, and music composition theory. Occasional cross-listed courses with other disciplines expand these interdisciplinary offerings. Though composition classes are inherently interdisciplinary, some faculty increase this focus through themes like globalization or literature and the environment. Our linguistics classes and our new offering in digital studies are all interdisciplinary as well. We collaborate with other departments to bring in speakers, such as the November 2013 collaboration with Women's Studies to host political writer Pam Olsen. And we participate in several interdisciplinary certificate programs, such as the certificate in Film, the Medieval and Renaissance Studies certificate, and the new Tilford certificate. Our very popular and interdisciplinary film classes are hampered, however, by the lack of an adequate classroom. We need an appropriately equipped accessible classroom for these classes.

Through our above-mentioned upcoming curriculum review, we plan to create new topic-oriented interdisciplinary courses in both literature and composition, such as Writing about Race, Literature and Science, and Writing Across the Disciplines style composition classes. We are examining our prerequisite structure, which may impose some unnecessary obstacles to existing interdisciplinary offerings. Our upper-level composition classes are exploring development of grammar and teaching apps that will require collaboration with computer sciences. We also plan to develop more courses that can be cross-listed with other disciplines, cultivate more team teaching opportunities, and increase our collaboration with other departments to create courses and bring in speakers. Many of these aspirations depend on a university-level solution to problems of funding and appropriate credit distribution, and we seek administration assistance with eliminating these roadblocks.

Goal 3: Capitalize systematically on relevant existing and emerging societal and economic trends that increase the quality of educational opportunities

While writing remains an essential skill, the world of writing has changed dramatically. For English majors to most effectively put their strengths to work while at WSU and after graduation, they need to develop some technological expertise. The recent emphasis on digitally-based literary research, the introduction of digital humanities courses and course units, and the use of class blogs as a writing assignment option are some of the ways that the English department is integrating traditional literature study with new skills needed in a modern

technologically complex world. At the same time, we are reaching new student populations through our online courses. The push toward completely online degree programs increases the need for online GE offerings, and the department is working to develop these courses. We have faculty now working to develop an online version of English 230, a KBOR 32 literature course that would meet the automatic transfer criteria allowing it to be offered widely beyond WSU. Some of our high priority short term department course development goals include the online English 230, an online 300-level continuing studies literature course, and an advanced composition course in Writing for the Web. In addition, because many faculty and students feel that face to face composition instruction is best taught in a computer-supported environment, we need to identify or create one or more computer classrooms dedicated to teaching composition.

Our discipline is best served by face-to-face instruction and a class size that facilitates individual interaction. Because what we teach is unique both in faculty work load and in student need for individual attention, English class sizes cannot be meaningfully compared to those in other disciplines. Research indicates that writing is best taught in classes capped at 15 students, and our composition classes should be capped at that size. In the face of increased enrollment, our other classes must have caps that allow individual attention to students' critical thinking and writing skills. 300-level literature classes need to be capped at 25 or less, and 200-level classes at 30 or less. Funding for GTAs, lecturers, and tenure-line faculty needs to address these issues.

The Writing Program has for years provided the university with its own assessments (readily available on the university assessment page), which have not only demonstrated that students receive a quality education but have served as well as models for other department assessments. However, because some of our faculty have been marginalized by university hiring and promotion policies, we are succeeding partially on the good will of these faculty. The department seeks administrative support for fair and consistent contracts for several non-tenure line faculty who are regularly re-employed and often carry enormous program and curriculum responsibilities. Some of these faculty create and oversee curricula for thousands of students in WSU's freshmen writing courses each year and yet currently have no ability to be reviewed or encouraged for superior work. And since it is crucial that curriculum be developed by faculty who are active in their field, one of our goals is to regularize to Fairmount lecturer level several positions that are now contingent and to provide funding for these faculty to participate in conferences at the regional and national level. Regularizing these positions would facilitate oversight and assessment, budgeting, department hiring and mentorship, and fair and ethical merit-based reward structures.

We have increased our online offerings in composition and general education, not only expanding whom we serve but resulting as well in more of our GTAs learning to teach in this emerging environment. We now seek approval for a full time lecturer who would teach online classes and carry responsibility for in-department online instructional support, a staff addition that would dramatically increase the speed with which we could train new online instructors and develop new online courses, thus enabling us to meet upcoming student needs.

Further, we hope to dramatically expand our composition program. We have long heard calls for a variety of advanced undergraduate composition and writing classes, such science and technical writing, business writing, and internet and web-based writing. Although we have faculty interested in teaching many of them, because we do not have the budget to develop and staff these classes, clarifying funding at the university level is critical. Further, the WSU English composition and MA programs serve a large number of aspiring secondary

and community college teachers as well as educators returning for continued education. Given this constituency, we need to provide many more advanced and graduate offerings in composition pedagogy. We have a composition MA plan, but the same students who are attracted to this plan are often stymied because they have already taken the few relevant courses we are able to offer. We are in the midst of a search for a full-time, tenure line composition specialist who can develop advanced composition as well as writing pedagogy courses for aspiring teachers such as English education majors and MA students who plan a career in teaching at local community colleges. Continued expansion of the composition program will require additional such positions with expertise in fields like English as a Foreign Language, Writing across the Disciplines, and Basic Skills.

Further, our capacity to organize and deliver our services is compromised by insufficiency in both student assistant and administrative assistant hours. We seek an expansion of the student assistant budget to cover 50 hours per week, and an additional fulltime administrative staff person.

One of our top priorities is the University Writing Center. Staffed by the English department and operating on department funds, this program not only provides students across the university with academic support, but superior undergraduate and graduate students staffing the center gain hands-on instructional and analytical experience. The center is in the midst of a desperately needed renovation, but will still need updated furniture and development of a digital workspace that might serve as a physical base for online instruction and a launching venue for expanded digital humanities teaching. We also need to develop within it an online Writing Center to serve not only our online students but commuters in our face to face classes. To accomplish this would require significant infrastructural and financial support, including renovation funds and hiring a fulltime Assistant Writing Center Director who could serve as Online Writing Center director.

Because GTAs teach the vast majority of freshmen students, we desperately need to raise GTA salaries from $8,500 to $13,000 per year in order to compete for the best students and remunerate our GTAs on a par with other programs in the region. As our campus grows, we must be able to attract enough qualified applicants to our MA pool that we don't have to lower our standards for GTA positions simply to staff those sections.

Goal 4: Accelerate the discovery, creation and transfer of new knowledge

All of the department's tenure line faculty maintain a research agenda that includes publication and/or conference presentation. As publishing becomes international through of web dissemination, we already take advantage of existing developments like search engines that call attention to our work far beyond the limits of the English-speaking world. As part of goal 3, the department seeks to obtain administrative support for extending this engagement to our regular non-tenure line faculty. We want to increase student conference presentation and publication by stronger mentorship and expanded in-house opportunities to share scholarship (see goal 5). We would also like to cultivate forums for intrauniversity dissemination of scholarship by faculty, particularly in interdisciplinary settings.

Goal 5: Empower students to create a campus culture and experience that meets their changing needs.

We are prioritizing faculty mentoring of Sigma Tau Delta English Honors Society and the English Graduate Student Association, which have worked separately and together in the past to create an English-based

campus experience where friendships can be formed, scholarship shared, projects collaboratively developed, career options explored, and funds raised. We seek to bring these two groups into closer contact so that English students can determine the best ways to share their scholarship and keep abreast of trends in their disciplines while enjoying the social companionship of others with similar interests. Further, because Sigma Tau Delta excludes some students from full membership because of grade point average while EGSA is limited to graduate students, we will soon launch a Friends of English organization that knits these other two organizations together and extends participation to those who have been left out. Through these integrated organizations, faculty can then mentor and support students' efforts to invigorate their campus experience. Some examples of what students might initiate include things like a student research colloquium, an online scholarly journal for student work, or a service opportunity within the wider Wichita area community. In the past, the EGSA has facilitated a prison writing project with a nearby correctional facility. This sort of community service initiative is one way that strengthening these student organizations can further several university strategic goals.

Goal 6: Be a campus that reflects--in staff, faculty and students--the evolving diversity of society.

Our courses address diversity through texts that emphasize diversity and topics such as literature and the expansion of empire, units such as literary contributions to the abolition of the slave trade, classes such as Ethnic Literature and African American Literature, and composition assignments that take advantage of strengths such as the Gordon Parks collection. Students are encouraged to take literary coursework that prioritizes issues of diversity, and one likely outcome of our upcoming program review is that we will require it. Our department will be a major contributor to the new Tilford certificate program in diversity, and we seek to expand our appropriate course offerings to include topics like literature and aging, literature and disability studies, and working class literature. We plan as well to expand our ability to teach global culture in English. We are interviewing for a new hire who can teach not only British but post-colonial or Anglophone literature.

We need funding to create and advertise a Gordon Parks fellowship for MA candidates of color. The fellowship would cost approximately $5,000 to advertise, with $13,000 per year stipend plus benefits and tuition remission costs per year for each fellow.

We also need more faculty. We are unable to meet current demand for literature courses that address diversity. While our job search in progress will expand our world literature offerings, our sole faculty member who regularly teaches courses like African American, multicultural, and ethnic literature has a reduced teaching schedule and must also provide other necessary course areas in the department. We cannot continue to offer sufficient courses to meet the current requirements, much less expand our offerings. One very high priority department goal is to conduct a search for an American literature faculty member who will specialize in 19th and 20th century and contemporary literature including fields that will support and extend our current offerings. We also seek to strengthen recruitment of both students and faculty who will increase our department's diversity. When searches are authorized, they must include funding for advertising that will address both traditional and diverse audiences. We also plan to strengthen our ties to admissions and other recruitment offices to develop strategies to bring in more diverse faculty and students. And through a curriculum review that will result in a more robust slate of 200 level offerings, we will bring students into our department's classes whose contact with the department would otherwise end with English 102.

Creative Writing Program

Our graduate program offers a three-year MFA, which is considered the terminal degree in the field. It brings talented writing students to study literary masters and to work closely with faculty who are professional writers and with their gifted peers. The result is a final collection of publication quality poetry or fiction. Our undergraduate program offers a major or minor in creative writing. In both programs a community of students writes original novels, stories, and poems refining their subject, aesthetic, and voice.

General statement on growth and revenues: The program's MFA students and MFA graduates (as adjuncts and instructors), combined with MFA faculty, teach most of the English department's students. In spring 2013, MFA students, graduates, and faculty members taught 4,419 SCH of the department's 6,210, which is 71%. As a result, the program generates a large portion of tuition dollars in the English department.

Goal 1: Guarantee an applied learning or research experience

Students draw upon their life experience, literature, and research of every knowledge field—such as history, science, and medicine—to write fiction and poetry. In workshop classes, students apply craft concepts and literary models to comment critically on work-in-progress. They publish and edit the print literary journal *Mikrokosmos* and the online journal *Mojo,* applying business and editing skills. MFA students write a comprehensive essay exam applying a substantial reading list in poetry or fiction and the entirety of their three years of guided reading and writing. Lastly, our MFA students teach writing as graduate teaching assistants. (Goal 6.)

Goal: Offer more applied learning by requiring MFA students to take newly devised craft courses in fiction or poetry, along with the current workshop and literature courses. Craft courses will improve their dedication to the art, publication records, post-graduate fellowships opportunities, and job prospects.
Assessment: SPTEs will measure craft course satisfaction. Student publications and their future fellowship or job success will be tracked by the program administrative assistant through surveys. (Goal 6.)
Resources: The English department, its chair, and the college curriculum committee approved the new curriculum for craft courses; further action is pending.

Goal 2: Integrate interdisciplinary curricula

Students come to creative writing from many other fields: animation, biology, ceramics, choreography, history, journalism, music, and theater, to name some. This winter KMUW interviewed a creative writing student on the songs he writes, which make use of his poetry. In Portland, one of our graduates combines poetry and choreography for the dance company she founded. Creative writers rely on psychology, history, politics, and mathematics—on every discipline imaginable. Our faculty write about space travel, drug wars in Mexico, a newspaper reporter's ethics, and the psychology of loss. The Writing Now Reading now series, sponsored by the Student Government Association, English department, Ulrich Museum, University Libraries, and the Honors College, invites students and Wichitans to the Ulrich Museum galleries to sit, surrounded by paintings, photos, sculpture, and videos to hear poetry and fiction read by award-winning, nationally recognized writers. We post videos of the readings online.

Goal: Continue the Writing Now Reading Now series. Increase collaboration with other arts departments.
Assessment: The series will be assessed by its capacity to draw nationally recognized writers.
Resources: Funds for the series are in continual jeopardy. SGA supplemental funds, released in October, financed an enormous amount of travel and video costs, but came too late to plan that academic year's series.

At budget hearings, some SGA senators asked why the university offered no money for the series, since it has an academic component. A second important fund source is the English department, which pays a portion of income from composition workbook sales toward the series. But this amount shrinks each year. Honors College funding depends on the health of its budget; University Libraries has no budget for a series. *With an administrative assistant and a $10,000 line item budget from the university, the director could contract with increasingly prominent readers the year ahead, using that money for honorariums, publicity, video recording, and travel.* This would be supplemented by help from the SGA, English department, and Honors.

Goals 3: Capitalize on societal and economic trends to increase the quality of educational opportunities.

Goal 6: Be a program that reflects the evolving diversity of society.

As manufacturing jobs evolve from physical labor, and health-related and service industry jobs increase, workers who communicate clearly and have the education to adapt will prosper. The future favors those able to express ideas, solve problems, understand diverse thinking, and read and write in a nuanced way.

Most Wichita State freshmen learn composition from MFA students working as GTAs. MFA students taught 2,607 SCH of composition in spring '10 and 1,971 SCH in spring '13. (Non creative writing MA students taught 612 and 723 SCH, respectively.) If WSU enrollment grows 10-20%, the surest way to have quality GTAs in the composition classroom is through the MFA program. The pool of potential MFA applicants is enormous. (MA students are mostly local; many with good jobs choose not to be GTAs.) Using MFA students to teach composition raises the *quality* of freshman education. In 2013, our fiction MFA program admitted only 9% of applicants. Our program's national rank has climbed from 124th out of 132 in 2010 to 77th in 2012 in the annual *Poets & Writers* list. Our program has the potential to enroll more students—to meet that 20% surge—if authorized to conduct a national search to replace faculty who have retired.
Goal: Continue to raise the quality of the students admitted. Increase the diversity of students.
Assessments: Track applications and students' success post-graduation.

Resources: Students choose where to apply based on advice from their undergraduate professors, from their own online forums, and from the *Poets & Writers* ranking. In its 2014 guide, *Poets & Writers* chose only 78 (of 132) full-residency programs to list; Wichita State made the cut because it "placed in the top half of three or more categories out of seven in total." The seven categories are popularity (up-and-coming applicants are surveyed), selectivity, funding, student-faculty ratio, fellowship placement, job placement, and location. To continue to make that cut we recommend the following.

●Hire a full-time administrative assistant. Among creative writing programs nationwide, it is standard for programs to have a full-time assistant, and a large percentage have two or more full-time assistants. Help is needed to even maintain current activity. With increased applications (from 44 in 2009 to 102 in 2013), expanding programs like the reading series, and proliferating electronic correspondence, our entire creative writing faculty agree that our director is severely overworked in a way that is professionally unconscionable and unsustainable.
●Raise the GTA stipend from $8,500 to $15,000 per year and cut the teaching load to 1-1. (*Poets & Writers* rates WSU's 2-2 load as heavy. Average national load is 1-1.) In 2013, we lost our top 4 fiction picks and our top 7 poetry picks to schools that offered better pay and a lighter workload.

●Raise the director's salary to match national standards and reflect the director's administrative experience and achievement.
●Reduce the director's teaching load from 2-2 to 1-1 to match other nationally ranked programs.
●Provide the program an office with reception area and file space. As the applications grow, a larger, more unified, program space is needed. At most top programs creative writing is housed in an office suite with a foyer where current literary journals (the lifeblood of our student's studies) are displayed. This benefits current students and makes an impressive display for visiting prospective students, visiting writers who carry word of our program nationally, and visiting prospective private sector donors.
●Allocate $10,000 annually for the Writing Now Reading Now series and $5,000 annually for marketing and advertising the MFA program; also, establish the creative writing program director as the fund's budget officer. (Before the 2008 recession, the Graduate School used the money it made from application fees to pay for recruitment; the program's applications and fees have more than doubled, yet its recruitment budget has been slashed to zero.)
●Conduct a nationwide-search for a writer to replace the faculty member who retired.
Our national professional organization, the Association of Writing Programs, is large: over 10,000 people attended its last convention. Hundreds of other universities substantially support healthy MFA programs—some over a commitment that has lasted decades by now. At some universities, creative writing is one of the flagship programs; and even such places as the Universities of Virginia, Texas, Iowa, Michigan—which have law schools, football teams, and technology programs of national prominence—still see the wisdom of bountiful creative writing funding (as, for example, size of support staff, annual print ads, and annually upgraded websites attest). These schools are not in the business of losing money and reputation. They understand that for every dollar spent on an MFA program, they reap manifold benefits: students who go on to very visible publishing careers and literary awards; faculty who are repeatedly present at nationwide literary festivals; a ready pool of top-notch graduate teaching assistants; attractive venues for student recruitment and for community outreach; the kinds of events that attract publicity; and a magnet for private-sector funding. Universities that invest healthily in an MFA program consistently reap substantial dividends.

Department of Geology

William Parcell, PhD, Associate Professor and Chair

1. Department Mission

The Department of Geology seeks to prepare students with the scientific knowledge to proceed to geologic careers in industry, government, or to be admitted to geology graduate programs. Students are taught the theoretical background and applied skills that enable them to continue to learn, develop and adapt to changing conditions throughout their careers.

2. Geology's role in implementation of university strategic plan

The Geology Department is in a favorable position to "think outside the box" in implementing the university's newly defined goals. Recent department history has placed it at a crossroad for transitional and adaptive measures to contribute to the new university direction. Faculty losses encouraged the development of flexible approaches to sustain and grow segments of the program. These measures have in part facilitated the steady rise in undergraduate majors, from approximately 30 in the mid 2000's to over 90 in the last four years. Actions undertaken so far include implementing distance-learning courses, adapting existing course times to meet the needs of our students, and hiring industry leaders with current knowledge of industry trends to teach key classes. As a result, we have seen both enrollment and graduation numbers increase. Our goal over the next five years is to offer a geology curriculum based in applied learning that will prepare a growing student body for both the petroleum and environmental industry, while at the same time using our academic expertise to engage the public and address the economic and societal issues relevant to both industries. We believe this goal fits squarely within the university's strategic plan. The following describes Geology's activities, current and planned, in regards to advancing the mission of the department and the university.

Goal 1: Guarantee applied learning or research experiences.

Geology is, by its nature, an applied discipline. The department's undergraduate and graduate degree programs have a long history of providing applied learning and research experiences for its students through combining theory, critical thinking and technical skills into coursework and research projects with faculty. Providing hands-on applied experiences is core to the mission of our geology degree. For decades the department has also successfully encouraged students to acquire internship and part-time employment with industries in the energy and environmental sectors. These real-world experiences bolster their theoretical and applied learning at WSU. Recently, our students have taken advantage of opportunities with local, national and international companies in Kansas, Oklahoma, Texas, Colorado and the United Kingdom.

The recent reduction in department faculty has coincided with the implementation of new distance learning formats for some of our applied skills-based courses. Distance learning courses that have been developed build on our success of online introductory earth science courses (GEOL 102 and 235) to include weekly technical sessions (EEPS 700) streamed from KU, as well as streamed lectures for GEOL 544 (Structural Geology), and from Chevron geologists lecturing for GEOL 682 (Petroleum Geology). In addition to rebuilding its core faculty, the department aims to widen its offerings of applied skills courses taught by professionals active in the environmental and energy sector. However, in order to develop and sustain these courses, our lecturers will need wages that are at least commensurate, if not competitive, with their experience. Additionally, in order to facilitate distance-learning courses within the Geology Building the department would need in-house professional conferencing facilities and support staff to sustain and improve our distance and online offerings featuring national and international professionals willing to teach a course for us. As a temporary measure, the department has adapted open-source software and consumer video

conferencing equipment to coordinate lectures for our classrooms and off campus instructors, but this interim approach is not 'professional' and unsustainable.

A new initiative by our department is to broaden the enrollment and scope of its applied field methods courses. Certain applied learning experiences are viewed by the discipline, industry and government agencies as fundamental to a geologic education. One example is the 6cr hour course, GEOL 640 (Field Geology). This capstone course teaches fundamental critical thinking and applied geologic skills in remote locations (currently Wyoming and Montana). Nationally, field camps are known to attract support from alumni who fondly remember their field camp experiences and cite their camp experience as the impetus to "give back" to the university. WSU is very lucky to be able to run its own field camp. A limited number of geology programs now offer a camp, yet many urge their students to enroll at another university. This presents a revenue-generating opportunity for WSU. For decades, our course was only open to WSU students; however, current plans include marketing to out-of-state students. Such an effort would bring increased tuition and provide a larger pool of potential alumni donors. As of writing this position statement, the camp has received interest for summer 2014 camp from students at Georgia Southern, Binghamton, Bloomsburg, Virginia Tech, and Grand Valley State Universities. A widening effort to promote out-of-state enrollment may require reorganization of the basic funding and administration through a formalized "Geology Field School." The creation of a formalized structure would be more attractive to donors recognizing a focused objective for use of their gift to the university (e.g. subsidizing student fees, purchasing and maintaining field equipment, etc.)

<u>Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.</u>

Geology's graduate curriculum is administered through the EEPS (Earth, Environmental and Physical Sciences) MS program, which incorporates students from recognized disciplines across the university, including biology, engineering, math and physics. The EEPS program was designed to encourage students, in consultation with their advisor, to enroll in outside courses relevant to their intended career and academic goals. Currently, our environmental and energy-focused courses include of a series of visiting lecturers from departments, local and national industries and local community organizations. These lecturers expose our students to different points of view and emphasize the complexity of these issues and the need for multidiscipline approaches.

The department is broadening its interaction with the WSU community. Geology is coordinating with the Department of Anthropology to develop a new cross-listed course in "Geoarchaeology," which is planned for the 2013-14 academic year. This course will integrate geologic principles and concept in the practice of archaeology. Likewise, Anthropology has developed a course and certificate in GIS applications that will be of great value to our students. Changes within industry and new requirements for scientists to interact with the public now require petroleum and environmental geologists to be able to present their work to multiple audiences. To address this need, Geology will offer a course in spring 2014 on "Communication in Industry for Geoscientists," which will make use of faculty from the Elliott School of Communication. The departments hope this will be a continuing and regular course offering for Geology students.

<u>Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.</u>

The dramatic growth and job prospects in regional and national petroleum and environmental industries has, in part, sparked the dramatic increase in enrollment discussed above. While our undergraduate students are poised to take advantage of this employment boom, our master's students are handicapped by something as simple as the degree name. The department has been managing its graduate students through

the recently devised (2006) Earth, Environmental and Physical Sciences (EEPS) graduate degree program. The EEPS program was developed in the mid 2000's when MS in Geology was suspended due to low enrollment. Unfortunately, the EEPS program name is unrecognizable to prospective employers in both the petroleum and environmental industry and often results in potential employers questioning our students' degree because they do recognize EEPS as a geology or earth science discipline. Furthermore, it leaves our alumni with the impression that their former MS in Geology degrees are not valued or relevant to the university. The department plans to request one of two options be implemented. Either (1) the MS in Geology be reactivated and/or (2) the degree name MS in EEPS be modified to indicate the student's actual discipline (e.g. MS in EEPS (Geology) or MS in EEPS (Environmental Science)). Given the rise in undergraduate geology majors, it is apparent that Geology (not EEPS) is a very popular discipline in the current economic and social climate, both for its application to energy and environmental issues. Changing the degree name will increase applications to the program, increase credit hour production, increase potential employment opportunities for our students and raise support from our alumni.

Goal 4: Accelerate the discovery, creation and transfer of new knowledge.

Geology and EEPS students are encouraged to present their research at regional, national and international conferences of the Geological Society of America (GSA), American Association of Petroleum Geologists (AAPG), and Hedberg Research conferences. This traditional model for transferring scientific knowledge has been well represented by our department. Dr. Collette Burke (department faculty member and CEHH director) and Toni Jackman (academic lecturer) have suggested that the creation of a physical meeting space for the Center for Human Health and the Environment (CEHH) would accelerate the transfer of new knowledge to the local community as well. This space would also encourage inter-departmental faculty and industry academic exchanges in relation to technology and knowledge transfer related to environmental and energy issues. It is suggested that the ideal space would be Geology Building Rooms 102 and 103 which until recently were devoted to Ravi Pense computing initiatives. The space could include a meeting area/seminar room, environmental Library and CEHH office. CEHH currently has a pledge of $20,000 to set up or adapt an area for this purpose. CEHH activities and use of the room would be assessed every three years.

Goal 5: Empower students to create a campus culture and experience that meets their changing needs.

Our students regularly tell us that Geology has a strong student culture crafted in equal parts by the faculty and the students themselves. Current and former students regularly interact on our department social media sites. Our department runs multiple field trips each semester to encourage learning and camaraderie among students and faculty. As mentioned above, some of our strongest alumni support comes from these field experiences. We also have three very active student organizations (Geology Club, AAPG Student Chapter and members in the Green Group) and a tradition of frequent interactions with other campus organizations. These student groups regularly plan and participate in professional meetings, and are involved in community projects such as local river clean-ups and helping to host Science Olympiad. The groups also organize additional geology field trips to regional sites.

Our department has strived to create a department culture that reflects the evolving diversity of society. The faculty plans to make more effort to reach underserved local populations that might lead to future enrollment. Well-supervised Earth Science summer programs through CEHH for middle school students would attract students to the University and the discipline far in advance. Likewise, a diversity of faculty and administrators encourages a diversity of students. At present out of four full-time faculty there are two female faculty members (one tenured and one full-time adjunct). In the past two years we have offered faculty positions to female, Indian, African and Chinese applicants, unfortunately all of whom eventually turned us down because of unattractive location, salary, startup funds or spouse employment issues. The

department will continue to strive for a population of staff, faculty and students that reflect the demographics of our society, however, to be able to select candidates on diversity, let alone qualified expertise and goodness of fit to position demands, we need incentives to attract applicants.

3. Specific Assessment Plans and Resources to Implement Plans

	Future Plan	Assessment	Assessment Use	Assessment Timetable	Resources
Goal 1	Additional faculty and instructors	Review curriculum and research need for faculty/instructors	Department need calls for search	Every semester	Salary; competitive w/experience
	Distance learning technology classroom (GB 216)	Review state of technology in classroom (GB 216)	If technology outdated, request resources	Yearly - January	Develop classroom (<$10K)
	Applied Field Studies Program/ Center	Review curriculum, enrollment and program resources	Curriculum and logistics revision. Fee structure revision	Yearly - September	Summer salaries; camp self-sustain w/ fees; generate revenue through tuition; acquire new technology w/ fees.
Goal 2	Develop cross-disciplinary courses	Review curriculum and enrollment in courses	Make changes to curriculum and course offerings	Each semester	Possible instructor wages; faculty salaries; generate revenue through tuition
Goal 3	Reinstate MS Geology and/or specify "real" discipline within EEPS degree	Survey of current and recent graduates of program	Modify curricula and degree name	Yearly - September	No additional cost; generate revenue in tuition and alumni donations
Goal 4	Physical location for Center for Human Health and the Environment	Assemble and review CEHH activities towards WSU mission	Make changes to CEHH mission and room use.	Yearly - January	Funds to outfit the new CEHH physical space
Goal 5	Develop summer programs for underserved populations (CEHH)	Assemble and review CEHH activities towards summer outreach.	Make changes to CEHH summer program curriculum.	Yearly - September	Funds supporting initiation of off-campus summer programs

Addendum: How Geology will develop in relation to the universities predicted 10-12% growth.

Part of geology's mission is to teach the theoretical background and applied skills that enable students to continue to learn, develop and adapt to changing conditions throughout their careers. In line with this mission, geology offers a number of high-enrollment gen-ed and further studies courses (GEOL 102, 111, 235, 300, 302, 310, 312) that will be immediately impacted by growing university enrollment. All our tenured faculty as well as four instructors teach these courses. Currently, our tenured faculty take on overloads to cover gen-ed, UG majors and grad courses. Obviously, providing attractive wages, startup funds and facilities to attracting and retain faculty will go a long way towards managing larger classes and developing new and improved curriculum. In the mean time, to manage the effects of continuing increased enrollment, the department plans offer additional flexible online as well as on-campus lecture formats. Online offerings have contributed to the growth of the geology undergraduate major as more students are exposed to the discipline. We have offered an introductory gen-ed course (GEOL 102) fully online during every regular semester and pre-session since 2010. This course consistently reaches full capacity (160). Since 2012 we have worked with West Campus to offer a high enrollment gen-ed further studies course (GEOL 235 – Meteorology) in a fully online format. With increased enrollment, the department could develop online versions of our gen-ed and further studies courses.

Department of History

Jay Price, PhD, Professor and Chair

Section 1: Mission Statement

The purpose of the department of history at Wichita State University is to illuminate the forces that have shaped our world and to provide a historical perspective for the future. To accomplish those goals, the department offers a flexible program of study. While students may focus on a specific area of concentration, the program introduces them to a variety of classes that assures them a foundation for an integrated liberal education. Combined with courses in other disciplines, the study of history prepares students for entrance into a wide variety of career opportunities, including business, government, law, journalism, teaching, communications, public service, and the military. The department is working to give all WSU students a strong grounding in History and the Humanities. In this, it responds to the statement in The American Academy of Arts & Sciences's recent report, *The Heart of the Matter*: "There is no reason liberal arts education cannot flourish in a new environment using new tools. The future will still need the human skills that the liberal arts promote, and perhaps will need them more than ever: skills in communication, interpretation, linking and synthesizing domains of knowledge, and imbuing facts with meaning and value."

Section 2: Goals

1. **Guarantee an applied learning or research experience for every student by each academic program.** The department defines applied and/or research experience to include writing and research projects that may be for academic audiences, such as at professional conferences, or for public audiences in the community. This also addresses university goal 5. Examples of this include:
    - All undergraduate students take HIST 300 and graduate students take HIST 725, which trains them in the skills involved in research and writing. All students in 500 classes, which serve both undergraduate and graduate students, have writing and research components.
    - The department recently established the Miner-Unrau award that provides funding for graduate student to engage in research trips or attend conferences.
    - Both graduate and undergraduate students submit articles to the History Department's peer-reviewed student publication, the *Fairmount Folio*. Each edition includes a student editor who reviews articles, makes comments to authors, and edits the journal for publication.
    - Public History Program for graduate students requires an internship/cooperative education experience. All public history students have to take courses in either museum practices, historic preservation, or archive/records management, each course taught by practitioners in the field and may include assignments/exhibits for clients. In addition, students in HIST 701 do projects that often involve clients in the community.
    - Students are encouraged to attend professional and academic conferences such as regional Phi Alpha Theta conferences, the Kansas Association of Historians, and the Kansas Museums Association.
    - Students may participate on occasional book/research projects such as *Kansas: In the Heart of Tornado Alley*

Assessment: Success is achieved through engagement such as participation in conferences, who publish in local and professional outlets, and who take specific classes involved in methodology.

2. **Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.** The department is committed to interdisciplinary educational experiences. Towards this goal, the department
    - Offers key classes that are integral for the Medieval Studies Certificate, an Asian Studies Certificate, and International Studies Major.
    - The Public History Program encourages students to take relevant classes from Anthropology, Public Administration, Communications, and Business, among others. In turn, students from those areas are encouraged to take our courses.
    - Several of our courses are cross listed with departments such as Women's Studies, Religion, and Ethnic Studies.
    - The department will offer these and other courses that serve the General Honors program, the Ulrich Museum of Art and the College of Education.

   Assessment: Success in this area is reflected through offerings in history being available to more students across the university and, in return, in the number of non-majors who also take advantage of our undergraduate and graduate offerings.

3. **Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.** Although stereotyped as a profession that revels in dusty tomes, History remains active in adapting to current pedagogical approaches. This goal also helps address "Pursue technology transfer" and "Enhance basic research" of "The Bardo 5." Examples include:
    - The use of on-line databases such as JSTOR and Heritage Quest that give students and researchers access to more primary and secondary resources than ever before.
    - The use of telecourses and courses that utilize various multimedia forms.
    - The use of media resources in classroom teaching.
    - Towards this goal, the department seeks to continue working with Ablah Library to ensure the availability of high quality digital resources to compliment (but NOT replace) printed materials. This also includes ensuring that future hires are proficient in the latest teaching techniques and best practices, including digital literacy.

   Assessment: Success in these goals appears in the utilization on-line materials, the use of telecourses and other forms of instruction, and teaching of digital proficiency in a wide range of undergraduate and graduate courses.

4. **Accelerate the discovery, creation and transfer of new knowledge.** The department is committed to sustaining a highly qualified faculty involved in scholarly research that also keep them abreast of current issues and methodologies that can be brought into the undergraduate and graduate classroom experience. Moreover, we provide the local Wichita community-at-large opportunities to learn more about the study of history and the various topics that historians explore. It also supports "Enhance basic research" of "The Bardo 5." Examples include:

- Regular offering of historical methodology classes for both graduate and undergraduate students. These classes are rotated among the faculty so that students can learn from the range of approaches that historians utilize.
- Recently, the department has created a lecture series to bring in scholars to talk to the public and to hold seminars with graduate students.
- The Willard Garvey Distinguished Professor of Business History position has a public education and research component to it, an opportunity that Dr. Robert Weems has done well to develop.
- Faculty have been involved in a variety of projects from the KMUW "Past and Present" Series, and the Council on Foreign Relations. They also work on grant projects, give lectures, serve as consultants, and offer classes for a host of community organizations, business and professional groups, veterans and military activities, and other venues that enrich the greater good.

Plans for enhancing this mission involve maintaining and supporting our faculty as they engage in these efforts, as is outlined in university goal 4, but, with an eye to goal 7, need to be open to varied ways in which faculty engage and promote scholarship, with as involvement with public programming, working on museum exhibits, conducting both scholarly and popular writing projects, media, and other outlets.

5. **Empower students to create a campus culture and experience that meets their changing needs.** The department is committed to supporting a diverse array of students, realizing that some of the best learning takes place when students interact with each other. This also supports "Improve the quality of student life" and "Improve overall quality" in "The Bardo 5." Examples include:
    - Realizing that today's students do not just take classes M-F 8-5, we have a long track record of having both upper and lower division classes offered in the evenings and weekends.
    - Supporting student organizations such as Phi Alpha Theta and the Society of Public Historians.
    - Offering graduate teaching assistantships and maintaining a graduate T.A. office.
    - Support and offer internship and cooperative education opportunities.

    Plans for realizing this goal include maintaining and expanding these efforts, from offering classes at optimal times, to making use of the West Side campus, to working with other programs and departments to determine what we can provide to help their students succeed.

6. **Be a campus that reflects in staff, faculty and students the evolving diversity of society.** The field of History involves the study of change over time, recognizing that the way previous generations thought of history has expanded to include many more perspectives of those who have been overlooked or marginalized. Doing so will also support university goals 2, 3, and 4. Toward this goal, the department has:
    - Hired faculty who have specialties in diverse populations. These include courses on African American Business history, gender issues in the United States and the ancient world, respectively and Medieval History with a focus on Christian/Muslim relations.
    - Rethought courses to involve current, often transnational topics, away from older approaches that tended to be more period and event and country specific (for example, a shift from "Colonial America" to "the Atlantic World").

- Develop new courses such as African American history.
- Redesign the curriculum to better accommodate global historical trends, such as transforming our early Western Civilization course into an early World History course, meanwhile developing additional in World History classes.
- Offer periodic special courses related to relevant contemporary issues.

Assessment: Success in this effort is reflected in offering classes that complement our existing offerings in American, European and Ancient History with classes on Asia, Africa, Middle East, Latin American, and global history topics, as well as diversify the topics and approaches in our current offerings. These fields also allow the department to work with a number of international and global-oriented initiatives and programs. Such courses would be taught by specialists whose research can also bring these perspectives on graduate committees, in standard methodology and seminar courses, as well as activities to the larger university and public communities.

Section 3: Resources

- The department pushes strongly for all classrooms to be **smart classrooms**. The lack of medium-size technology adapted classrooms on campus has been a growing challenge for our course offerings.
- **Support faculty for conferences and research**. Those who present at domestic conferences are limited to one, perhaps two and that is only if they present.
- **Support student travel and research**. We now have the Miner-Unrau for graduate students, but if we want to develop a culture of attending conferences and professional connections, more is needed.
- It is imperative that **graduate students receive full funding** as this more than almost any other factor will aid in our competitiveness to attract and retain graduate students.
- **Compensation for adjuncts** is embarrassing and needs to be increase, given that there has not been an increase in this compensation for well over a decade.
- **Safety** is a concern for this part of campus **after dark.** Our ability to offer evening classes is limited because several faculty refuse to teach on campus at night out of safety concerns.
- The three most important resources, however, are **faculty lines, faculty lines, and faculty lines.** We need future hires to be made with an eye for those who bring a passion and commitment to being involved with students, both in and outside the classroom as well as tasks outside the responsibilities of adjuncts. For example:
    - Given the number of students who study modern American topics, the lack of a twentieth century Americanist is a noted gap and the most pressing need.
    - For several years, the department has sought a position in Asian history, a position that is yet to be filled.
    - The department also wants a specialist in Latin American history to expand our goal in improving diversity and international awareness among our students. Currently, there are several classes on the books that go untaught because there is no Latin Americanist present to offer them.
    - The Public History Program is a one person program and, if to expand and continue, needs to have another position to broaden our offerings.

Hugo Wall School of Public Affairs

Nancy McCarthy Snyder, PhD, Associate Professor and Director

Mission The mission of the Hugo Wall School (HWS) is to advance excellence in public service through integrated teaching, research and community service. The school prepares individuals for positions of leadership and responsibility in public and nonprofit organizations through the Master of Public Administration degree program and various professional development activities; expands and disseminates knowledge in the areas of public management, public finance and public policy; and engages communities in ways that serve the public good through applied research and technical assistance. HWS is unique at Wichita State University in that one-quarter of each faculty member's time is budgeted to the School's Centers which conduct applied research and provide consultation, technical assistance and professional development for state and local governments, professional organizations and nonprofit organizations. The academic model that integrates community engagement with teaching and research is a major strength of the Hugo Wall School. Research and technical assistance conducted by faculty inform classroom instruction, ensure curricular relevance and expose graduate students to rigorous applied research and program evaluation. Technical assistance and professional development offered through the Centers are based on the latest academic research and apply best practice in public and nonprofit administration to maximize impact and solve community problems. Participation in Center activities keeps faculty attuned to the emerging issues in the community and exposed to emerging research questions. Professional development offerings focus on training local government and nonprofit practitioners to improve the efficiency and effectiveness of their organizations. Contacts made and fostered through research and technical assistance aid in the placement of interns and graduates, as well as in student recruitment.

In FY 2014 the Hugo Wall School has 6.5 FTE faculty. In addition, the school employs eight professional staff members (7.75 FTE) and two full-time support staff. HWS offers one degree: the Master of Public Administration. It also has four graduate certificates in city & county management, nonprofit management (which includes an elective course in public history), public finance, and economic development (which includes a course in Real Estate). The total number of students, graduates and credit hours in the MPA program have been stable over the past decade averaging 76 majors, 18-20 graduates and 960-970 SCH. All MPA coursework is offered after 4:00 pm with all core courses offered at night. A majority of the students are part-time. Students in the MPA have regular contact with professional public and nonprofit managers through guest speakerships and social networking opportunities. The overall placement rate for graduates and career advancement of in-service students are very high.

Faculty and graduate assistants in the MPA are all engaged in the work of the School's outreach activities that include the Center for Urban Studies, the Kansas Public Finance Center and the Environmental Finance Center for Region 7 of the U.S. Environmental Protection Agency. The grant and contract work of the School has grown significantly over the past four years. The growing demand for these services is evidence of another major strength of the School, i.e. the high quality applied research, technical assistance and professional development work that is consistently produced. In 2012 HWS provided more than 15,000 hours of professional development for public and nonprofit professionals. Between fiscal years 2010 and 2013 while state GU funding decreased 4 percent the number of RU-funded FTE in the Centers increased from .27 to 6.63 and RU salaries and benefits increased from $25,043 to $460,967. Total grant and contract activity in the School totaled $540,000 in FY 2013. For the first half of FY 2014 more than $650,000 in grants and contracts have been awarded.

Goals The goals proposed by the Hugo Wall School align with WSU's goals and with the School's mission. They build on strengths and opportunities that have been identified. They involve strengthening the academic program though enhancing applied interdisciplinary experiences, improving the ranking and national reputation of the MPA through more visible faculty research and publication, and expanding the outreach activities of the School's Centers to increase their impact on communities, increase visibility for WSU and generate revenue to support the mission of HWS and WSU. HWS is ready to expand its reach to broader audiences. In FY 2013, the Environmental Finance Center conducted training in asset management, energy efficiency, utility rate setting, and drought and water loss not only in the 4-state EPA region of Kansas, Missouri, Nebraska and Iowa, but also in Oklahoma, Michigan, Mississippi, Connecticut, Idaho, Maryland and Virginia. Each goal listed below includes measures to assess progress toward its achievement and identifies the strengths and opportunities that justify the goals inclusion.

Goal 1: Guarantee an applied learning experience for every student

- Strengthen WSU's Master of Public Administration degree program and professional development programming by expanding recruiting, enhancing the HWS's on-line course offerings, and creating an interdisciplinary undergraduate emphasis. There is an opportunity to use electronic delivery for both the academic program and for professional development offerings. Measures: Number of applications, enrollments and graduates
- Develop projects that simultaneously improve the classroom and the community to advance the public interest by increasing student involvement in school projects and by insuring the integration of faculty research projects into the MPA curriculum. This goal builds on the major strength of the HWS, i.e. the integrated model, by exposing more students to applied learning opportunities. Measures: the number of school projects used for class assignments and the number of courses with applied projects. Assessment of student learning will provide indication of the effectiveness of adding hands-on projects. Assessment measures will parallel student learning assessments required by both WSU and the Network of Schools of Public Policy, Administration and Affairs (NASPAA), the accrediting body for MPA programs.
- Enhance career-related experiences and professional networking opportunities through use of more and different internship models. Students benefit from the well-established relationships that faculty and staff have built with professional practitioners in the region. These relationships are a major strength of the HWS. Measures: number of guest speakers who are practicing professionals, number of students participating in internship and other career-related options and number of students placed.

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university

- Strengthen the MPA by expanding course offerings, leveraging resources and advancing the public interest by partnering with other departments to create cross-department graduate certificates including graduate certificates in Public School District Administration with the College of Education and Social Service Administration with the School of Social Work. Public administration is by definition an interdisciplinary field with roots in economics and political science. There is an opportunity to broaden partnerships with faculty in multiple colleges and departments. Measures: Completion of curricular change requirements by December 2015, the number enrolled in first course offering in fall 2016 and the number of certificates awarded. We will track enrollments to assess marketing and content of the certificates. We will also monitor the career progress of certificate recipients.

- Create an on-line multidisciplinary undergraduate emphasis in public administration. Measure: Course offerings and enrollment.
- Create courses that are cross-listed and/or team taught with other departments. Measure: Course offerings and enrollment.

Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase educational opportunities

- Continue to conduct periodic interdisciplinary summits focusing on emerging societal and economic trends with related publications. Measures: Number of summits held, attendance, number of departments that participate, qualitative evaluations, citation of associated publications.
- Insure that the MPA curriculum and professional development offerings promote the best in public administration, insure relevance to current and emerging trends, and meet the needs of target audiences by regular, rigorous assessments of all offerings. Measures: Annual assessment of student learning, reaccreditation from NASPAA, changes in the curriculum in response to evaluations.
- Enhance the on-line presence of HWS to share information and promote knowledge of best practices in public and nonprofit administration. This goal reflects an opportunity to expand the geographic reach of the work of the School. Measures: track updating of the website, number of hits, and citations of HWS studies.

Goal 4: Accelerate the transfer of new knowledge

- Create the WSU Public Policy and Management Center that will embrace a variety of interdisciplinary expertise from across campus. The purpose of the Center is to strengthen WSU's capacity to analyze a wide range of issues, to inform public discussion and decision making, to support the implementation and evaluation of public policies, and to advance excellence in public management. This will create a wider culture of consistent collaboration and outreach across campus and capitalize on a major strength of HWS, i.e. well-established relationships with public/nonprofit officials and professional organizations in Kansas. The Center also offers an opportunity to expand content areas of policy evaluation in environmental affairs, sustainability, project management, and others. Measures: completion of design, implementation, and undertaking of the WSU PPMC's first research projects. Monitor the number of projects undertaken, faculty involvement, and revenue generated.
- Improve the regional and national reputation and ranking of the MPA by increasing faculty publications in academic and professional outlets. Measure: number of faculty publications.

Goal 6: Be a campus that reflects – in staff, faculty, and students – the evolving diversity of society

- Expose students to experiences, cultures and world-views different from their own, and incorporate a broad range of diversity topics into core courses. Measures: the number of presentations and/or class assignments that immerse students in diversity topics and experiences.

Resources Increasing enrollment in the MPA and creation of an undergraduate emphasis will require additional resources. Increased recruitment, development of alternative internship models and placement and supervision of graduate students will require a full time professional. This individual would also be able to teach undergraduate courses and advise students. We estimate costs at $55,000-60,000 plus benefits.

Expansion of interdisciplinary offerings and new graduate certificates in Public School Administration and Social Service Administration should be achievable with existing resources.
Increasing the on-line presence of the Hugo Wall School to share research and other products will require additional resources in web-content and marketing. We believe that these costs can be incorporated into the design of the Public Policy and Management Center.

The Public Policy and Management Center will be a major undertaking. It will require administrative and program staff. Our current estimates are that resources from the University for each of the next five years would be: $235,000; $400,000; $365,000; $260,000; and $170,000. We estimate that the Hugo Wall School would contribute between $100,000 and $160,000 annually for start-up of the Center and that within 5-7 years the Center will reach a stable business model of 25% institutional support and 75% revenue generation.

Growth The Hugo Wall School has experienced dramatic growth in its revenue generating activities over the past four years. Demand for applied research, professional development and technical assistance continues to increase. The most significant future growth will come from broadening participation in the Public Policy and Management Center to other departments and faculty on campus and expanding the geographic reach of the School's research and public service activities.
Credit hours will increase through growth in MPA enrollments and development of an undergraduate specialization in public administration. This growth will be modest relative to WSU's total academic offerings, but it will integrate well with other departments that touch on public policy, public service and public and nonprofit administration and provide interdisciplinary applied learning opportunities for more students.

Department of Mathematics, Statistics and Physics

Buma Fridman, PhD, Professor and Chair

1 Mission

The mission of the undergraduate program in Mathematics and Statistics, is to provide a broadly based program in undergraduate level mathematics and statistics which will prepare students for either graduate study in mathematics and statistics or for mathematics-statistics related employment in academic, industrial or governmental positions. The undergraduate program is committed to providing the mathematical instruction needed by programs in business, education, engineering and health professions, as well as in the liberal arts and sciences. The mission of the undergraduate program in Physics is to provide a broadly based, flexible program in undergraduate level physics which will prepare students for graduate study in physics or a related discipline or for physics-related employment in academic, industrial, or governmental positions. The undergraduate program is also committed to providing the physics instruction needed by programs in other sciences, engineering, education, and health professions, as well as in the liberal arts. The mission of the M.S. program in Mathematics is to provide a broadly based, flexible program in graduate level mathematics and statistics which will prepare students for either doctoral study in mathematics and statistics; or for mathematics-statistics related employment in academic, industrial or governmental positions. The mission of the Ph.D. program in Applied Mathematics is to provide a high quality doctoral program in applied mathematics that will prepare students to become research mathematicians in either academia, business or industry.

2 Goals of the Department

2.1 GOAL 1: Staffing

The first goal of the department is to restore MSP staffing to the previous level and, if President Bardo's announced goals of increasing enrollment at WSU to 22,000 and then 25,000 are realized, to increase to MSP staffing beyond these historic levels.

WSU's goals: This department goal corresponds to the following **University Goals:**

1 (Research Experience), 2 (Interdisciplinary), 4 (Accelerate Discovery), 6 (Diversity).

Departmental strengths: The Mathematics, Statistics & Physics Department (MSP) maintains a high productivity of credit hours and of credit hours per faculty: in 2013, MSP generated 8.9% of WSU's Student Credit Hours (SCH) and 17.4% of LAS' SCH (SCH: 25,371 (Math), 2514 (Stat), 5837 (Physics)). In FY2014, MSP has fewer tenure-eligible (tenured or tenure-track) faculty than in the past:

- MathStat: FY1990: **26**; FY2009: **25**; FY2014: **21** (now **20**).
- Physics: FY1990: **9**; FY2009: **7**; FY2014: **6**.

The MSP department maintains a high quality and quantity of research. For example, in 2001 a career National Science Foundation officer who had just retired (Al Thaler) visited WSU as a consultant; his visit was funded by a NSF EPSCOR planning grant. At the end of his visit, he met with the entire department and gave a verbal report; he stated, among other things, that the Math & Statistics department was the best (research) department on campus. Our Ph.D. alumni include tenured (full) professors at the University of Arizona and Georgetown University and tenured or tenure-eligible faculty at other universities like Kent State University, Towson University, Texas State University–San Marcos and Xavier University.

The MSP department is also, by its very nature, interdisciplinary. Most of appplied science, engineering, and technology depend directly on mathematics and on physics. Social science needs mathematics and statistics. Introductory courses in both mathematics and physics are essential and integral to all STEM fields.

We have a long record of working with other departments (Chemistry, Geology) and colleges (Engineering, Health Professions) to design courses and tracks to meet students' needs.

Resource Requests: At the end of the Fall 2013 semester, 45% of the tenured faculty in MathStat (9 out of 20) was over 65; during the semester break, one (71 year old Math) faculty member died. Critical faculty needs exist in Mathematics, Statistics and Physics.
The department requests that

- MSP staffing be restored to the previous level of 26 tenure-eligible faculty in MathStat and 9 in Physics,
- if President Bardo's announced goals of increasing enrollment at WSU to 22,000 and then 25,000 are realized, to increase to MSP staffing to 30 tenure-eligible faculty in MathStat and 10-11 in Physics,
- that the number of MSP instructors be increased to meet student demand.

Growth: An increase in enrollment at WSU will cause a corresponding increase in student credit hour production (and revenue generated) by the department and an increase in STEM enrollment will result in an enhancement in this revenue growth provided this goal is met; otherwise, this SCH growth might go to other institutions. A stronger MSP department offers the possibility of attracting more STEM students, depending in part on the marketing plans WSU adopts.

In particular, a 10-20% growth in student enrollment would probably result in a 15-30% growth in MSP enrollment if a larger percentage of incoming students are (true) freshmen. Incoming freshmen need more introductory mathematics and physics than typical transfer students; many take Math 011, 012 and 111 to fullfill the basic skills requirement, while STEM majors typically take Math 242, 243, 344, 555, 511 and Physics 313 & 314, as well.

Strategy to achieve the goal: The department's plan for advancing this goal would be to (i) hire one new tenure-eligible MathStat faculty member per year for each of the next five years, (ii) increase this hiring rate to two new tenure-eligible MathStat faculty per year once WSU enrollment approaches 20,000, (iii) hire between one and three tenure-eligible Physics faculty during the next five years, depending on WSU's enrollment, (iv) replace any MSP retirees with new tenure-eligible MSP faculty, and (v) hire new MSP instructors as needed to meet student demands.

Linkage to WSU's goals:
Research Experience: A larger faculty allows us to offer more opportunities for applied learning or research to undergraduate and graduate students. Interdisciplinary: A larger faculty will allow the department to enrich offerings in intersticial fields. For example, if we were to hire a theoretical AMO (Atomic/Molecular/Optical) Physicist, her/his field would touch on a number of engineering fields as well as chemistry and applied mathematics. Accelerate Discovery: Restoring the department to previous levels allows us to deepen and expand the research expertise of the faculty, offer additional seminars and enhance collaboration with other disciplines. Diversity: An increase in faculty size would allow us to enhance diversity: while our faculty has significant ethnic diversity, only two (out of 27) of the tenure-eligible faculty in the department are female. A more diverse faculty will tend to improve the departmental climate for a more diverse student body.

Assessment and feedback: The assessment of this goal would be based on our success in hiring outstanding new faculty including females and/or members of under-represented groups, increasing our credit hour production, increasing number of grant applications, increasing the amount of externally funded research, increasing the quality and quantity of peer reviewed publications, increasing the quantity of peer reviewed

publications with our undergraduate and graduate students, and on increasing our diversity. All these numbers will be tracked every year in order to monitor our progress in all these areas.

2.2 GOAL 2: Enhance the Graduate Program and Research

The second goal of the department is to

- increase the level of financial support for the MSP graduate programs so as to increase the number of graduate assistants,
- increase graduate assistant stipends to competitive national levels,
- attract the best possible students to these graduate programs by increasing national recruitment and advertising nationally competitive stipend levels,
- publicize the success in research and scholarship that the department faculty and students has already achieved by encouraging and supporting travel and lectures by students and faculty at professional conferences,
- enhance the research environment for the benefit of our faculty and students, establish two post-doctoral positions and increase the quantity and quality of research opportunities for undergraduate and graduate students.

WSU's goals: This department goal corresponds to the following **University Goals:**
1 (Research), 2 (Interdisciplinary), 4 (Discovery), 5 (Empower Students), 6 (Diversity).

Departmental strengths: Faculty members in the department have established strong research programs with corresponding success in obtaining external grants and in publication, as illustrated by external evaluations of the faculty. See also under GOAL 1: Research and Interdisciplinarity. The Lucas fund and the Watkins fund support interdisciplinary work and the Mathematics and Statistics Lecture Series brings outstanding speakers in Mathematics, Statistics, Engineering and other areas to campus.

Resource Requests: The department requests that, over the next five years, the budget of the graduate program be doubled, financial support for travel and for advertising be increased and two "2-year" postdoctoral positions be created and funded, one to be offered during even years and the other during odd years.

Growth: Additional graduate assistants will be required to support the anticipated increased enrollments at WSU; teaching and research postdocs can also help support the anticipated growth. With respect to growth and revenue generation, the department notes:

- Each (20 hour) GTA has the potential to generate between $33,000 and $98,000 in revenue each semester for the university while earning about $7200 per semester.

Graduating Ph.D.s who become tenured faculty members at well-known and respected universities enhances the reputation of Wichita State University and therefore enhance WSU's growth by helping attract undergraduates from outside Kansas. Visiting mathematicians have often noted that the department should publicize the quality of its research programs much more aggressively since they had no idea of the high quality of these programs until they studied the department faculty's research prior to visiting WSU and then coming to campus. In the current economic environment, it can be difficult for new Ph.D.s to get academic jobs; having postdoctoral positions offers an opportunity for a new Ph.D. at WSU and a new Ph.D. at another university (e.g. Stanford, Oregon, Texas) to "swap" universities. One major advantage of having postdocs is that they leave WSU after two years and go on to serve as ambassadors for the university throughout their careers.

Strategy to achieve the goal: The department's plan for advancing this goal would be to increase the budget of the graduate program from the current level of $291,000 (from LAS and the Graduate School) to a level of $500,000 over three years and then to about $600,000 after five years. In FY93, for example, the graduate programs in Mathematics and Statistics were allocated approximately $253,000 (from LAS and the Graduate School); in 2013 dollars, this would be worth approximately $420,000. According to the Oklahoma State University "2010-2011 Graduate Assistant Stipend Survey", the average MathStat stipend in the 20 universities surveyed was $18,205 (compared with WSU's 2013-14 average of $12,650).

In particular, the department would (i) gradually increase both the number and level of graduate teaching stipends, in order to support the increased enrollments in basic courses; (ii) increase advertisement of our graduate programs in professional venues like Physics Today; (iii) increase travel funds for faculty and students to attend conferences and to visit other institutions, in order to publicize our research and to increase recruitment of graduate students; (iv) enhance our existing lecture series, to bring in more outside scholars and to increase collaboration and interdisciplinarity; (v) host "big" conferences like American Mathematical Society Sectional Meetings or the Midwest Geometry Seminar; (vi) offer more graduate research assistantships; (vii) offer more undergraduate assistantships, to increase undergraduate and graduate collaboration in research; (viii) fund postdoctoral scholars; and (ix) enhance collaboration across disciplines.

Linkage to WSU's goals: Research, Interdisciplinary, Discovery, Diversity: A larger graduate and research program will produce more research and discovery. This will be especially true in an interdisciplinary department like MSP. Expansion of the Seminar series will give us additional opportunities to bring in speakers from wider fields and to create intellectual cross-fertilization across campus. With more travel money we can send our scholars to more conferences and to other institutions, to publicize the work we do here and to collaborate with scholars elsewhere.

Assessment and feedback: The assessment of this goal will be based on our success in the following areas: (i) increasing the numbers of graduate degrees awarded; (ii) increasing the numbers of undergraduate students involved in research; (iii) increasing the numbers of publications and grant applications, especially co-authored with (grad and undergrad) students; (iv) increasing the numbers of prominent mathematicians speaking in our lecture series; (iv) increasing the success of our Ph.D. graduates in receiving faculty or postdocs positions at research universities; (v) increasing participation of WSU MSP faculty in national and international conferences; and (vi) increasing interdisciplinary collaboration. Each of these measures will be tracked, each year, to monitor our progress.

2.3 GOAL 3: Enhance Student Success

The third goal of the department is to enhance the experience of students taking MSP courses and to improve their success rate.

This department goal corresponds to the following **University Goals:**
2 (Interdisciplinary), 5 (Empower Students), 6 (Diversity).

Departmental strengths: The MSP Department runs both a Math Help Lab and a Physics Help Lab, offering free drop-in tutoring for students in lower-level math and physics courses. Both resources are heavily over-subscribed, testifying to a large and on-going need of many students for protracted help outside the classroom. The MSP Department offers Online Education for some courses and these offerings are increasing

over time. The department has successfully offered "standards based" Honors and non-Honors calculus courses since 1995 and these have been highly successful.

Resource Requests: The department requests that the budget for the Math Help Lab be increased by at least $20,000. There is currently no budget line for the Physics Help Lab, so one needs to be created with the initial amount of $10,000. The budget for online education needs to be increased in line with student demand. The department also requests a graduate staff assistant (GSA) position be created and funded; this individual would coordinate academic (e.g. Math Lab activities, tutorials) and social activities (e.g. Pi Mu Epsilon) in the department and in the university so as to improve the experiences and course success rates of undergraduates and graduate students who are taking MSP courses.

Growth: An increase in enrollment at WSU will cause a corresponding increase in Math 011, 012 and 111 to fullfill the basic skills requirement, while STEM majors typically take Math 242, 243, 344, 555, 511 and Physics 313 & 314, as well. These increases will mean increased demand for the services of the Help Labs, and also increased demand for online education. Stong student support services for the general student body will help increase growth and academic success; just as student-athletes benefit from the enhanced student support services offered by athleics, general students can also benefit from enhanced MSP services.

Strategy to achieve the goal: Each academic year, WSU students take over 25,000 student credit hours in Mathematics, 2500 student credit hours in Statistics and 5800 student credit hours in Physics. The students who take these courses fall roughly into three groups:

- "Service Course Students" represent students satisfying general education requirements (e.g. Math 011, 012, 111, 131), remedying deficiencies (e.g. Math 112, 123) or taking courses required for their majors (e.g. Stat 370 for Nursing; Math 242, 243, 344, 555 for Aerospace Engineering).
- "Undergraduate Minors & Majors" represent students who are majoring in Mathematics or have a different major (e.g. Engineering) and are pursuing a minor in Mathematics.
- "Graduate Students" represent graduate students taking courses for graduate credit in Mathematics, Statistics or Physics; these include but are not limited to graduate students in the Mathematics Masters and the Applied Mathematics Ph.D. programs.

The department intends to enhance the experiences and success rates of each of these groups of students; the mechanisms for achieving this vary with each group. The "Service Course Students" will be served in three ways:

- The MathLab and PhysicsLab will each be significantly physically expanded, their hours of operation will be extended and these hours will include Saturdays, their staffs will be expanded, there will always be present in the MathLab a tutor prepared to assist students with statistics and a tutor prepared to assist students with the entire undergraduate mathematics curriculum and there will always be present in the PhysicsLab a tutor prepared to assist students with the entire undergraduate physics curriculum.
- The MathLab will have a separate Testing/Exam Area which is significantly larger than the current Testing/Exam Area, whose hours of operations will coincide with those of the MathLab and which will allow students to take exams according to the instructions of their instuctors in a quiet, undisturbed area with an exam proctor present.
- Each course instructor will have the option of using a "standards based" grading system, similar to that used in WSU Calculus Honors Courses, which allows students to take exams in the Testing/Exam Area without a prescribed time limit and to repeatedly take (equivalent) exams until mastery of the material is demonstrated; this grading systems seems to reduce or eliminate "mathematics test anxiety"

in the experience of the department and allows students to focus on improvement over the course of the semester. In addition, each Mathematics and Statistics course for which multiple sections are offered will include at least one which uses this "standards based" grading system.

The "Undergraduate Minors & Majors" will be served in two ways:

- An "Undergraduate Lecture Series" designed for an audience of upper division and masters students will be organized by a specific graduate staff assistant (GSA) with the assistance of the graduate coordinator. This series will meet weekly and include lectures by undergraduates, graduate students, WSU faculty and visiting faculty; the lectures will be designed to be understandable by students who have completed junior level math courses and will have the goal of informing students about mathematics and statistics and some of their applications.
- The WSU branch of Pi Mu Epsilon and the WSU Math Club will be enhanced and will have expanded activities including hosting an annual regional undergraduate mathematics and statistics conference; the activities will be organized by a specific graduate staff assistant (GSA) with the assistance of the department's undergraduate coordinator.

The "Graduate Students" will be served by having an increased opportunity for graduate assistantships with an increase level of funding of the graduate programs and a wider variety of graduate courses offered by an expanded faculty.

The MSP department will explore the possibility of setting up a "standards based" option for the introductory physics sequences, both the Physics 213-214 algebra-level sequence and the Physics 313-314 calculus-level sequence.

Linkage to WSU's goals: Interdisciplinary, Empower Students, Diversity: Clearly the stronger are the basic foundational skills of our students, the better prepared they will be to tackle their chosen disciplines. Often first-generation college students, or students of lower socio-economic class, are less well prepared for the foundational skills courses like calculus or freshman physics; a Help Lab can help them bridge these gaps in their preparation. Diversity will also be served by increasing the availability of Online Education, as often the circumstances of non-traditional students make standard attendance difficult.

Assessment and feedback: The assessment of this goal would be based on: numbers of students using Help Lab services, enrollments in Online Education courses, periodic student surveys of engagement and satisfaction (for Help Labs and for Online education), and on the success rate of students in MSP classes. Each of these measures will be tracked, each year, to monitor our progress.

2.4 GOAL 4: Separate the Department

The fourth goal of the department is to separate back into the distinct Department of Mathematics and Statistics and Department of Physics while maintaining common ties such as the Physics track in the Applied Mathematics Ph.D. program, expanding the size of the physics faculty and planning to activate the physics masters program.

This department goal corresponds to the following **University Goals:**

1 (Research), 3 (Trends), 4 (Discovery), 5 (Empower Students)

Departmental strengths: The disciplines of Physics and Mathematics & Statistics are very different; Physics is based on understanding and explaining reality through experiment and observation and physics instruction relies substantially on lab based courses and understanding experiential results while Mathematics and

Statistics are largely theoretical disciplines. We can and do collaborate in the subdiscipline of Applied Mathematics.

Resource Requests: This goal may not require any additional resources, although increasing the number of physics faculty (listed under Goal 1) and support for physics graduate students (listed under Goal 2) will require resources.

Growth: As the University grows it will be necessary, as elaborated earlier, for MSP to grow, possibly (depending on the composition of the student body) at an even greater rate. The MSP department is already the largest on campus. It may at some point become unwieldy.

Strategy to achieve the goal: While increasing staffing in physics so as to sustain an independent physics graduate program, the separation of the department can occur.

Linkage to WSU's goals: Research, Trends, Discovery, Empower Students: All these Goals are furthered by the establishment of strong programs within independent functioning departments, as happens across the University.

Assessment and feedback: The assessment of this goal would be based on the evaluations of each department by the LAS Dean and on the success of the collaborative activities between the Department of Mathematics & Statistics and the Department of Physics.

3 Resources

Goal 1: Restore Department Staffing requires LAS to allocate between five (5) and twelve (12) new tenure-eligible faculty positions to MSP, replace MSP retirees with new tenure-eligible MSP faculty and hire additional instructors as needed.

GOAL 2: Enhance the Graduate Program and Research requires LAS and the Graduate School to double the budget of the MSP graduate programs over five years, establish and maintain two postdoctoral positions in Mathematics and Statistics, and invest approximately $50,000 per year for advertising, enhanced travel, hosting regional or national conferences and assist collaboration with other disciplines.

GOAL 3: Enhance Student Success requires the university to establish a "student success" GSA position, allocate a significant portion of the first floor of Jabara Hall for the expanded Math Lab and Testing Area (e.g. 122 JB) and the expanded Physics Lab and to fund these student resource centers sufficiently well that students can receive assistance in the entire undergraduate curricula of Mathematics, Statistics and Physics whenever these resource centers are open.

GOAL 4: Separate the Department may not require any additional resources beyond those requested in the previous goals.

Department of Modern and Classical Languages and Literatures

Wilson Baldridge, PhD, Professor and Chair

At our departmental meetings throughout fall 2013, the WSU Strategic Plan was reviewed together with the College Planning Committee's template for the present report. Inasmuch as our undergraduate degree program and most graduate study in MCLL involve the Spanish and French sections, faculty in these areas held subsequent discussions to identify strengths and opportunities upon which the department as a whole may build. MCLL generates approximately 11,000 credit hours per fiscal year: the 15-credit-hour elementary and intermediate course sequence (111-112-210) that most students use to meet the LAS foreign language requirement accounts for a substantial percentage of these hours. Said courses, taught primarily by GTAs and adjuncts, generate considerable revenue for the university at relatively low cost (among humanities disciplines, MCLL is second only to the English department in terms of overall cost-effectiveness); in return, our department relies on support from the College to underwrite the diversity of world language offerings in a context of increasing internationalization of the curriculum. Meeting with MCLL faculty in February, 2013, President Bardo supported the enhancement of language offerings, suggesting that we add Hindi. The anticipated university-wide increase in enrollment due to recruitment efforts would make it desirable to expand offerings in less-commonly-taught languages, in order to present incoming students with the broadest *diversity* possible. At this point in time, MCLL has a sufficient number of lower-division course offerings to address the projected increase in university enrollment: we scheduled elementary and intermediate sections of Arabic, French, German, Japanese, and Spanish, for example, in the time-slot designated for cohorts of incoming freshmen. By performing overrides, opening sections "on reserve," etc., MCLL would accommodate said increase up to 20%: beyond that, additional sections would have to be created with new faculty hires.

The BA in Modern and Classical Languages together with the MA in Spanish and MALS degrees involving Classics, French, German, and Russian form an integral component of WSU's stated mission. MCLL embraces *at once* a humanistic, general education mission and a technical/professional, applied mission. Our programs enable students to understand the nature and structure of foreign languages, their interplay with other humanities disciplines, and the significance of works of foreign literature. We also equip learners with tools of communication and provide specialized vocabulary and translation strategies for use in technical or professional fields such as business, aerospace, criminal justice or pre-law.

From the viewpoint of general education in a traditional sense, foreign languages are strictly speaking inseparable from other humanities disciplines or from social science areas such as anthropology. In the human sciences, the status of language is not that of an object distinct from the thinking subject, but language in every respect constitutes the subject as human. Thus, when the Greek said "to think and to be are one and the same," or when the Frenchman said "I think, therefore I am," *thinking* and *being* were understood as *one* with the speech acts performed by Parmenides and Descartes. If the humanities are "the branches of learning that investigate human constructs and concerns" (Webster), then the languages in their diversity that construct lasting value at the heart of the arts and sciences serve to "pioneer an educational experience that integrates interdisciplinary curricula across the university" (*Strategic Plan*, Goal #2).

Of course our general education mission exceeds the traditional humanistic role outlined above. Foreign language programs contribute to institutional priorities by equipping students with cultural tools necessary to achieve effective citizenship in the global community (with reference to "diversity of culture, thought, and experience" as well as "the evolving diversity of society" [Values + Goal #6]). Hence our BA and MA programs correspond to the institutional mission by offering not only *skills* courses (grammar, conversation,

phonetics) but also *content* courses in the civilization of countries from north and south. Over the next 3 to 5 years, said courses will be supplemented more and more by task-oriented offerings in translation and commercial Spanish and French: approval of additional resources as requested herein would enable us to bolster our dual-track curriculum with increasing emphasis on the applied mission. Our essential humanistic program will of course be maintained inasmuch as culture is an integral component even of the applied language track: doing business effectively *with* and especially *in* foreign countries clearly requires knowledge of the cultural context as well as the vernacular of a given locale.

Under *Applied Learning* (Goal #1): in the coming semesters, we plan to adopt elementary and intermediate textbooks that incorporate vocabulary for the professions. At the same time, MCLL will develop and expand existing upper-division offerings in translation, interpreting, and foreign languages for business. The Certificate Program in Spanish for the Professions was recently approved: applied learning outcomes will be enhanced by combining this Certificate with specific Co-Op & Internship programs through contacts in the Latino community.

All intermediate conversation and composition courses will include professionalism units: this will become the foundation for a relevant and meaningful oral exam component. One factor used to decide between candidates after job interviews is professionalism, i.e. traits and behaviors such as personal interaction skills (courtesy, respect), the ability to communicate effectively (together with efficient listening skills), a demonstrated work ethic (performing a task till complete), and personal appearance.

Our goal is to have students in conversation classes deliver thoroughly-prepared oral presentations in the target vernacular integrating appropriate body language and eye contact and deft use of visual aids. The second oral component will be a mock foreign job interview in which students research possible questions-&-answers then present their findings in class. Duly completed homework demonstrates time management and work ethic; teamwork in the classroom helps to develop interpersonal skills; adequate observance of cell phone policies, for example, prepares students to avoid abuse of IT etiquette in the office, and so forth.

Under *Interdisciplinary Curricula* (Goal #2): in keeping with the fundamentally cross-disciplinary nature of world language programs mentioned above, MCLL plans to submit a proposal for a Certificate Program in Latin American Studies. We're fortunate to have made several recent hires: these new colleagues, through their research expertise, represent the various regions of Latin America necessary to offer a comprehensive program: northern and southern Mexico, the "Southern Cone" (including Argentina and Chile), and the Andean territory. MCLL plans to join forces with colleagues in Political Science and Anthropology whose specializations involve Guatemala and Mexico.

We shall also continue participation in the following: International Studies Field Major; Asian Studies Certificate; Medieval and Renaissance Certificate. We plan to expand our Honors Track as well: among other upgrades, additional readings across disciplinary boundaries (e.g. philosophy / literature) will be required as a condition for Honors credit in specific upper-division sections.

Under *Capitalize on existing and emerging societal trends* (Goal #3): in addition to study abroad opportunities already successfully in place, MCLL has definite plans to develop online offerings: intermediate language courses and languages for the professions, particularly *translation*. Experimental courses in these latter areas offered recently in traditional format had high enrollments, with waiting lists. This area stands to

make the greatest impact on our programs in terms of revenue generation: one might refer to this initiative as the future for world language majors and minors at WSU. Specifically, MCLL will request authorization to conduct searches for tenure-stream faculty in French and Spanish with demonstrated expertise in the delivery of online courses involving French/Spanish for business and translation-&-interpreting.

We are pleased to have among new faculty a PhD in Spanish with expertise in Heritage Learners and Second Language Acquisition: the Spanish section is currently studying the possibility of offering free-standing sections exclusively for heritage speakers. In departments such as ours, *global learning* and *diversity* have never been mere watchwords: rather, they define who we are and what we do necessarily. MCLL shall continue to explore ways to address all the stated goals that bring these core values into play.

The same colleague in Spanish, working with the chair and other departmental colleagues, has nearly brought to completion the plan to institute an on-line placement exam: the curriculum changes were approved at all levels; we received valuable assistance from VP Muma and the Office of the Registrar re final administrative details. Initially for Spanish only, MCLL will consider expanding this effort to all languages offered in the department. This initiative addresses Value #2 of the WSU Strategic Plan, insofar as student success in foreign language study begins with placement at the appropriate level. The Spanish program will benefit by restricting enrollment in 111 to true beginners; heritage speakers and others with prior language study shall be grouped together for greater success and potential recruitment as departmental majors.

Under *Reflect Diversity* (Goal #6): our faculty and student populations embody these values (→ "*diversity of culture, thought, experience*," with oneness — common humanity — as underlying ethos). On a more and more frequent basis, MCLL will offer courses such as African and Caribbean Literature where readings may be done in English translation.

MCLL also seeks to revitalize its German program (minor & major) through a cooperative venture with Anthropology. As a complement to our current study abroad programs in France and Mexico, MCLL & Anthro could sponsor a study abroad program in Heidelberg, Germany, the goal being to develop skills of intermediate and advanced students from both departments with a view to functional proficiency in German together with knowledge in the content area to be determined by the Anthro professor. Foundation resources would be used for scholarships to promote this study abroad initiative. At the same time, we envision cooperative course development and advisement regarding Linguistics 351 [linguistics & foreign languages] & 352 [anthropological linguistics], encouraging students of languages and cultures to gain knowledge of the subject from multiple perspectives.

The MCLL Assessment Plan currently in place shall be adjusted to verify the success of the above initiatives. Insofar as the online courses mentioned under Goal #3 most likely will be delivered in a hybrid or blended format, our current assessment plan — based on Oral Proficiency Interviews and the rating of writing samples using guidelines established by the American Council on the Teaching of Foreign Languages — shall be adaptable to them as well through Blackboard (for the assessment of writing samples) and webcam or Skype interviews (for the oral component). Appropriate cultural content must be demonstrated both in writing samples and interviews: in the context of Latin American Studies and Languages for the Professions, our Assessment Committee will develop criteria in order to verify that degree-bound learners in these tracks have internalized substance together with accuracy of expression at the level defined as *Advanced* by ACTFL.

These assessment activities will be carried out on a semester-by-semester basis to ensure the quality of each component of the program. As always in the context of Performance Agreements or Program Review, majors must meet the stipulated levels of proficiency: should our elaborate and effective quality control measures reveal limitations within the program, a data review will be performed by our resident experts in foreign language pedagogy. Teaching methods then would be adjusted to ensure all goals for oral and written proficiency, including appropriate content in each of the designated areas, are met prior to the subsequent review period.

Department of Philosophy
David Soles, Professor and Chair

Mission: The Philosophy Department's mission is multi-faceted: (1) to provide a traditional philosophy major; (2) to offer a variety of general education courses; (3) to offer courses to serve specific needs of other departments; (4) to make scholarly contributions to philosophy and allied areas; (5) to provide service to the institution, community and profession; (6) to make scholarly contributions to the field.

Overall Quality: The Philosophy Department always has been committed to high quality education. The best indicator of our success here is the fact that for the last twenty years ***every*** graduate of our program who has applied to graduate or professional school has been admitted; our students have gone on to, and succeeded at, schools such as Harvard, Cornell, MIT, Claremont, Washington University (St Louis), Rutgers, University of Texas at Austin, Purdue, St. Andrews (Scotland), Fordham, etc. Three members of the department have received the John R. Barrier Distinguished Teaching Award; two have received WSU's Excellence in Teaching Award; one has received WSU's Leadership in the Advancement of Teaching Award; one has received the George A. Lewis Teaching Award, two have received the Mortar Board Educator Appreciation Award and members of the department are perennial nominees for the AET Award. The department is comprised of active scholars, several of whom have achieved national/international recognition in their areas. Other members of the department also are approaching this threshold. In the last Regents' Program Review of Philosophy the University Review Committee concluded that the "tenured and tenure track faculties do an excellent job in both teaching and research". The department is very active in service and four members of the department have received the President's Distinguished Service Award. Our **goal** is to continue this tradition of excellence.

Specific Goals

Applied Learning or Research Experience: Philosophy Department courses already are writing- intensive courses and, in addition to making class presentations and writing position papers, currently all students write several research papers as part of the major. These papers frequently are submitted as writing samples when our students apply to graduate or professional schools. Some of our students have even published their papers in professional journals or delivered them at professional meetings while still WSU undergraduates. Our **goal** is to continue to require high level research papers of all our majors. For years we have been keeping copies of representative student papers in our assessment file. Beginning in AY 2014-15 we will require that there be on file such a research paper from each of our graduating majors. The annual review of these papers by the department assessment committee will provide an effective and objective method of determining whether or not the department is continuing to meet this goal.

Interdisciplinary Curricula: Philosophy, by its very nature, is interdisciplinary. One simply cannot do philosophy of science without discussing issues in contemporary science and the history of science; one cannot do philosophy of the arts in isolation from consideration of the arts; one cannot do philosophy of history without considering the practices, presuppositions, and theories of history; one cannot do philosophy of mind independently of contemporary work in neuroscience and psychology; one cannot consider Chinese or Japanese philosophy while ignoring the broader social/cultural/intellectual milieu; one cannot study Ancient Greek philosophy, or any other period in the history of philosophy, without placing the work in its historical setting; one cannot seriously discuss philosophy of religion while ignoring actual religious beliefs, practices

and traditions, etc. In addition to the intrinsic interdisciplinary nature of philosophy, we offer several courses specifically designed to relate philosophy to other disciplines: business ethics, computer ethics, engineering ethics, bio-ethics, philosophy of feminism, philosophy of history, etc. Currently the department is developing interdisciplinary courses in Modeling and Climate Change and Nuclear Energy. Members of the department are heavily involved in the Asian Studies Certificate Program and Masters of Arts in Liberal Studies Program, both of which are interdisciplinary. In October of 2013 the department sponsored a national Japan Studies Workshop which brought together scholars from such diverse fields as history, literature, economics, philosophy and anthropology. In the spring of 2014 we will be offering an interdisciplinary honors course on modeling as an epistemological method. We currently are working with two other departments and the LAS Dean to host a program on world poverty. Given the inherently interdisciplinary nature of philosophy, every philosophy major already has multiple interdisciplinary courses. Our **goal** is to continue to emphasize the interdisciplinary nature of knowledge in general and philosophy in particular. Our annual review of our syllabi and other course materials will provide an effective and objective method for evaluating the achievement of this goal.

Emerging Societal Trends: A major social trend at the national level is a refocusing on personal, professional and social values. The National Accrediting Board for Engineering and Technology now requires the serious study of ethics by all engineering majors, a requirement the WSU College of Engineering satisfies by requiring its students to take our course in engineering ethics; the WSU Nursing Program requires six hours of philosophy of all its majors, including bio-ethics; the Barton School of Business now requires six hours of philosophy of all its majors, including business ethics. The Philosophy Department has always been committed to teaching a wide variety of applied ethics courses and doing so in such a way that makes vivid to our students the fact that the issues we study are vitally relevant to their careers and lives. For example, the bio-ethics course covers topics such as stem cell research, informed consent, active voluntary euthanasia, the allocation of scarce medical resources, etc; in addition to such traditional issues as worker rights and responsibilities, whistle-blowing, the social responsibility of businesses, and conflicting moral standards at the international level, the business ethics class supplements textbook readings with consideration of the latest issues being covered by *The Wall Street Journal* and the popular media; the engineering ethics class covers topics in public safety, acceptable risk, environmental degradation, and research integrity. The recent hire of two faculty members with research and teaching specializations in ethics will allow us to continue offering these courses for the benefit of other programs and expand our offerings in ethics even further. We currently are developing several theoretical and applied courses in this area which will be introduced into the curriculum in AY 2014-15. Our **goal** is to continue to offer high quality courses in both applied and theoretical ethics. Our annual review of the syllabi and other course materials will provide an effective and objective method for assessing the achievement of this goal.

Another major social trend in education is the increasing recognition of the importance of peer collaboration/learning. It is difficult to foster peer learning at institutions which primarily serve an urban population; students do not sit around in dorms or coffee houses discussing course material or general intellectual issues. The Philosophy Department has been aware of the problem for years and has taken several steps to encourage intellectual interaction among our majors. We created a faculty/student lounge next to the main office stocked with reference books, journals and a coffee pot that runs all day. Students drop in for coffee and discussions with each other and faculty members throughout the day. Most of us dedicate several hours a week to "lounge time" when we are available to students for informal conversation. Twenty years ago we created a logic clinic staffed by upper division students to provide a free tutoring service for students in our

introductory logic course. The clinic currently is operating 30-40 hours a week, depending upon budget and availability of logically sophisticated tutors. The department also has been heavily involved in supplemental instruction in our introductory courses. We have created study space in the basement of Fiske stocked with a library of classical and contemporary philosophical works. We also sponsor two student organizations The Pre-Law Society and The Philosophy Society. Our **goal** is to continue to encourage intellectual interaction and peer learning among our students.

Another trend is the increasing emphasis on life-long learning and the acquisition of transferrable skills. Our courses develop critical reading, writing, thinking and research skills, all of which are transferrable skills essential for life-long learning. Our **goal** is to continue to emphasize these skills in our courses. The department assessment committee's annual review of syllabi and other course materials will establish that we continue to meet this goal.

Discovery, Creation and Transfer of New Knowledge: As mentioned above, the Philosophy Department is comprised of active scholars, several of whom are nationally and internationally recognized for their contributions to philosophy, and recent hires are making progress towards garnering such recognition. The department also is exploring non-traditional venues for accelerating the dissemination of research such as SOAR, open-access on-line journals, philpapers.org, and academia.edu. Several members of the department propose to place both published and in-progress work on our web page. We also are renewing our commitment to bringing philosophy to the public through our colloquia series and public lectures. Last year's reestablishment of our departmental colloquia series is fostering more scholarly interaction and collaborative work among members of the department. Our **goal** is to continue our tradition of scholarship and the annual Faculty Activity Reports reviewed by the chair and the dean provide an obvious assessment tool for the meeting of this goal.

Diversity: The Philosophy Department is committed to diversity in all its forms. This commitment is exemplified in the composition of the department which includes five women, two ethnic/cultural minorities, and two persons who are mobility impaired. This commitment to diversity also is reflected in our curriculum which covers Chinese Philosophy, Japanese Philosophy, Indian Philosophy and Feminist Theory. In addition to our courses which specifically focus on other cultures or traditions, our survey classes include materials from diverse traditions and cultures. Our majors reflect the diversity of the WSU student body in general. Our **goal** is to continue to be fully committed to diversity.

Empower Students: With acknowledgement to Francis Bacon and Thomas Hobbes, The Philosophy Department believes that knowledge is power. The best thing we can do to empower our students is to teach them well, especially teach them to conduct independent research, think critically, be able to competently evaluate others' arguments, construct well-reasoned arguments for their own positions, write clearly and effectively, etc. These are skills which we have been emphasizing in our classes and will continue to do so. They also are the skills which empower our students and enable them to succeed in graduate/professional schools and their careers. The best measure of our success here is our students' success in gaining admission to high quality graduate programs and professional schools. Our **goal** here is to have a five year average 75% admission rate for students who apply to graduate or professional schools. As a means of assessing our achievement of this goal, we will continue to track our graduate placements.

We also work intensively one-on-one with our students, mentoring and advising them as to career options, professional schools and graduate schools. We regularly offer a workshop for majors preparing to

apply to graduate or law school; we take on numerous directed reading or independent study projects; several faculty members have served as mentors for students in the honors program or McNair program; we conduct an annual workshop on writing professionally for McNair scholars, we subsidize student trips to open houses at regional law schools and philosophy conferences, etc. Our **goal** here is to continue to empower our students by mentoring them as potential professionals.

Growth: In the last decade philosophy enrollment has increased by 38%, from 4043 credit hours in calendar year 2003 to 5649 in calendar year 2013. Given that engineering, business and nursing all now require philosophy courses of their majors, with the addition of another two faculty members we could easily increase our enrollments by another 20 %. The first day enrollment figures of the spring 2014 semester were 3030 credit hours; this puts the department on a trajectory to produce over 6000 credit hours for calendar year 2014. For the last several semesters we have been routinely closing 15-18 sections of high enrollment classes. Our **goal** is to increase our average annual credit hour production to 6500 within five years, a goal that can be achieved only with the addition of two new faculty members. The department has been authorized to conduct two searches for positions beginning in August of 2014. The hire of these new instructors will easily enable the department to achieve its goal of producing over 6500 credit hours a year. The achievement of this goal can be assessed easily via a review of the annual credit hour report.

An additional benefit of the growth in number of faculty is an increased flexibility in course offerings which will enable the department to more fully participate in the new, developing honors college. Our goal here is to offer at least one honors course or honors option course a year; we are offering one, an interdisciplinary honors course on modeling, this semester.. The achievement of this goal can be easily verified via a review of class schedules.

Overall Goal: Our overall goal is to maintain our tradition of excellence in teaching, research and service.

Department of Political Science

Carolyn Shaw, PhD, Professor and Chair

Mission Statement

The mission of the Political Science Department is to foster curiosity, understanding, and critical thinking about politics and public life in the United States and the world.

The department's core focus is to provide quality undergraduate courses for majors and non-majors and to serve the general education needs of the larger campus community. We have six tenure or tenure-track faculty, with an average about 100 majors.

Goal 1: to guarantee an applied learning or research experience for every student.

Strengths*:* The Department has a long history of providing applied learning opportunities to students. Our joint internship program with the University of Kansas has sent students to Topeka and/or Washington DC every spring for 19 years. Previous placements include the White House, Cato Institute, Heritage Foundation, the Atlantic Council, Amnesty International, and numerous Senators and House Representatives to name a few. The Model United Nations program has brought home awards from conferences in St. Louis, Chicago, New York, and abroad for over forty years. Model UN student delegates hone their skills in research, writing, public speaking, and negotiation by participating in these annual conferences. The Department also regularly supports students in Cooperative Education positions, as well as offering Travel Seminars to Europe every other summer. The Department also annually funds 2-4 students to attend the Air Force Academy Policy forum. All of these programs are open to students regardless of their major, and provide students with practical applied learning opportunities.

In addition to these special programs, faculty in the Department present applied learning opportunities within their classes, using a variety of teaching methods that provide students with practical skills that they will use beyond the classroom. Many classes in the Department incorporate role playing, online simulations, interactive group discussions, hands-on exercises, interviews, mock trials, notable guest speakers, visits to local government offices and the state legislature, etc.

For Political Science majors, every student is required to take the research methods class (POLS 365) in which they produce a research design, and the Senior Seminar (POLS 600) where they complete a full-length research paper. Senior Seminar students are encouraged to participate in the URCAF program (where they have often won awards in the past), or submit their work to a professional conference for presentation with support from the President's Undergraduate Research funds.

Future Plans: Quantitatively, we would like to increase the number of students who participate in our various applied learning programs. We would also like to focus on offering more local internship opportunities in addition to those in Topeka and Washington DC. Qualitatively, we plan to improve these already strong programs by establishing clear learning objectives and assessing them on a regular basis, taking feedback into account as we make modifications.

With regard to the research projects that come out of our Senior Seminar, we plan to more deliberately promote student conference presentations and to allocate some department funds to support this effort (in addition to the funds currently provided by President Bardot).

In order to maintain and improve the in-class High Impact Practices (HIP) that we offer as a department, the faculty plans to attend at least one professional development training session each year (on campus or at a professional conference). We note, however, that there is a tension between continuing to provide high quality courses to our students, and seeking to increase enrollments thereby contributing to increased tuition dollars for the University (a 'Bardo Five' goal, although *not* an explicit goal in the Strategic Plan). Our current high quality classes are due, in part, to the fact that faculty with PhDs teach 95% of our curriculum. Quality can also be attributed to the fact that we cap our introductory courses at 60 and our upper division classes at 40. These quotas allow faculty to know all of their students by name, to employ a variety of applied learning methods such as role playing and small group discussions, and to give challenging graded components which include multiple writing assignments and essay exams. When our classes exceed these caps, without any GTAs available, different teaching and assessment strategies must be adopted. Thus, increasing credit hours leads to a less personalized and potentially less challenging learning environment.

There are some curricular adjustments that we can make at the margins to increase enrollments. Between teaching required courses for our majors, continuing to engage in active research agendas, and providing service to the university, however, our faculty are stretched pretty thin. If we make some of the proposed changes below to increase credit hours, we will add additional stress on our faculty that is not sustainable in the long run without an increase in the size of our faculty. Some modifications to increase enrollments might include:

- Offering more "special topics" classes dealing with current 'hot' issues in the field - this would require time-consuming additional new class preparations.
- Raise the quotas for our classes - this would likely change the format and style of the courses
- Offer more online classes (hybrid or fully online)(with increased quotas) - this may require extensive additional training and course development.

Assessment*:* Some degree of success will be evident based on the number of students who take advantage of the applied learning opportunities in the Department. We hope to maintain or increase the number of students, who intern, participate in the Coop or Model UN program, or who travel abroad. We also want to increase the number of students who publicly present their research in professional forum.

In order to assess qualitative gains, the Department needs to revise its current assessment mechanisms for our Internship, Coop, Model UN and Travel Abroad programs. This can be accomplished by modifying our existing senior exit survey to include specific questions regarding the learning objectives of these programs. The results of these surveys are already reviewed at our annual department retreat in August where appropriate adjustments are made based on the results.

Goal 2: Integrate interdisciplinary curricula across the university

Strengths: With regard to interdisciplinarity, our faculty enjoy cross-campus collaboration and regularly offer courses that support other programs. The Department offers classes that are required for Secondary Education majors, International Studies field majors, and International business majors. We also teach course sections for the Honors program and have faculty who serve on the Honors committee. Our travel seminars support degree requirements for the Engineering 2020 goals and for the International Business degree. One faculty member serves as the co-advisor for the International Studies degree and regularly interacts with faculty across campus with regard to students fulfilling the International Studies degree requirements. Half of

our faculty also teach in the interdisciplinary LAS 300 Global Issues course each time it is offered.

Future Plans: We plan to continue to offer courses that support degrees in other disciplines/ Colleges across campus, as well as continuing advising for International Studies. Our faculty will also remain engaged as Faculty Fellows in the Honors College. We would like to expand our honors offerings to include an honors-only seminar for 2014-15. Our faculty are quite open to participation in other cross-disciplinary initiatives as they arise.

Assessment: A listing of our course offerings will indicate whether we have successfully continued to support the variety of cross-disciplinary projects identified above.

Goal 4: Accelerate the discovery, creation and transfer of new knowledge

Strengths:

The Department is committed to contributing to the understanding of politics and government. While Department faculty pursue individual research agendas, we collectively focus and excel in the Scholarship of Teaching and Learning, cross-institutional collaboration on comparative public opinion, cross-national statistical analysis, and archival research. Faculty in the Department contribute to the creation and transfer of new knowledge in varying degrees through their individual research agendas, presentations at professional conferences, and through media interviews, invited presentations at local fora, and consultations. Two faculty members are engaged in the Scholarship of Teaching and Learning (SOTL) and have published works on their pedagogical practices. One has even served as a contractor for Pearson Publishing company, designing thirteen custom online simulations for their online textbook platform. One colleague is deeply involved in a cross-institutional collaboration with Vanderbilt University on Latin American Public Opinion (LAPOP) and is regularly invited to present her findings in venues throughout Latin America. Two faculty members are engaged in archival research projects, with one securing local national and federal grants to support this research, and another is pursuing a project at WSU Special Collections in collaboration with an undergraduate.

Future Plans: Department faculty will continue to pursue their individual research agendas in the future. It should be noted, however, that unlike some fields where lab research with graduate students directly contributes to a faculty member's research productivity, for the most part our research is a distinctly separate task from our teaching obligations in the department. Although faculty teach courses in their areas of expertise, the introductory nature of the courses and the fact that the courses are often for undergraduate non-majors, limits the collaborative opportunities. Thus there is a tension between contributing to new knowledge through academic research and supporting other university goals such as teaching increasingly large classes. Time devoted to one area necessitates time taken away from the other. In addition, although research collaboration with undergraduate students is sometimes possible, it is a time-intensive undertaking that can delay productivity if simply increasing the number of publications by faculty is a desired outcome.

One initiative that we would like to take in this area is to capitalize on the pedagogical expertise of our faculty to promote SOTL at WSU through the OFDSS and other venues.

Assessment: Success in meeting this goal will be evident from continued conference attendance and participation, generated grant applications, and submissions for publication, as well as new SOTL initiatives with OFDSS.

Goal 5: Empower Students

Strengths: Our Department regularly supports the empowerment of students at WSU. Many of our majors are engaged leaders on campus, frequently serving in SGA and within other student organizations. Department Faculty serve as advisors for more than five different student organizations including the Political Science Club, College Republicans, College Democrats, UNICEF, and several honors societies. These organizations regularly sponsor campus events such as debates and current events discussions, as well as service activities. Students are also invited to attend local civic organization lunches (such as Pachyderm Club), providing them with more information about the public policies and issues affecting them. Model UN students serve as the organizing staff for an annual high school Model UN conference every year, gaining valuable leadership skills and confidence.

Future Plans: We will continue to engage with students through organizational sponsorship and the events noted above. For 2014-15, the proposal by two faculty member for a Living and Learning Community (Global Citizenship) has been approved and we will begin interacting closely with students in the new residence hall. We will also continue our support of the Honors College, recognizing the importance of being able to meet the needs of our most academically bright students.

Assessment: Success in these areas will be evident based on continued engagement with student organizations. We will design a survey at the end of the year (if Residential Life has not done so) to assess the impact of the LLC with the hope that students feel connected on campus and plan to return the next year.

Resources Necessary to Advance the Strategic Plan

In order for our Department to continue to provide applied learning opportunities for students, or to increase the number of opportunities available, financial support is critical. Whereas Mill Levy funding once supplied a majority of support for Internships, this funding was redirected by the President's office in 2010. The LAS Dean and Vice President have helped replace this shortfall in recent years and the Department contributes a substantial portion of its Foundation funds to this endeavor annually. The funding covers group housing for the WSU interns as well as a small stipend to help cover living expenses in the DC area. With economies of scale through partnering with KU, this is a very economical investment to provide students with a first rate internship experience. The number of interns that we are able to support each year depends directly on the amount of financial support provided by the University. In recent years we have had 4-6 interns every Spring. This program cannot be sustained or grow without financial support.

Similarly, the Model UN program is supported by both SGA and the LAS Dean's office. The Dean's office provides reliable, annual support while the SGA support varies from year to year. Nearly all of this funding goes directly to supporting student conference participation each year. If the current funding is maintained, Model UN can continue to support 25-30 delegates each year. Increased funding would allow greater conference participation for the student delegates.

In order to continue to contribute to the creation and transfer of new knowledge through professional conference attendance, continued travel funds for professional development are necessary. The Dean's office currently provides effectively for conference travel and our department will continue to provide additional funding so that faculty can afford to attend two conferences annually. Our department already has a broader

understanding of professional development (as recognized in Goal 7) and provides support for faculty to attending pedagogical conferences along with more traditional conferences.

Ideally our department would like to add an additional tenure track line to our faculty. This faculty member would be skilled in quantitative research and teaching research methods, which would expand existing undergraduate research opportunities. Such a position would likely include responsibilities to promote civic engagement, which could be enhanced through interdisciplinary collaboration. The addition of another faculty member would also have the benefit of spreading the service responsibilities around the department more broadly, allowing more time for faculty to engage in research and teaching. If we cannot expand our teaching resources in this way, funding for additional lecturers could be put to effective use in teaching additional sections of our introductory General Education courses, which would generate more credit hours and allow our PhD faculty to offer more upper division classes.

International Studies Field Major

Although the International Studies program is not a departmental unit, and thus not expected to present a positioning document to the College committee, the Dean has asked that we provide background information on International Studies and how it fits with the Strategic Plan in LAS and the larger University. Rather than identifying goals as departmental units are, International Studies will simply suggest areas where its program could be enhanced with support from other units on campus.

International Studies (IS) is an interdisciplinary Field Major, drawing on classes offered by faculty in many different departments, including: History, Political Science, MCLL, Anthropology, Women's Studies, Sociology, Communication, Geography, Art History, Religion, and Philosophy. There are currently two co-advisors: Dr. John Dreifort, History, and Dr. Carolyn Shaw, Political Science. There is no administrative staff affiliated with the program, although Shan Jabara in the International Education office works with many of the majors to faciliate their travel abroad interests. There are also no specific scholarships designated for International Studies majors.

The program graduated 11 majors in 2012-13 and currently lists 29 majors, up from fewer than five in 2009 when the program was revamped under the Dean's direction. There are two "track" options for students to follow: Area Studies or Business Administration. Both tracks require that students take 17 hours in a foreign language (1 course beyond the LAS requirements), and 12 hours in Area specific courses (Latin America, Europe, Russia/East Asia, or Middle East/Africa). In addition, the Area Studies track requires 21 hours of 'core' international courses. The Business track has 33 hours of sequenced business courses. The majority of students choose the Area Studies track.

Although the Core courses are offered regularly, students sometimes struggle to get their Area courses completed because these are offered much less frequently. Due to some recent retirements, a number of previously available courses in Latin America and the Pacific area are no longer taught. Fortunately, some new hires have led to new offerings in the area of the Middle East, which is increasingly popular with students.

<u>Goal 1: Applied Learning Experience</u>

Although study abroad is not required for the degree, many of the IS students choose to study abroad. This contributes to their improved language acquisition, and also provides an opportunity to take Area specific courses that are not available at WSU. The study abroad experience is a first rate applied learning experience.

One step that could be taken on campus to enhance the profile and participation levels in study abroad would be to designate a staff member to provide study abroad support full time. Currently this function is carried out by a staff member in Internationl Education who also has other responsibilities, thus undermining her capacity to devote more time to study abroad.

Goal 2: Promote Interdisciplinary Curricula

International Studies is by definition an interdisciplinary degree. It provides considerable flexibility to students to craft a degree that fits their specific regional and disciplinary interests. As noted above, faculty from many departments teach courses that count toward the IS major. In addition, many IS majors are actually double majors, often in MCLL or Political Science. So our majors themselves promote interdisciplinarity in their studies.

One step that would benefit IS majors and contribute to interdisciplinarity on campus would be to provide new hires in areas where regional specific courses could be offered. This would complement existing regional expertise and provide an opportunity for greater collaboration in these areas. For example, WSU currently offers an Asian Studies certificate, so a faculty member with a focus on Asian studies would benefit IS majors as well as other students on campus with an interest in Asia. New faculty (or more permanent) faculty in MCLL would also benefit IS majors. Some of the regions that are the most popular with students include East Asia and the Middle East, but we only have instructors who teach Japanese, Chinese, and most recently Arabic.

Goal 3: Capitalize on Emerging Societal and Economic Trends

One trend that we hear increasingly articulated in industry is the need to educate a culturally competent workforce for the globalized economy. The IS degree creates students that have not only language skills, but knowledge about the history, politics and culture of different regions of the world where they might eventually be employed.

Goal 6: A Reflection of Diversity of Society

The IS major naturally attracts students from diverse backgrounds, often our international students at WSU.

Department of Psychology

Alex Chaparro, PhD, Professor and Chair

WSU Psychology Department Mission: The Wichita State University Psychology Department is committed to high quality education at the undergraduate and doctoral level based in applied learning, interdisciplinary thinking and cultural competence balanced with a dedication to cutting edge applied research focused on the greater social and economic good of our community, state and nation.

Current Teaching Quality of the WSU Psychology Department

Undergraduate Psychology Program

The quality of teaching is remarkably high in the Department of Psychology especially considering the number of faculty (n=13) and the number of majors (n=559) evidenced by a number of indicators:

- Multiple Barrier and WSU Teaching Award winners on the faculty
- WSU Psi Chi Honorary Society affiliated with the American Psychological Association
- Community Psychology Certificate Program
- Many highly qualified WSU undergraduates who further their education in graduate school
- Routinely high SPTE evaluations across faculty
- Popular courses – virtually every undergraduate course offered every semester (n=??) is full to capacity

Graduate Psychology Programs

- Three PhD programs that are fully developed and highly successful with a large number (n=150) of highly qualified applicants of which we routinely accept between 12 to 16/year due to low number of faculty, the lowest GTA stipends in the country of any PhD Psychology program and a lack of space for students and research labs. We could effectively double the number of students we admit with no reduction of quality if we had more faculty.
- American Psychological Association (APA) accreditation of Clinical-Community PhD Program
- Human Factors Society accreditation of the Human Factors PhD Program
- Society of Community Research & Action (APA Division 27: Community Psychology) recognition of the Community Psychology PhD Program
- Over 150 PhD's awarded since 1995
- The current quality of student life in our Graduate Programs is high in terms of "sense of community" as graduate students are connected to their programs and faculty but there is significant room for improvement including having more of our excellent graduate students to intentionally work on the quality of life of students in Psychology and at WSU but there are simply too few of them.

Addressing WSU Goals Related to Teaching and Student Experience

Goal 1. Guarantee an applied learning or research experience for every student by each academic program.
Goal 2. Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.
Goal 3. Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.
Goal 5. Empower students to create a campus culture and experience that meets their changing needs.
Goal 6. Be a campus that reflects—in staff, faculty and students—the evolving diversity of society.

Psychology Department Goal 1.

Enhance Learning Experience of Psychology Undergraduate and Graduate Students

- Increase Psychology Undergraduate Majors by 20%
- Increase retention of Psychology Undergraduate Majors
- Identify talented students as entering freshman and/or early in their time at WSU
- Increase Undergraduate Honors enrollment by actively engaging and collaborating with new Honors College
- Create Psychology Department Honors program that prepares for students for graduate school and careers in Psychology
- Proactively already high levels of applied learning, interdisciplinary thinking and cultural competence in all undergraduate classes
- Collaborate with the Honors College on a Leadership Certificate Program
- Create Human Factors Certificate Program
- Higher quality of undergraduate engagement with Psychology Faculty and Graduate Programs by focusing some of our graduate student time to intentionally make our Department and Doctoral Programs more known and accessible
- Increased the already high number of WSU Undergraduates who go on to receive their MA & PhD from WSU and other graduate programs nationally
- Offer appropriate online undergraduate offerings
- Strengthen WSU Undergraduate Psi Chi Chapter affiliated with the American Psychological Association national honor society – Psi Chi
- Designated Undergraduate "physical space" within the Department for activities, peer tutoring and faculty-student interaction
- More full develop Psychology Undergraduate advising center that coordinates closely with LAS Advising Center and the WSU Honors College
- Make the 4th Floor of Jabara Hall the most student friendly spot for Psychology majors on campus
- Create undergraduate peer study groups through a more vibrant Psi Chi and using GTAs to help develop and facilitate these groups. Our Graduate Students have training and experiencing this type of work and do it regularly in the community through paid practica but not on campus due to no funding

Graduate Psychology Program

- Double the number of WSU PhDs graduated by increasing the number we admit from 12/year to 24/year (almost everyone currently admitted receives a PhD and all our graduates get outstanding jobs)
- Proactively already high levels of applied learning, interdisciplinary thinking and cultural competence in all graduate classes
- Emphasize Seminar in Cultural Diversity at Departmental level
- Develop larger number of WSU PhDs to fill undergraduate teaching positions in Kansas Regents System, and Kansas, regional and national Liberal Arts Teaching positions

Resources Needed to Achieve Goals

- New Position: Undergraduate Coordinator/Honors Coordinator – tenure track senior faculty with 4 assigned GTAs

- New Positions: Two new assistant professor tenure track faculty - accept more graduate students/year & address undergraduate needs
- Dedicated Undergraduate Honors Space with leadership from new Undergraduate Coordinator
- Undergraduate Psi Chi Chapter Space with leadership from new Undergraduate Coordinator
- Six new GTAs
- Increased stipends of all GTAs to median level of PhD programs nationally ($15,000/9 months)
- Remodel Clinic to accommodate back log of clients and increased doctoral students therapists
- Two additional Psychology Department Administrative Staff including a dedicated Graduate Secretary
- Six new designated GRA positions focused on basic research productivity
- Increased stipends of all GTAs & GRAs to median level of PhD programs nationally ($15,000/9 months)
- Two additional Psychology Department Administrative Staff including a dedicated Graduate Secretary

Current Research Quality of the WSU Psychology Department

Undergraduate Psychology Program

- Engaging a high number of undergraduates in active Psychology Department research but that number is lower than we would like due to faculty, graduate student and space limitations

Graduate Psychology Programs

- Psychology faculty had a remarkably high number of peer reviewed publications over past 20 years
- Psychology faculty have generated over $50M in research grants and contracts over the last 20 years from federal and national sources including National Institute of Health, National Institute of Mental Health, Substance Abuse & Mental Health Service Administration, WT Grant Foundation, Kansas Health Foundation, FAA, US Air Force, and many more.
- The Psychology Department has 3 PhD programs that are fully developed and highly successful with over 150 PhD awarded in last 20 years
- Three Awardees of WSU Community Research Award
- Awardee of WSU Research Award
- Nationally recognized PhD Programs regarding research and innovation

Addressing WSU Goal 4. Accelerate the discovery, creation and transfer of new knowledge.

Psychology Department Goal 2.
Enhance Applied Research and Technology Transfer

- Increase the number of grants and contracts
- Increase the number of peer reviewed publications
- Increase number of WSU graduate students
- Increase the number of Staff Researchers and Research Scientists
- More fully develop the Applied Psychology Research Institute
- Increase technology transfer and related products

Resources Needed to Achieve Goals

- New Positions: Two new assistant professor tenure track faculty - accept more graduate students/year to increase research and technology transfer productivity

- New Applied Psychology Research Institute Research Staff/Research Scientist positions to obtain and manage grant and contract work that include a Director, Research Associate/Scientist and Operations Coordinator (see APRI Strategic Plan for details)
- Six new designated GRA positions focused on basic research productivity
- Increased stipends of all GTAs & GRAs to median level of PhD programs nationally ($15,000/9 months)
- Two additional Psychology Department Administrative Staff including a dedicated Graduate Secretary
- Send 3 faculty to specific national conferences/workshops related to Psychology to gain successful mechanisms and techniques on innovative technology transfer

School of Social Work

Brien Bolin, PhD, Associate Professor and Director

The mission of the School of Social Work (SSW) at Wichita State University (WSU) is to prepare students for competent and ethical professional practice in urban and rural environments. Through teaching, research, and service, the school is dedicated to the advancement of human well-being, the alleviation of poverty and oppression, and the improvement of social systems with particular attention to the diverse needs of Wichita and the surrounding region. The SSW developed its mission and programs within the context of the mission of the Fairmount College of Liberal Arts and Sciences. It emphasizes comprehensive educational opportunities in a diverse urban setting while cultivating skill development and curiosity of the human experience.

Goal 1 – Guarantee an applied learning or research experience for every student by each academic program.

One of the greatest strengths of the SSW at WSU is the engagement of our students in applied learning experiences. The learning opportunities occur in the classroom with outstanding faculty and in the field education experience in over 120 social service agencies. During the 2012-2013 academic year, WSU social work students completed more than 90,000 unpaid practicum hours at local social service agencies, equaling about $1.7 million in economic impact for Wichita and surrounding areas. The school's accreditation body expects that students demonstrate competencies in knowledge of the community as research methods. Social work students in our program have the opportunity to be involved in a variety of community projects, applied research, social work employment, and professional networking. Community connections create abundant prospects for future revenue generation through increased enrollment and visibility as our School's accomplished faculty become more widely known and engaged in the local community and region. This engagement will undoubtedly open up more opportunities for the acquisition of small and medium scale local and regional research grants, contracts, or training opportunities.

Plans for advancing our School's mission with respect to Goal 1 include:

1. Structure additional opportunities to engage in Interprofessional Education (IPE) Projects with the KU School of Medicine, the School Public Health (WSU), and/or the College of Education (WSU). Obstacles for collaboration need to be reduced.
2. Strengthen the research curriculum with the addition of an elective course for both BSW and MSW students. The purpose would be to assist students in presenting, publishing, application.
3. Further develop the new conceived Advanced Generalist Social Work Research Journal. Build a consistent following through the reputation of reviewers, authors and quality of manuscript
4. Develop a Creative Community Empowerment Center (CCEC) to facilitate student, community research experience and projects. Leading to the evolution of practicum placements, service-learning projects, outreach, community research collaborations, and certificate programs.

Goal 1- Assessment. Assessment will be ongoing. Initial baseline benchmarks will be set using the programs' current program competency parameters. Two competences currently measured through student self-assessment and the year-end evaluation focus on student research knowledge and experience and the other on responding to the community. This will provide the initial framework for establishing a five year plan of the implementation of activities 1-4 in goal one. The School of Social Work's current assessment committee will evaluate these initiatives and trends.

Proposed feedback mechanism for goal one will be built into our school's existing assessment processes for monitoring competency outcomes associated with CSWE accreditation protocols. Meetings of the School's

Assessment Committee occur throughout the year. The committee is responsible for gathering data and assessing progress towards meeting identified competencies. The committee will make recommendations based on changes in baseline criterion as well as incorporate additional feedback from faculty, students, community members and field instructors which will be used to develop recommendations for subsequent year's implementation plans.

Goal 2 – Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.

Current strengths include a skillful, scholarly and diverse faculty with strong connections to programs across the university. These connections with faculty, administrators, and program personnel contribute to our ability to offer interdisciplinary educational experience for students. In addition, several of the school's courses are cross-listed with other programs, such as Women and Poverty, a new course in Forensic Social Work, and a LGBTQ survey course, for both graduate and undergraduate credit. Our social work programs reflect generalist foundations for practice. Like the hub of a wheel, our programs provide a core knowledge base and skill set that emphasizes interdisciplinary and multidisciplinary collaboration. Continuing education offering such as the highly successful POWER conference, as well as increased specialty courses, developed with other departments, schools, and colleges will generate more revenue opportunities and broaden the appeal to students who desire specialty knowledge specific to particular areas of practice. Three proposed graduate certificate programs in collaboration with Public Administration, Public Health and the College of Education represent initial efforts to develop interdisciplinary curricula.

Plans for advancing our School's mission with respect to Goal 2 include:

1. Continued faculty involvement in campus projects that build on their strengths. Through the Development of specialty certificates involving new faculty hires, with interdisciplinary curricula, based on a community needs assessment for specialized learning areas, such as Biblio Social Work, Animal Assisted Therapies, Addictions, Gerontology, Forensics, Spiritually/religiously informed Social Work and Environmentally Sustainable Social Work Practice. These areas would have appeal to an interdisciplinary continuing education program for community social workers, alumni, current students and other allied helping professionals.
2. Outreach with regional universities to identify opportunities to develop cross-disciplinary learning, distance education, or programs that would meet the needs of students.
3. Continue to work with student government and other funding streams to gain support for student participation in the School of Social Work POWER Conference.
4. Collaborate with the Center for Combating Human Trafficking and the Center for Community Support and Research on the acquisition of research grants and training opportunities.

Goal 2- Assessment. This will be an ongoing process. Benchmarks will be set using the programs' current competencies measures. Develop an exit surveys for all certificates and training conferences to determine the effectiveness of these efforts and their impact upon the community.

Proposed feedback mechanism for goal two will be built into the SSW assessment committee process of monitoring outcomes. Data will also be evaluated by the directors of the certificate programs, the training instructors, and by the school's assessment committee to make recommendations for improvement.

Goal 3 – Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.

Current strengths are reflected in a strong focus on integrating evidence-based practice into our courses which

recognize the complex and emerging needs of at-risk populations, the influence of emerging new technologies on communities through the use of social media, student organizations, and the growing racial, ethnic, language and sexual orientation diversity of communities. Currently students are required to develop competency in responding to these complex contexts as well as engaging in policy advocacy to deliver effective services. The educational experiences offered to the school's students in the context of these and many other existing and emerging societal trends strengthen opportunities for growth and increased revenue generation. With the infusion of sufficient resources for faculty, infrastructure improvement and outreach/marketing our school is situated for strong future growth.

Plans for advancing our School's mission with respect to Goal 3 include:

1. As the campus continues to diversify our student's learning experience will be enriched through classes and students experiences that are more heterogeneous.
2. Incorporate continuing educational opportunities, which are responsive to needs in the community's social and economic spheres through a proposed SSW research lab.
3. Continue the innovative use of social media, including Facebook, Pinterest, and Twitter to connect students to experiences and conversation related to WSU and social work specifically.
4. Increase communication with WSU student groups to provide educational, social, and outreach plans to further a positive campus connection and culture.
5. Develop international service- learning opportunities. These opportunities would be open to students, faculty, practitioners, and community members. Students would be able to receive field education credits (graduate or undergraduate) and CEU's for community members.

Goal 3- Assessment. This will be an ongoing process. Benchmarks will be set using the programs' current competencies and demographic data gathering required by our accrediting body to determine necessary changes in the diversity emphases. The service learning experience will be measured using current practicum evaluation protocols to determine achievement of the competencies for program effectiveness.

Proposed feedback mechanism for goal three will be built into the SSW assessment committee process of monitoring programmatic outcomes. The outcomes will be evaluated to make recommendations for improvement through curriculum s and/or program changes as necessary.

Goal 6 – Be a campus that reflects – in staff, faculty and students – the evolving diversity of society.

Current strengths are reflected in our programs' themes and strong emphases of diversity and cultural competency. We infuse cultural competency across the curriculum, and seek to obtain a faculty and staff that mirrors the diversity of community and students. The School has dedicated required courses and embedded curriculum that addresses diversity and cultural competency. We have a strong focus on urban needs, and are continuing to grow more opportunities for rural practice issues—fully recognizing the intricate connection between the emerging rural/urban interfaces in a historically rural state. Our goals provide opportunities for revenue generation through increased student enrollment by tapping into those predominately western, rural areas of Kansas and surrounding states which still have need for well-trained, high-quality social workers.

Plans for advancing our School's mission with respect to Goal 6 include:

1. Obtain data on student diversity, and then develop a School outreach plan to increase connection with students that are underrepresented in our program (i.e. male, bilingual, rural, students of color), and for high school and community college recruitment.
2. Actively recruit faculty and staff who meet the needs of a diverse faculty, including new tenure track faculty members to replace retiring faculty and to recruit bilingual faculty members
3. Retain our diverse faculty by providing equity, ensuring that all faculty salaries are on par and competitive with other regional colleges and universities.

4. Connect with at least one urban and rural high school to teach introductory social work.
5. Establish a creative outreach plan specific to our School to reach community college students.

Goal 6- Assessment. This will be an ongoing process. Benchmarks will be set using the programs' current competencies standards—many of which are focused specifically on diversity and/or the infusion of diversity into other core competencies. This will provide the framework for developing a five year plan for the implementation of activities 1-5 in goal 6. The School of Social Work's current assessment committee will evaluate these evolving initiatives and trends.

Proposed feedback mechanism for goal six will be built into our school's existing assessment committee process of monitoring outcomes associated with the CSWE accreditation. The committee will make recommendations based on established benchmarks and additional feedback from faculty, students, community members and field instructors which will be used to develop recommendations for the next year's implementation plans.

Resources needed for each of the goals 1,2,3,6

1. Current faculty provided course releases or supplemental funding to serve as coordinator for the IPE Project, certificate program coordinators, and the journal editor.
2. Additional faculty to teach electives required for the proposed certificate programs, outreach courses at the high schools, and to support existing programs.
3. Additional funding for graduate students, and staff to support the recently launched journal.
4. Resources to market our School. This will be necessary for the proposed outreach plan with high school and community colleges throughout the state, region, and nation.
5. Identify space and a full-time director for the Creative Community Center.
6. Increased supplies and computer support, and reduced course load for faculty to direct the School of Social Work research lab.
7. Additional support for graduate student assistant with social media and outreach plans.
8. Recruit, plan, and fund outreach to prospective students from underrepresented areas.

University and School of Social Work Growth

With predictions that the university will grow by 10-20% in the next 3-5 years the School of Social Work's is poised to meet this demand. Through our innovative ideas the School will meet the changing needs of our community and student body. Plans for expanding general education offerings, certificates, and workshops will meet the mission of our program as well as the mission of the university to be an extension of the community. Ideas such as inter professional collaborations, on – line offerings, outreach in high schools and junior colleges as well as plans for marketing to interested students throughout the region expand our abilities to continue to grow and place trained social workers in the Wichita and surrounding communities.

Department of Sociology

Jodie Hertzog, PhD, Associate Professor and Chair

Mission:

The mission of the Department of Sociology is to educate students in the core theoretical and methodological knowledge of the discipline, providing them with perspectives and skills that are applicable to a broad range of careers (including research, social services, business, education, and healthcare) and that prepare them to work in a diverse and changing society. The department aims to develop insights in our students about the effects of social structures on individual lives, communities, and the broader society. Our mission is achieved by emphasizing research and teaching related to economic inequality, gender, race and ethnicity, and aging as well as social institutions such as the family, education, and work.

WSU Strategic Plan Goals Incorporating:

The Department of Sociology conducted a SWOT assessment for each of the six goals in the new WSU vision. While our department activities contribute to all six goals, we plan to focus our future attention on Goals 1, 3, & 4 in the following ways.

Goal 1: Guarantee an applied learning or research experience for every student by each academic program

Current strengths & activities: As a science, sociology is particularly interested in immersing our students in real -world problems while supporting the acquisition of knowledge, research skills, and habits of the mind that enable our students to make important contributions in community, work place, and family settings. Our students identify real world social issues, read and evaluate research, design research projects, and critique social and economic policy. As a department, we define "applied learning" as the activity of putting sociological principles into practice. Such activities could include participating in simulations, service-learning projects, community-based or independent research, theoretical or empirically based presentations, and internships or co-op experiences (modified from Schwartzman & Henry, 2009). Based on this definition, students are introduced to applied learning early in their study of Sociology through pedagogical activities including thought experiments, simulation games, and small scale experiments such as the norm violations assignments. Further, the focus on teaching research related skills is firmly ingrained in our department mission statement as well as infused across undergraduate core required and general education courses and in graduate courses. For instance, undergraduate majors take a required four course sequence (Soc312: Research Methods, Soc545: Theory, Soc501: Statistics, & Soc512: Measurement & Analysis). Several of our general education courses (such as Soc306: Intro to Gender Studies, 399X: Media & Society, and Soc528: Soc of Education) also require students to complete small content analysis, social analysis, or policy analysis projects. Our graduate program is heavily methods driven requiring a four course sequence (Soc812: Qualitative Methods, Soc811: Quantitative Methods, Soc801: Advanced Statistics, & Soc845: Sociological Theory). In addition to their thesis projects, graduate students all complete pilot qualitative research projects to crystalize course knowledge and practice skill development in this area. Finally, it is not uncommon for faculty to provide research opportunities to students outside the traditional classroom environment by including students in community research, mentoring McNair or Honors projects, and/or directing other independent research projects with students in both Sociology and the MLAS program.

Plan for advancing mission with respect to Goal 1: The strategy for further advancing the mission of Goal 1 in the Sociology department in the next 3-5 years is curriculum infusion, guaranteeing either an "applied learning" or "research" related activity across our undergraduate curriculum with the type of experience incorporated varying appropriately at the 100, 300, and 500-levels. This strategy will help to

"guarantee" that not only all straight Sociology majors, but BGS and Field majors, are developing hands on learning, while ensuring minors and students taking Sociology courses as either general education or cross-listed electives will be further developing those skills as well.

Year 1 will consist of collecting existing syllabi and assignment guidelines from all courses in order to identify existing applied learning or research assignments, allowing us to identify gaps and places for growth. Using institutional data, we will identify which courses are most commonly taken by our BGS/Field majors. These courses will be the focus of initial infusion efforts, as BGS/Field majors are not required to follow the research methods core required of straight majors. Student projects and co-op experiences will continue to be highlighted in the departmental newsletter as a means of encouraging more student engagement in these types of activities. ***Year 2*** will consist of developing new assignments and/or revising existing assignments to better fit our departmental expectations for advancing Goal 1 and to begin incorporating those assignments into existing courses, with particular attention given to courses that reach BGS/Field majors. In addition, survey items assessing Goal 1 will be developed for inclusion to the University exit survey given to our majors. If staffing permits, ***Year 3*** will consist of developing a "Sociological Practice" course that will assist students in exploring the various avenues for sociological practice outside traditional research (i.e., highlighting aspects of public sociology and community based learning).

Assessment of Progress for Goal 1: At the end of ***Year 1***, we will have the following outputs: 1) A tally of the number of applied learning activities/assignments in existing courses; 2) A tally of the number of research activities/assignments in existing courses; 3) A list of the most popular courses taken by BGS/Field majors; and 4) A system for reporting and tracking the number of applied learning (including co-op/internships) and research activities/projects completed by students taking Sociology courses. At the end of ***Year 2***, outputs will include 1) the number of "applied learning"/research assignments revised or created for infusion; 2) the number of students completing "applied learning" activities by type of activity; 3) the number of students completing research projects or activities by type of activity. At the end of ***Year 3***, outputs will include the same outputs as year 2 with the addition of 1) a syllabus for the new Sociological Practice course; and 2) student self-reported assessments of their applied learning/research experience from the University exit survey. Finally, across all 3 years, we will assess student learning outcomes related to theory application, research development, and social issue analysis, which are part of our on-going departmental assessment procedures.

Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality of educational opportunities.

Current strengths & activities: Through our instruction, we have a long history of providing students knowledge of diverse social groups, cultures, and sources of inequality in society assisting students in developing an understanding of the interactive and changing nature of societal and economic trends including focusing on demographic changes and methods of curriculum delivery. For instance, while issues of diversity are infused across our curriculum, we offer specialized further studies courses on globalization; aging; gender; family diversity; and social inequality. Through this curriculum, we reach not only our majors but students from other disciplines such as Business, Education, and Health Professions, who can benefit from being able to identify and recognize changing societal trends. For example, the MCAT recently added a section on Sociology emphasizing the importance of a sociological perspective across disciplines. In terms of trends in instructional delivery, Sociology has been slowly integrating on-line learning into its curriculum. The only core requirement for a minor, Soc111 Intro to Sociology, is already a staple offering for the department online. We have had 3 of our full-time faculty and 1 lecturer go through the "reboot camp" training. We have one additional lecturer who has taught on-line for Butler and has transferred that knowledge to WSU. As is

evident on the Office of On-line Learning's review of general education courses, Sociology currently offers 5 general education courses on-line, the largest offering currently in LAS. Further, our offerings cross the curriculum from 100 to 500 level and we piloted a graduate seminar on-line last year as well. Consistent with the minor requirements, our goal is to offer at least five separate courses over a two year period including Intro and at least one 500 level option.

Plan for advancing mission with respect to Goal 3: In order to assist students in staying abreast of societal and economic trends, we plan to make several changes to our curriculum over the next three years. In ***Year 1***, we plan to complete the appropriate curriculum change forms to make Soc399P, currently an experimental course on Culture and Ethnicity, a permanent course titled the Sociology of Race & Ethnicity, which will be offered at least once every four semesters. In ***Year 2*** (if staffing levels permit), we will reinstitute "SOC 537: The Social Consequences of Disability" into our course offerings. In ***Year 3*** (if staffing levels permit) we will develop and offer a new course on Sexual Stratification in American Society. In addition, due to the consistently full enrollments in our online course offerings, we plan to institutionalize an option for an on-line Sociology minor over the course of the next 3 years. The rotation of courses selected for online delivery will be chosen by staffing availability.

Assessment of Progress for Goal 3: In ***Year 1,*** we will submit to the College Curriculum Committee the appropriate (1) curriculum change forms for institutionalizing the Race & Ethnicity course; and (2) the program change forms for the online Sociology minor. In addition, we will begin to monitor student knowledge outcomes (in select courses) as part of our program review process using rubrics to assess our student's abilities to comprehend how experiences of "social institutions" and "social issues" vary by social location (age, gender, race/ethnicity, nationality, sexual orientation, etc) in order to assess their understanding of changing societal trends. In ***Year 2,*** if approved by the College Curriculum Committee, we will begin offering the online Sociology minor option ensuring that the necessary number of 100/500 level courses necessary are available and a minimum of six unique courses are offered over a 4 semester period. In ***Year 3***, we will ensure that at least 50% of the tenure-track and adjunct faculty who teach on-line will have completed a peer-based evaluation or other assessment program. Since our department aims to provide an enriching learning environment, we will continue to strive for excellence in the quality of the course offerings working with the Office of Online Learning to assess the course design of our online offerings.

Goal 4: Accelerate the discovery, creation and transfer of new knowledge.

Current strengths & activities: Despite being a small department, our faculty are highly productive in regards to grant writing, publishing research, and presenting at regional and national conferences. Many of these projects are interdisciplinary and include collaborations across disciplines or with community organizations. Central to our mission is training students in the creation and dissemination of new knowledge as well. Several of our students (undergraduate and graduate level) have also begun to share their research at the university, regional, and national levels. For example, two of our undergraduates co-authored a poster at the Midwest Sociological Society (MSS) meeting last year that won first place out of over 30 submissions. Our graduate students also regularly present at MSS. Several graduates (undergraduate and graduate level) have gone on to PhD programs or to find employment that utilizes their research skills enhancing the discovery or creation of knowledge.

Plan for advancing mission with respect to Goal 4: To further enhance Goal 4, Sociology plans to focus on increasing the visibility of both faculty and student research. This will include: 1)

encouraging more students to present their research (on campus & in professional arenas); 2) to apply for the newly available research funding for undergraduate research at WSU; and (3) better marketing/highlighting the scope of our faculty research. One way we are currently spotlighting student and faculty research is through our newly created newsletter (published twice a year) and by holding an annual Sociological symposium on campus. We plan to increase our outreach to the community by contacting school counselors, targeted teachers/faculty, and community agencies to advertise and promote activities on campus that can increase engagement between the campus and community. During year 1, we will further identify outlets for marketing faculty research, including the WSU media office, the American Sociological Association (ASA) media office, ASA and MSS newsletters, WSU today announcements, and local media. We will also develop a page on our website devoted to faculty and student research findings and accomplishments.

Assessment of Progress for Goal 4: Starting in ***Year 1***, we will (1) compile a list of public an professional outlets appropriate for marketing departmental research findings; (2) monitor the number of emails sent to those outlets about faculty research; (3) track the number of references to faculty research highlighted by the targeted outlets; (4) track the number of students submitting research for funding &/or presentation at WSU/regional/national conferences; and (5) track the number of student research and faculty projects highlighted in the Sociology newsletter and at the annual Sociology Symposium. In ***Year 2***, we will begin tracking the number of visitors going to the sociological research website.

Resources

Goal 1: A departmental challenge for achieving Goal 1 is guaranteeing more intensive applied/ research experiences for students while maintaining or even expanding our current credit hour production. This creates a tension for us between administering to quantity and providing quality. This is particularly challenging when we are down full-time faculty members due to both administrative responsibilities and loss of junior faculty. This is further a challenge with shifting student demographics and the projected need for Sociology to accommodate more students in introductory general education courses. Thus, being able to hire more full-time faculty would greatly aide in our ability to meet our planning goals and better aid the university in its mission. Additional challenges faced are related to university capacity issues such as technology resource availability. For instance WSU is: lacking needed networking resources for staying in compliance with national secondary data requirements; has insufficient software access (such as GIS software and university level licenses for qualitative research software) for students (at many R1 institutions students can get university licensed software such as SPSS for greatly reduced fees) and faculty; and lacks adequate computer classroom space which could accommodate at least 40 students so they could learn SPSS. Finally, pedagogical support and funding are resources that could assist in meeting our plan, particularly around service-learning and co-teaching across departments/colleges which is both time consuming to organize and not adequately supported in the current faculty reward system.

Goal 3: Similarly to Goal 1, our resource needs to meet our plan for Goal 3 revolve around staffing and technology updates/access for faculty (especially if we move toward more online offerings). We are losing one of our junior faculty members who has been offering general education courses in the popular 8 week online format. Thus, in order to ensure the new proposed face-to-face and online courses are offered regularly, we would ultimately need additional faculty and/or adjuncts with access to support for training in online education.

Goal 4: Finally, to achieve Goal 4, we have identified the following resource needs: (1) potential funding for marketing and web design assistance and (2) increased research-related funding for both undergraduate and graduate students, such as for printing posters to present at URCA and GRASP or other disciplinary conferences.

Center for Women's Studies and Religion

Deborah Gordon, PhD, Associate Professor and Chair

Section 1: Mission Statement

Women's Studies and Religion are at the forefront of innovation in the College of LAS. Faculty members have strengths in interdisciplinary scholarship, creative activity, teaching and service; we create knowledge and curriculum that is trans-disciplinary, thematic and problem-oriented, engaging the evolving diversity of society. Our students learn to analyze gender, race, religion, sexuality, class in a variety of texts and contexts. We promote the honing of knowledge and skills in challenging but respectful dialogue. We prepare our majors and minors to be active, independent thinking citizens for the twenty first century.

Section 2: Goals

We propose becoming a Center for Diversity. This requires that Women's Studies and Religion enhance those strengths that align with Bardo's Goal #2 and #6 while also creating applied learning experiences for our students. The Center for Diversity's mission would be to provide academic leadership to WSU by responding proactively to the demographic shift in the race/ethnicity of the nation (which is quickly becoming the norm rather than exception) and in the greater Wichita area. We align ourselves with G**oal 1**, **Goal 2**, and **Goal 6** of Bardo's Seven, building on our present strengths with an assessment plan to move us toward a larger, more visible unit across campus and in the community, depending on our degree of growth. The following timeline documents the specifics of how each program, Women's Studies and Religion, will align with those goals over the next three to five year period. Aligning with Goals 1, 2 and 6 requires a three part plan (A, B, and C) which is graduated as detailed below.

Goal 1: Guarantee an applied learning or research experience for every student. Because we are a small department in the Humanities with its theoretical foundations and strengths, this goal requires starting with interpretive media literacy and intersectional analysis

Plan A: (assumes senior colleague in Women's Studies retiring Fall 2015 is replaced with Assistant Prof.)

1.A1 - Students in redesigned WOMS 387 course will produce a feminist media project that applies an intersectional analysis of race and sexuality.

1.A2 - Religion will develop and offer a new course, "The Bible in Art and Music," which will include an applied learning experience, such as having students organize public presentations of works of art and music from various time periods (possibly developed with a summer LAS grant)

Plan B: (assumes senior faculty in Women's Studies retiring Fall 2015 is replaced with Assistant Prof. + one new Assistant Prof in Women's Studies + Religion ½ FTE turned into a full-time Assistant Prof)

1.B1 - All WOMS majors will fulfill a co-operative Education requirement with local companies, agencies, and non-profits (3 Cr. Hr.) in place of one elective required of the current major. The coop would be taken after completion of WOMS 190 and 287. Direct assessment would be made in the form of a student journal, reviewed, graded and assessed by individually assigned faculty to each student enrolled in the course

1.B2 - Assessment of "The Bible in Art and Music" presentations (see A.2) but with the possibility of an expanded student presentation.

Plan C: (assumes senior retiring faculty member in Women's Studies retiring Fall 2015 is replaced with Assistant Prof + 2 new hire Women's Studies at the Assistant Prof level + Religion ½ FTE becoming a full time tenure track Assistant Prof position)

1.C1 - All WOMS majors would take the coop education requirement but with the addition of writing a paper, applying "intersectional analysis," to the agency, organization or non-profit of the student's coop. The agency would provide feedback on the paper and the student would revise on that basis. The Women's Studies faculty as a whole would use a rubric for assessing the papers.

1.C2 - Religion would develop a course, "The Bible in Art and Music," (see above, A2) but with greater visibility on campus and possibly inclusive of visiting local museums

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university. Because Women's Studies already cross lists thematically structured, interdisciplinary courses across colleges, we will need some resolution regarding how the university plans to reward Colleges for hiring instructors to teach these courses as well as how it plans to reward both Colleges who engage in this kind of curricular collaboration. Our role in this process, should the university come up with financial incentives for this kind of deeply interdisciplinary collaboration across the College system is to be a catalyst for integrating the theoretically informed Humanities with professional fields. This will be especially important for professional programs, as their certification increasingly depends on their demonstrating that their students are trained in "cultural competency."

Plan A: (assumes senior retiring faculty member in Women's Studies replaced + 1 new hire in Women's Studies)

2A.1 - Interdisciplinary Collaboration with Other Colleges in developing new Gen Ed courses, especially those fulfilling a general education diversity requirement.

2A.2 - Develop new religion cross-college (Fine Arts, College of Education) as well as interdisciplinary course (art history, languages and literature), "The Bible, Music, and Art"

Plan B: (assumes senior retiring faculty member in Women's Studies replaced + 1 new hire in Women's Studies) The Chair of the department will follow up on previously held discussion with the Provost's office on increasing number of women undergraduates in Engineering.

2B.1 - Women's Studies develops plan for Engineering majors to minor in Women's Studies

2B.2 – See A.3

Plan C: (assumes senior colleague replaced + 2 new hires in Women's Studies + Religion ½ FTE turned into a full time tenure track Assistant Prof position)

2C.1 – 2nd new hire in Women's Studies collaborates with College of Education to create a course designed to reduce the dropout rate of Latinas, African American and Vietnamese American women in the urban high schools of Wichita.

Goal 6: Be a campus that reflects—in staff, faculty and students—the evolving diversity of society. With the current configuration of the department, our inter-disciplinarity overlaps with strengths in diversity. The changing Religious diversity of the US has been and continues to be inseparable from its racial and ethnic relations, underscoring Religion's key role in any concept of racial/ethnic diversity on campus.

Plan A: (replace senior faculty in Women's Studies with Assistant Prof. + general education requirement passed).

6A. 1- Replacement hire would create a 300 level course on the intersection of race and sexuality to replace the current WOMS 387 + Women's Studies courses that already would fulfill general education diversity requirement would be taught

6A.2 - Religion courses that already fulfill general education diversity requirement will be taught

Plan B: (replace senior faculty in Women's Studies with Assistant Prof. + general education requirement passed + new Assistant Prof in Women's Studies hired + Religion's ½ FTE turned into a full time tenure track Assistant Prof)

6B.1 - Increase enrollments in Women's Studies with at least one section of each intro level Women's Studies general education course taught online

6B.2 - Delivery of general ed courses to greater number of students with greater number of faculty of color and to a potentially more diverse student constituency

6B.3 - Delivery of one more section per year of introductory level Religion 115; delivery of one more upper level course per year, with the potential to participate in diversity requirement with courses such as *Islam*, *The Abrahamic Faiths: Judaism, Christianity and Islam, Religion and Conflict*.

Plan C: (replace senior Women's Studies faculty + 2 new Women's Studies hires + Religion ½ FTE becoming tenure track Assistant Prof) all of the goals for 6B would be strengthened

Section 3: Resources (order attained to be determined by growth)

1. The adoption of a General Education or Graduation Diversity requirement of at least one class from the university.
2. The hiring of a replacement (for the retiring faculty member) at the Assistant Prof. level with expertise in some aspect of the intersection of race and sexuality studies
3. A new assistant professor hire for Women's Studies with expertise in either underrepresented student populations in STEM OR with expertise in reducing the dropout rate of Latinas, African American and Vietnamese American women + turning Religion's ½ FTE into a full time tenure track Assistant Prof.
4. A second new assistant professor hire for Women's Studies

Section 4: University and Unit Growth Timeline

Aug 2014 STRATEGIC PLANNING II RETREAT-Religion and Women's Studies will undertake a curricular analysis for spring 2015 course scheduling, examining which lower division general education courses warrant their caps increasing in relationship to whether times taught and delivery methods align with student interest and need. Examine credit hr production for 2013-2014. Decide which campus/community partnerships need expanding or deepening to support enrollment growth as well as visibility, alliances and collaboration across campus; decide who will play what roles and set goals for that process.

Fall 2014-publicize REL and WOMS Spr 2015 courses with flyers on campus and online at department website

Spr 2015 search for retiring senior faculty in Women's Studies replacement; teach WOMS 190, WOMS 287, and 387 online. Online delivery of two additional general education intro level courses + a further studies course will significantly increase enrollment.

Aug 2015 RETREAT REL and WOMS undertake curricular analysis for course scheduling for 2015-2016; WOMS creates modular course at 300 level to increase enrollment in "specialty" courses. Set enrollment goals for 2016. Decide which campus partnerships or outreach will be expanded or deepened; set goals for that partnership for the academic year

Fall 2015. REL teaches The Bible in Art and Music, increasing enrollment at the 300 level.
Spr 2016 replacement hire arrives; WOMS 387 taught online, increasing Women's Studies credit hour production; begin redesign of 387 into a course on intersection of race and sexuality in media
Aug 2016 RETREAT REL and WOMS undertake curricular analysis for course scheduling for 2015-2016, focused on growth, weaknesses and strengths for past academic year; Women's Studies creates modular course at 300 and 500 levels/analyzes which should fulfill diversity requirement. Set enrollment goals for 2017. Set partnership goals and who will play what roles in that process.
Fall 2016 search for new Assistant Prof in WOMS to start teaching in fall 2017, collaborate with Engineering on design of course on Diversity and STEM; submit curriculum change to include coop requirement level I for major.
Spr 2017 REL adds one more upper level course offering (possibly in Islam or other course that can attract a more diverse student body, as mentioned under goal 6). Current ½ FTE turned into a tenure track Assistant Prof. position; search for that position
Aug 2017 RETREAT REL & WOMS assess enrollment goals, create partnership expansion goals, deciding who will play what roles in that expansion; set enrollment goals for 2018.
Fall 2017 WOMS Assistant Prof teaches course on science/engineering and gender or gender and race; coop level one (Plan B) requirement instituted; begin collaboration with Engineering to increase number of historically underrepresented population at undergrad. level. New Religion Assistant Prof. hired with additional section of REL 115 taught, increasing enrollment by 40.
Spr 2018 search for Assistant Prof WOMS in area of bridging gap between high school and college for Latinas or African American or Vietnamese American women
Aug 2018 RETREAT REL and WOMS undertake all assessment and analysis of previous years. Begin research on changing major in Women's Studies to Gender and Diversity
Fall 2018 Assistant Prof WOMS in area of underrepresented populations and educational attainment hired. Become a Center for Diversity

Section Five – Addendum

The three central areas of growth necessary for becoming a Center for Diversity are in the area of enrollments, partnerships and outreach, and fund-raising. The centrality of enrollment growth is reflected in plans to increase online delivery of courses for Women's Studies, which should grow enrollments significantly. For now, Religion's growth is likely to be modest, given their small size and not having a major. Increased growth will depend on whether, given that they only have 1.5 FTE, they can or will be able to garner enough of that 10-20% growth planned by the President to justify 2 FTEs. The second area of growth consists of a continuation and deepening of partnerships across campus with obvious affiliate programs, organizations, departments, student affairs, faculty senate committees, faculty teaching cross listed courses, and women administrators who may support shifting the campus climate to become more hospitable to racial diversity in particular. Expanding and deepening partnerships will support our goal of a General Education Diversity requirement. We plan outreach to Ethnic Studies, partnering with Office of Multicultural Affairs, the Dean of Engineering and Linnea Glenmaye regarding increasing undergraduate women engineering students. Previous involvement with WSU's Tilford Commission has put us in a position where we can now advocate for a Diversity requirement in General Education. We plan to create an Affiliated Faculty group for the Center for Diversity that will increase our visibility and support among faculty across campus. Religion has connections off campus to social justice organizations such as the Wichita Peace Center. Dr. Lasine has become the faculty advisor of Global Faith in Action, a new student group that is likely to have high visibility on campus. The third area of growth concerns fund-raising. The Ransom-Butler fund has become a

significant source of Religion's operational costs. The Plaza of Heroines continues to bring in revenue. With a replacement hire for a retiring senior faculty member, we will have the necessary personnel to start an online newsletter to be emailed to alumni; this should slowly increase revenue for the Plaza of Heroines to support scholarships, public programming and departmental activities.

The assessment plan necessary to implement these goals is based in two key components-close monitoring by senior faculty in Women's Studies and Religion of enrollments which will be reported to the faculty as a whole at an annual retreat. As the full professors in the department, senior faculty will analyze and make recommendations for increasing or sustaining increases in enrollments. Annual goals reflecting expanding and deepening partnerships and outreach will be reported on my faculty and chair involved in such partnerships. At the retreat faculty will volunteer to be responsible for that year's extension of partnerships. The chair will report revenues earned by the Plaza of Heroines as a whole at the Annual Retreats. The assessment plan guarantees that all faculty members play a roughly equal role in the implementation and assessment of goals, creating greater likelihood of success and mitigating against weaknesses of small size, namely drift and fragmentation, where faculty cluster too heavily along program lines.

Center for Combating Human Trafficking

Karen Countryman-Roswurm, PhD, Assistant Professor and Director
Keith Pickus, PhD, Professor and Director of Operations

I. Overview: The Center for Combating Human Trafficking was established in the spring of 2013 and it serves as a non-partisan think tank and resource bank for students, multi-disciplinary professionals, concerned community members, and faith congregations.

II. Staffing: The Center's staff consists of Dr. Karen Countryman-Roswurm (Executive Director), Dr. Keith Pickus, (Director of Operations) and Bailey Patton (Community Outreach and Volunteer Coordinator).

III. Planning Mechanism: Strategic planning for the Center is spearheaded by the Executive Director and its Director of Operations, with input from the advisory board.

IV. Current Capacity: With the goal of effectively preventing, assessing, identifying, evaluating, intervening in cases of human trafficking, as well as, assisting in the long-term integration and prosperity of survivors, CCHT:

1. Educates students across disciplines through cross-listed for-credit courses. This includes courses that address the prevention as well as intervention of human trafficking (i.e. human sexuality, human trafficking, cultural competency/diversity, trauma-informed care, counseling, play therapy, etc.). A sample of current (we would like to offer courses for criminal justice and nursing in the future) courses that cover these topics include:
   Social Work 201 – Introduction to Social Work.
   Social Work/Women's Studies 340 – Human Sexuality.
   Social Work 360 – Person in Society I/Micro HBSE.
   Social Work 361 – Person in Society II.
   Social Work 611C – Human Trafficking.
   Social Work 700 – Foundation General Practice.
   Social Work 710 – Micro Human Behavior and the Social Environment.

2. Offers workshop and training continuing education credits.
   a. Current consultations include Wichita Children's Home and Sedgwick County Department of Corrections.
   b. Continuing Education Workshops scheduled for February and April.
   c. Other contracts pending.
3. Consults with community, State, and Federal agencies/organizations/entities -- offering training (with focus and specialization on the process of identification, assessment, intervention, and evaluation) and research/data management resources.
   a. Dr. Countryman-Roswurm serves as the Co-Chair for the Governors Mental Health Task Force and as an Anti-Human Trafficking Expert on the Attorney Generals Human Trafficking Task Force.
   b. She also consults regularly with the Attorney General's office.
4. Manages data in regards to human trafficking cases (assessment and validation of cases) for community, State, and Federal agencies/organizations/entities.

V. Goals

1. Center will be recognized for the work that at the local, regional and national levels.

ASSESSMENT: Measure the number of requests for paid consultations/contracts and revenue generation with the expectation that these will increase each year.

2. Develop an advisory board/boards that provides the following:
    a. Philanthropic/financial support.
    b. Advance the Center's cause/mission through their own activism and involvement in their communities.
    c. Help brand the Center and be involved in planning.

ASSESSMENT: The creation of a board or boards.

3. Expand staff so that Dr. Countryman-Roswurm is not the only person doing training.

ASSESSMENT: Measure the Center's FTE

VI. Alignment with University Strategic Plan and Assessment of Activities

A. Guarantee an applied learning or research experience for every student.
    1. The educational experience of students associated with the Center is, by definition, applied and research focused.
    2. The assessment process will focus on documenting the number of students working with the Center and evaluating their contribution in the area of training and research.
B. Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.
    1. The Center aspires to create an interdisciplinary undergraduate certificate that will involve faculty and students from multiple academic departments and colleges.
    2. The assessment process will involve tracking the progress of the certificate program and once it is established monitoring student participation and progress.
C. Accelerate the discovery, creation and transfer of new knowledge.
    1. The Center aspires to become the recognized leader in the region for training and education in the area of combating human trafficking.
    2. This goal will be accomplished through the discovery, creation and transfer of knowledge led by the Center's leadership and affiliated faculty.
    3. Assessment of this goal will focus on the volume of work facilitated by the Center and quantifying the use of the evaluative tools created by the Center.

Center for Community Support and Research
Scott Wituk, PhD, Executive Director

Mission Statement
Partners with communities and organizations to strengthen Kansas through education, leadership development, facilitation, and research.

The Center for Community Support & Research (CCSR) has 40 staff who work closely with nonprofit organizations, state and local government, community coalitions, support groups, faith-based organizations, and leaders across the state. CCSR currently has 5 service areas, including (1) leadership development, (2) organizational capacity building, (3) community-based consulting, (4) research and evaluation, and (5) mental health initiative. CCSR has 30 years of experience and a FY2014 budget of $3.5 million generating $300,000 in in-directs and supporting half the cost of the WSU downtown center ($200,000). The goals outlined below capitalize on CCSR's experiences, partners and services, and position WSU/CCSR for significant growth and revenue generation.

Goal 1: Guarantee an applied learning or research experience for every student.
CCSR Goals.

- Create & implement a new CCSR service area focused on providing WSU students applied learning and research experiences.
- Integrate with WSU academic departments by having CCSR staff teach academic courses.

CCSR Strengths & Activities to Help Reach Goals.

- CCSR has 10 staff with advanced degrees in a variety of disciplines and have taught before.
- CCSR provides student opportunities for many WSU departments and regularly hires students.
- CCSR was awarded a VISTA grant from the CNCS positioning us to help recent WSU grads.
- CCSR has restructured one staff member's position to develop applied learning and research experiences and linking with other WSU departments.

Specific Plans. The plans described below will help WSU become recognized as one of the best universities for applied learning and research.

- Partner with WSU departments interested in CCSR staff teaching courses, applied learning, the development of a CCSR service area, and/or availability of student opportunities at CCSR.
- Develop a CCSR Student Fellowship program that provides paid fellowship opportunities.
- Designate a new CCSR service area including a Director similar to other CCSR service areas.
- Coordinate with community organizations and WSU departments to place VISTAs.

Assessment & Use for Continuous Improvement.
and survey of students at CCSR, # and quality of courses taught in academic departments by CCSR staff, # and quality of VISTAs placed in community.

Resources. See description of resources below which include all goals as they relate to each other.

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.

CCSR Goals.

- Create student-driven program(s) similar to Barton International Group (BIG) in WSU Business School, but focused on delivering services to nonprofits and local/state government.
- Establish an interdisciplinary leadership opportunity through partnership with Honors College, WSU Leadership Academy, and others.

CCSR Strengths & Activities to Help Reach Goals.

- CCSR has provided opportunities to students from many WSU departments.
- CCSR is piloting an Honors interdisciplinary, applied learning course in Spring, 2014.
- CCSR staff have backgrounds in many disciplines.

Specific Plans. Capitalizing on CCSR's connections and an interdisciplinary staff, the following plans will create new interdisciplinary opportunities for WSU students where they will lead, create, and research efforts to address community and organizational issues.

- Design student-driven program(s) at CCSR with input from BIG and other WSU faculty.
- Establish leadership opportunity in Honors College with appropriate WSU partners.
- Restructure CCSR staff positions to include student oversight, mentoring, and/or teaching.

Assessment & Use for Continuous Improvement.

- # and survey of students at CCSR, successful implementation of student-driven program(s) with satisfied community "clients", successful implementation of leadership in Honors College.

Resources. See description of resources below which include all goals as they relate to each other.

Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.

CCSR Goals.

- Create a new CCSR service area focused on public health, wellness, and prevention given the growing social and economic drivers that are focusing on these types of issues.
- Restructure CCSR into a WSU Institute to help facilitate the creation of additional CCSR service areas based on emerging societal and economic trends. See more details on next goal.

CCSR Strengths & Activities to Help Reach Goals.

- CCSR has a renewable KDHE grant to assist Kansas health departments that can be expanded.
- CCSR has received numerous grants from foundations in Kansas focusing on health, including the Kansas Health Foundation, Sunflower Foundation, REACH Foundation, and others.
- CCSR has worked with numerous county, city, regional, and state partners on issues that reflect societal and economic trends across Kansas.
- CCSR provides many short-term educational and training opportunities across the state.

Specific Plans.

The following plans position CCSR for new growth and expansion based on proactively seeking and acting upon emerging societal and economic trends.

- Designate a new CCSR service area focused on public health, wellness, and prevention with a Director position similar to other CCSR service areas.
- Develop relationships with WSU departments, key funders and others interested in health.
- Expand educational and training opportunities to meet the needs of funders.
- Create additional CCSR service areas in response to identified societal and economic trends.

Assessment & Use for Continuous Improvement.

- # and $ generated in contracts and grants pertaining to new service area, and satisfaction of community partners with CCSR services.

Resources. See description of resources below which include all goals as they relate to each other.

Goal 4: Accelerate the discovery, creation and transfer of new knowledge.

CCSR Goals.

- Restructure CCSR into a WSU Institute. As an institute, CCSR would serve as a backbone for multiple research and service centers. Initially, the institute would include CCSR's current service areas, but provide structure to help new centers (based on emerging societal & economic trends/Goal 3) and connect with WSU faculty interested in the development of centers.
- Proactively develop national and federal grants and contracts based on current CCSR strengths with a recognition of possible expansion in the future.

CCSR Strengths & Activities to Help Reach Goals.

- CCSR has well-recognized service areas and provided self-help group services for 30 years.
- CCSR has a strong WSU advisory council representing many different departments and administrative areas of the university who could help in developing the institute.
- CCSR has started to model itself after NIAR over the past several years.
- CCSR has developed an infrastructure and working relationship with RTT, WSU Legal Counsel, and other administrative units to help expedite contracts and grants.

Specific Plans.

A new institute would serve as one of WSU's flagships for the discovery, creation, and transfer of new knowledge. An institute comprised of multiple centers would recognize and promote the distinct function of each center, while each being accountable for the development of new projects/initiatives to support itself. In addition, while CCSR is housed within LAS, the institute would serve as a direct conduit to WSU administration and work closely with other colleges.

- Work with other departments, faculty, and administration regarding the institute's development.
- Create necessary infrastructure within WSU for the institute (policies, positions, etc).
- Develop a communication plan that launches institute and heightens its visibility.
- Connect with federal funders about the institute and how its services could meet their needs.

Assessment & Use for Continuous Improvement.

- # and $ generated in contracts and grants pertaining to new service area, and satisfaction of community partners with CCSR services.

Resources. See description of resources below which include all goals as they relate to each other.

Goal 5: Empower students to create a campus culture & experience that meets their needs.

CCSR Goals.

- While not a goal that will be specifically addressed by CCSR, we will be available to WSU departments. CCSR assistance could include facilitation, coaching, evaluation assistance or other planning activities.

CCSR Strengths & Activities to Help Reach Goals.

- CCSR's strengths in facilitation, coaching, evaluation, and other planning activities could be utilized by other WSU departments and offices who more directly work toward this goal.

Specific Plans, Assessment & Use for Continuous Improvement, and Resources.

- To be developed based on requests from WSU departments and offices.

Goal 6: Be a campus that reflects in staff, faculty and students the diversity of society.

CCSR Goals.

- Partner with nonprofit organizations, state and local government, community coalitions, support groups, faith-based organizations, and leaders that reflect the evolving diversity of society.

CCSR Strengths & Activities to Help Reach Goals.

- CCSR has a strong working relationships with organizations across the state that reflect the evolving diversity of society.

Specific Plans, Assessment, & Use of Continuous Improvement, and Resources.

- Plans, assessment, and resources are referred to in other parts of CCSR's plan.

Summary & Resources

CCSR is uniquely positioned to meet many of WSU's strategic goals. CCSR's rich history, interdisciplinary staff, connection with community and state partners provide a tremendous set of assets that with additional development and coordination can be substantially grown to position WSU as a leading university in applied learning and research. Given the interconnectedness of the above goals and plans, draft resources are presented collectively below. **It is important to note, that resources invested in CCSR can immediately be matched (dollar for dollar) to generate additional revenue through CCSR's existing Medicaid administrative grants.**

$150,000/year – Support for CCSR's Executive Director base salary to focus on administration, growth, expansion, and connection to WSU departments. In addition, this support would free-up resources for additional staff to develop new contracts and grants. To my knowledge, CCSR is the only center that does not receive support for leadership severely limiting its growth.
$30,000/year – Support for CCSR staff to teach up to 4 WSU courses per year ($7,500 per course) and connect to applied learning and research opportunities.
$10,000/year – Support for new communication efforts associated with institute.
$10,000/year – Support for CCSR student fellowships, internships in applied learning and research.

TOTAL: $200,000/year. Given CCSR's current funding streams the $200,000 investment would generate **an immediate additional $200,000 in new revenue**.

NOTE: CCSR is currently housed in the WSU Downtown Center with a lease that expires in approximately 18 months. A new institute housed in a new building on the main campus or Metroplex would be a premier showcase of WSU's competitive advantage and could connect multiple existing centers with community partners and students. The goals and resources above do not include the costs associated with a new building, but a new building that houses multiple centers, class space, etc. would provide significant elevation to the above mentioned plans.

How CCSR could address the projected 10-20% increase in university enrollment.

CCSR could support the projected 10-20% increase in university enrollment in several ways. First, CCSR works closely with nonprofit organizations, state and local government, community coalitions, support groups, faith-based organizations, and leaders across the state. These projects provide students opportunities for applied learning experiences currently not offered. Creating additional applied learning or fieldwork courses within psychology, social work, sociology, or other departments, would provide new opportunities for students. Second, CCSR has over 40 staff many of whom have advanced degrees and have taught in university settings. These CCSR staff could be positioned to teach additional sections of courses in psychology, social work, sociology or other departments. Finally, given CCSR's strength in facilitating, training, and coaching individuals and organizations to address "adaptive challenges", CCSR could be utilized by WSU departments or other administrative units to plan how they will address additional university enrollment. CCSR is committed to helping address the projected university enrollment growth and has a "ready workforce" to assist.

If the "additional resources" requested are approved, how that will reshape and strengthen CCSR in next 3-5 years.

CCSR is an area of significant strength for WSU. It has experienced tremendous growth from a budget of approximately $2.2 million at the end of FY11 to a current estimate of $3.8 million at the end of FY14. Without the appropriate infrastructure, such growth cannot be sustained nor new opportunities explored. Investing in the strength of CCSR will produce several immediate and long-term benefits. First, the additional resources would allow the CCSR's Executive Director to focus on administration, growth, expansion, and connection to WSU departments. Such focus would lead to the establishment of a university institute, an enhanced national research and service presence, and the generation of additional grants and contracts for the university. Second, CCSR would grow in its academic responsibilities, creating a stronger connection to the central mission of the university. By teaching in various WSU departments, CCSR would have more opportunities to connect with students who are interested in applied learning opportunities that range from short-term volunteer experiences to undergraduate, graduate, and post-graduate fellowships. Third, CCSR will be able to build stronger connections with WSU departments and specific faculty interested in applied research and service. Such connections and an institute status would allow for the "incubation" of new centers, utilizing existing centers and CCSR's operational support to "get them off the ground". Finally, the additional resources requested would guarantee additional revenue for WSU. In fact, given CCSR's current funding streams, the $200,000 investment per year requested would generate **an immediate additional $200,000 in new revenue per year**.

Fairmount Center for Science and Mathematics Education
Greg Novacek, Director

Mission Statement: The Fairmount Center for Science and Mathematics Education (FaSCME) stimulates curiosity in STEM content areas for all ages and fosters critical thinking, problem solving and life-long learning.

Objectives: The Center assists classroom teachers to reach their standards-based instructional goals and enrich their curriculum through classroom presentations, interactive, hands-on STEM learning kits and professional development. Collaborative learning is extended beyond the classroom with Kansas Junior Academy of Science (KJAS), Kansas Science Olympiad (KSO), where students use their science process skills and knowledge to compete individually and in teams and at the Lake Afton Public Observatory (LAPO). Public and school programs at LAPO offer applied learning for schools and life-long learning opportunities for the general public where people are given a chance to explore and build a more thorough understanding of their universe.

Average Annual Number of Students/People Impacted by Center Programs

Total	20,000
Classroom Presentations	8,100
STEM related learning kits	4,200
Kansas Science Olympiad	2,200
Kansas Junior Academy of Science	100
Kansas JASON Project	1,300
Lake Afton Public Observatory	4,100

The outreach focus of the Fairmount Center for Science and Mathematics Education directly works to meet a number of the University's goals.

- *Goal 1: Guarantee an applied learning or research experience for every student by each academic program.*
- *Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.*
- *Goal 4: Accelerate the discovery, creation, and transfer of new knowledge.*

The Fairmount Center for Science and Mathematics Education (FaCSME) has a unique, but well-established connection linking community, state and University. Some Center programs directly connect the University to schools in the Wichita metro area, while others build a bridge between the University and schools across the state. The programs at the Lake Afton Public Observatory focus on connecting the University to the life-long learning of the greater community. The Center's outreach programs and learning materials are designed to reach students primarily in K-12. However, through University class instruction and supervisory guidance of new science teachers being trained in WSU's College of Education, the Fairmount Center staff also pays forward their science education knowledge to the next generation of teachers. Although the Center does not directly generate credit hours, it does provide an important function of building awareness of the University and its numerous STEM degree programs, in addition to providing supplementary rigorous STEM

preparation. The three full-time Center staff engage an average of 20,000 K-12 students and members of the general public annually in STEM related content.

The Fairmount Center delivers over 170 STEM related presentations to elementary and school students each year. These presentations interactively engage students and require them to apply critical thinking and problem solving in a fun learning environment. These activities work to instill interest in STEM at an early age. Implementing science process activities into an integrated elementary curriculum leads to increased reading comprehension, a better understanding of mathematical applications and science process skills. Sparking that scientific curiosity in elementary school students is just the beginning. The curiosity and fascination which elementary school students have with science must be nurtured as they progress through school, especially during the middle school years.

The Kansas JASON Project specifically targets upper elementary and middle school students. The Project delivers its educational content through a print curriculum with numerous investigative activities, DVDs, and an interactive web site. Through the website, students have the opportunity to interact with actual scientists. Each fall, during the two week long JASON DAY's event, students come to the WSU campus. While on campus the students have an opportunity to interact with WSU scientists, and participate in art, engineering and other creative activities. Other JASON activities take place in classrooms throughout the school year.

The National Center for Public Policy and Higher Education (2010) released alarming data stating "while a majority of high school graduates enter college, fewer than half leave with a degree. Many factors influence this attrition, but the preparation students receive in high school has been found to be the greatest predictor of bachelor's degree attainment." The Center programs provide applied learning and research experiences for middle and high school students through participation in KSO and KJAS. KSO collaboratively involves students in all STEM areas by requiring teams of students to learn scientific and engineering principles and apply them to real-word situations. The KJAS impacts the top middle and high school science and engineering students each year by providing them an opportunity to take on cutting edge, innovative research to answer current scientific questions and solve engineering problems. KJAS students are required to write a professional, publishable research paper and present orally, following in the footsteps of career scientists and engineers. Students involved in KSO or KJAS, either having done research or used scientific and engineering principles before they attend the University, have a distinct advantage over many of their classmates. These activities have allowed them to see where the principles they are learning have real world applications.

The Fairmount Center's lending library of math and science kits designed for all ages K-12 provides teachers with a number of interactive activities which provides their students the opportunity to discover for themselves how the world around them works. This sense of discovery not only means that students are more likely to retain what they've learned, but also stimulates their curiosity to learn even more.

The Fairmount Center facilitates the transfer of new knowledge about our universe to all ages through the programs and exhibits at the Lake Afton Public Observatory. During a typical year the Observatory presents over 100 programs to the general public and averages another 15 programs for school groups. LAPO's thematic approach shows visitors that objects in the sky are not necessarily independent, but are related to each other.

Fairmount Center for Science and Mathematics Education's vision for the future

The adoption of both the Common Core Standards (CCS) and the Next Generation Science Standards (NGSS) will result on an increased emphasis on science in the classroom, especially in elementary schools. This emphasis is just not on scientific knowledge, but more importantly that science is taught through student discovery – the same way Center programs approach the teaching of science. With change, new opportunities arise. With the adoption of these new standards, we see the following opportunities for Center programs:

- A significant increase in the number of requests for classroom presentations. For example, a 25% increase would mean an additional 2,000 students in 80 classrooms will benefit from this experience.
- The development and presentation of workshops for current teachers which provides them with strategies, materials, and background knowledge to meet the CCS and NGSS.
- The development and assembling of new science lending kits which are aligned with the Next Generation Science Standards.

Additional Center goals include:

- Increasing participation in Kansas Science Olympiad
- Increasing participation on the Kansas Junior Academy of Science
- Updating exhibits, displays and technology thereby increasing attendance LAPO

The strength of the Fairmount Center lies in the efficiency of its staff. Three full time employees are responsible for the vast majority of the Center's programs. (It should be noted, two staff members devote 25% of their work-week to the College of Education as part of the Wichita Quality Teacher Partnership grant.) The Center also has a Senior Administrative Assistant (25% FTE), two student assistant (20 hours per week) and a graduate assistant (20 hours per week). This small staff has an impact on over 20,000 students and adults each year.

The current staff is already working beyond capacity maintaining the current level of programming. Thus any increase in programming must either be accompanied by an increase in staff or the elimination or reduction of a current program. An additional staff person will allow current programming to continue and provide the Center with a chance to take advantage of the opportunities listed above. It will also provide the current staff with some relief from their everyday duties so they have an opportunity to develop creative ways of teaching science. An additional person, along with funds for materials, will also permit the updating of Observatory exhibits and displays to proceed at an increased rate.

Additional funding may be one way to increase participation in the Kansas Science Olympiad and the Junior Academy of Science. Many schools have dropped these programs for a couple of reasons – teachers were not willing to take on the tremendous amount of work needed to field a Science Olympiad team and many districts felt they could no longer compensate a coach during the tight budgets of the last few years. One idea to bring some of these programs back and to start programs at schools that have not previously participated is to provide some start-up funds to these schools to help defray coaches' stipends and the materials necessary to compete. These funds could decrease over a three year period, after which the school would need to create a sustainable program.

The Fairmount Center for Science and Mathematics Education is one of the windows through which over 20,000 people each year see Wichita State University. The feedback the staff receives from students, teachers, and the general public indicates that the Center's various programs are a success. With the need for a technologically literate society, the necessity for programs such as those housed within the WSU Fairmount Center for Science and Mathematics Education will only increase.

Intensive English Language Center
Sally Jones, Director

MISSION:

The mission of the Intensive English Language Center directly addresses the goal of helping non-native English-speaking students achieve the required English language proficiency for entrance to the University. It is an intensive, pre-academic language and cultural immersion program. In addition, the IELC has international students as well as permanent residents who are not university bound, but rather want to improve their knowledge of and ability in English for personal or professional reasons. Classes taken in our program for this purpose help them improve their respective life skills. Beyond its core instructional component, IELC sees its mission as a full-service program encompassing social as well as academic orientation programs, and providing a variety of student services including social and cultural activities, and personal and academic advising.

The Intensive English Language Center has a staff of 17: One Director, one Student Assistant, one Senior Administrative Assistant. Our teaching staff is very strong and very experienced. We have six ESL Specialists, one of whom is the Computer-Assisted Learning Laboratory Coordinator, six full-time Lecturers, and 2 part-time Lecturers. We serve an average of 380+ students per academic year, our highest in recent history being 429 in 2012-13. Approximately 80 students exit our program during the academic year, 80% of whom go on to do academic work at Wichita State University, the rest being students here for Language Training only and/or students who transfer to Butler Community College or other universities. On average, we generate over 6200 credit hours per academic year, 90% or more of which hours are charged non-resident undergraduate tuition.

GOALS:

Goal 1: Guarantee an applied learning or research experience for every student by each academic program.

For Intensive English students, an applied learning experience is having the opportunity to use their spoken English outside of the classroom. We currently provide such an opportunity through the Conversation Partners Program, which occurs on Wednesdays in conjunction with Speaking/Listening classes. Most students love this part of our program and tell their friends back home about it, which might influence that friend's decision about which school to attend to learn English. In the past we provided this opportunity to four of our seven levels, but with the increase in student population and the lack of a similar increase in native-speaking volunteers, we have had to reduce the opportunity to three of our seven levels. For the same reasons, we have also had to reduce the number of conversation opportunities from six times per session to three times per session. This has been a major disappointment to most students who participate in this.

Oral competency is necessary for a student to succeed in academics at WSU. Therefore, we would like to restore this program to four levels and six times per session, but that will require many more volunteers and, if necessary, WSU students or staff members who are native speakers of English who would volunteer or whom we could hire as Conversation Leaders.

Progress will be assessed by how soon we get additional volunteers/students/staff members such that we can provide this opportunity to four levels at least three times per session. Once that goal is reached, we will again pursue additional volunteers/students/staff members to restore the number of conversation classes to six per session. Everything depends on the number of volunteers, student leaders and staff members for this

applied learning experience to be offered to four levels six times per session. Therefore, the data used for assessment is the number of volunteers, student leaders and staff members we are able to enlist to help us.

Students also have the opportunity to improve their oral competency using software in our Learning Lab. Using an original voice recognition application designed specifically for English as a Second Language learners, our students can practice speaking and get immediate feedback on the accuracy of their pronunciation. The Lab also makes extensive use of authentic, contemporary media to help students learn English with materials oriented towards science, technology, and the humanities. These computer programs help them improve their academic listening and reading skills. This program also provides immediate feedback regarding the accuracy of their understanding and application of the information. Mr. Bowman assesses the quality and usefulness of the materials and updates these programs periodically to keep the materials current and relevant.

We recognize that applied learning can and does take place in the classroom and then extends beyond the classroom. At every level we expect students to apply what they are learning, and this expectation culminates in our exit level classes, wherein students do research for papers and oral presentations. When students have more facility with the language both in terms of structure and vocabulary, they apply their learning at a more critical thinking level. These activities often entail application of all the learned skills in the form of research, some of which takes place in the library, where they have an opportunity to interact with native speakers as well as use technology to prepare to write and present their research. Working in groups also provides students an opportunity to apply what they have learned in their classes. Activities in the classroom combined with students' opportunities to work or converse with people outside the classroom provides the students with the best of both worlds. They practice some interpersonal and interactional behaviors in their work in the classroom, which helps them feel more confident in their interactions outside the classroom. Whether it is a conversation about homework taking place in the RSC while having a soft drink or during a game of pool in the Shocker Sports and Grill, the students are using what they've learned in the classroom by applying it to a real-life situation.

Academic classes require interpersonal and interactional behaviors, and we need to help our students become very comfortable with these behaviors. Critical thinking and library research skills are also necessary for academic classes and, again, we need to help our students become competent in these skills. Therefore, we need to increase the number of opportunities for interaction not only between and among ourselves in this building, but also with other entities and students on campus. Teachers will be asked to plan at least one out-of-the-building/classroom activity per session per class they teach, which activity involves student interaction with people other than themselves, preferably on campus. For students in the exit level, once they've been introduced to Ablah Library and some of its staff, the teachers will encourage individual interaction with the library personnel throughout the process of researching for the class requirements.

The teachers will plan and do the activity and provide a report regarding its success or lack thereof to the director, who will keep track of the number and types of activities and rate of success. Students in the exit level will need to keep a Library Log, which will be documented by the library staff, and which will be turned in to the teacher at the end of the session. By learning what works and what doesn't work, we will be better equipped to provide successful interaction opportunities for our students.

Critical thinking and research skills will be assessed by the teachers who teach the Advanced II and Introduction to Academic Studies classes (Levels 6 and 7, respectively) on the basis of the students' research papers and oral presentations, including group work. Records are and will be kept regarding student success rate in these upper levels, by which we can assess the effectiveness of our program in critical thinking and applying the skills they have learned in the lower levels.

Goal 5: Empower students to create a campus culture and experience that meets their changing needs.

In order for our students to feel empowered to create a campus culture and experience that meets their changing needs, they must have a significantly higher recognized presence on campus. As it is right now, our students feel isolated from the main campus and campus community because we are not directly on campus. They often complain about the location of the Intensive English Language Center and that they don't feel a part of the WSU community. Most of these students will become academic students at WSU, so it is important that they develop a sense of belonging to and being part of the campus culture. This sense of being part of the campus culture is important in the retention of these students from their completion of Intensive English to their completion of an academic degree.

Headway is being made in this area with our higher level classes (Levels 6 and 7) now meeting on campus, so these students are beginning to feel somewhat more integrated into the university system. We are hoping that with the completion of Shocker Hall, Intensive English students will have more of a presence on campus as many of our students will live in that residence hall. We also need to encourage our students to participate more in campus activities, get involved with student groups on campus and make more use of campus facilities. However, Intensive English cannot change our students' feelings of isolation by itself. The campus community must also embrace the presence of our international students on campus. This is especially important when you consider that our students are transitioning from a somewhat closed environment in which everyone is a foreign student and in which people get to know each other more easily to a mixed culture where they may feel a little intimidated. Interactions between students on these levels is often more effective than listening to adult speakers. In this regard, we intend to ask some former students to talk to the Intensive English student body regarding the transition to being a full-time student at the university.

We will use the Program Evaluations done at the end of each semester to assess the reduction of "alienation" from the campus based on the reduction of complaints about our location, and to assess the increase in student participation in the campus culture.

The assessment data will inform us of any changes in attitude of our students regarding their connection with the campus and will identify those areas where we need to provide more encouragement and/or need to modify our methodology to reduce their feelings of "alienation."

We have changing needs within our program. For some time now, we have admitted students who have very little knowledge of English, and who have little or no letter-sound recognition. We are exploring a "Reading Buddies" program, wherein students in the top two levels of our program would read to students in the lower two levels once or twice a week. This would provide a sense of empowerment to the upper level students, and perhaps, a swifter development of letter-sound recognition for the lower students.

Documentation of a student's letter-sound recognition will be needed at the start and end of each session. There are various tests and other activities that can be used for this.

Assessment of the success of this program will probably take some time because we'll have to set up a baseline and then look at the data over a number of sessions. The use of pre- and post-tests will be useful in this assessment.

We are grateful for the installation of overhead data projectors and screens in all of the second floor classrooms, but we are still using chalkboards a lot. Since virtually all of our students have smart phones and use modern technology easily, the teachers need to be able to provide instruction in a more technologically-savvy manner. To this end it is important that we move away from chalkboard use and toward graphic drawing tablet (digital writing pad) use in conjunction with the projectors.

ADDITIONAL RESOURCES:

In order to grow this program over the next 3 to 5 years, there is a lot that we need. First of all we need more teaching staff. At least four or five ESL Specialist positions need to be created and filled; at $31,000 each, we will need an additional $124,000 to $155,000 in funding for those salaries. We also need to maintain the budget for the current number of lecturers.

The purchase of a dozen graphic drawing tablets will allow teachers to use more technology in the classroom (around $1000?), which will enhance the learning experience of our students.

Right now, some of our classes are too large for effective language learning. Thus, the need for more teachers is significant. However, the need for more space is also significant. Currently, classes in the highest two levels (Levels 6 and 7) are meeting in classrooms on campus, which helps ease the demand for classroom space in the Intensive English Language Center, but it is still very crowded in this building most hours of the day. If we could get on-campus classrooms for our Level 5 classes, that would make a great difference in three ways: first, it will ease the crowded lounge areas and hallways; second, it would allow for smaller class sizes for more effective language learning on the part of our students (in conjunction with adding more teachers to the staff); and it would impact Goal 5 by having more of our students on campus on a daily basis. Small class size (ideally 12 to 15 students in a class) has been a significant draw for this program in the past, and it could be again.

HOW THE IELC INTENDS TO ADDRESS THE PROJECTED 10-20% INCREASE IN STUDENT ENROLLMENT:

This program has seven levels, and within each level, we often have two sections. With an increase in student enrollment, we have the flexibility to have additional sections per level, such that we could have three or four sections in levels which are highly populated. However, this will be problematic with the current level of teaching staff because for each additional section of a level, the program needs an additional teacher. Another problem is that the Intensive English Language Center only has 9 classrooms, so space could be a factor when needing to have additional sections. These needs notwithstanding, this program certainly can and will add additional sections to those levels which have large populations in order to accommodate the students.

Many of our textbooks are workbooks so homework is done in the book. However, teachers sometimes give additional photocopied paper-based homework. As enrollment increases, we do not want to increase the amount of photocopied materials given to students. We really want to be as "green" as possible in paper and energy usage. Many teachers currently use Engrade not only for grades and attendance but also for homework assignments in their classes. As enrollment increases, we will need to increase the use of online or web-based homework assignments and decrease the use of photocopied materials when possible.

HOW THE "ADDITIONAL RESOURCES" WILL RESHAPE AND STRENGTHEN THIS DEPARTMENT IN 3 – 5 YEARS:

Increasing the teaching staff means we will be able to have smaller classes and lower teacher to student ratios, which promotes a better learning environment and improves student learning. Generally speaking, students repeat a level less often when the classes are smaller and they get more individual attention. This strengthens the program because it is seen as successfully moving the students through the program in a timely manner. We advertise our program as having small classes, so it would strengthen our reputation if we actually did have smaller classes again.

Being able to use graphic drawing tablets in the classroom will provide better learning experiences for the students through more modern technology. It will also save wear and tear on the shoulders, arms and

hands of teachers who write on the chalk board extensively providing examples for students to copy into their notebooks. Our program has been criticized by former students for its lack of use of technology in the classroom. We now have overhead projectors and the teachers have laptops that they take to the classroom. The addition of the graphic drawing tablets will help the teachers and improve student opinion about the use of technology in the classroom, which should strengthen our reputation.

Having our Level 5 classes meet on campus (in addition to Levels 6 and 7 which currently meet on campus) would allow us to have more sections of Levels 1 through 4 than just two when needed, would allow for considerably smaller classes (12 instead of 22) in conjunction with additional teaching staff, and as stated above, provide a better learning environment for the students.

All of these additional resources and their effects would strengthen the reputation of the Intensive English Language Center.

Liberal Arts and Sciences Advising Center

Patricia Phillips, Director

Mission Statement Academic advising is an ongoing educational partnership between the student and the academic advisor. Advising promotes student academic success, supports diverse and equitable educational experiences, encourages students to become self-directed learners, responsible decision makers and knowledgeable global citizens.

Goal 1: Guarantee an applied learning or research experience for every student by each academic program.

LASAC advisors provide expert guidance and support students through the applied learning opportunities and research requirements in their individual academic departments. Advisors also frequently assist students in finding applied learning opportunities through volunteer activities in the community and by mentoring students whose departments do not require or offer Cooperative Education or internship opportunities.

Action Item: The LASAC will increase ties with community organizations to offer more applied learning opportunities for students.

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.

LASAC advisors are the primary advisors for the General Education curriculum. Advisors strive to ensure that every Liberal Arts and Sciences student taking General Education courses include a broad interdisciplinary curriculum tailored to their unique background, experience, and career goals.

LASAC advisors encourage and support students seeking the Bachelor of General Studies and field major undergraduate degrees both of which allow students to customize or combined related areas of study to best fit their academic and career goals. LASAC Advisors also promote and support students' pursuit of second majors, first and second minors, and combined degrees across colleges (DMAC).

Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality education opportunities.

The LASAC is incorporating existing and new technologies that provide better online interaction with students' real time advising needs. LASAC advisors were instrumental in the creation of the knowledge base used by the new Blackboard/One Stop services and are currently assisting with the implementation of the Student Success Collaborative (SSC) platform.

Action Item: Continue working with the Offices of Online Learning and Adult Learning to help create new educational opportunities for currently underserved student populations.

Action Item: Work with academic departments and the LAS Dean's Office to assure adequate timeslot and online availability of course offerings based on current and future student population needs.

Goal 4: Accelerate the discovery, creation and transfer of new knowledge.
LASAC advisors are required to stay informed and increase student awareness of new and experimental course offerings, program/curricular changes, delivery methods and research trends. Pre-professional advising requires advisors to stay up to date on professional schools' program requirements and admissions standards. Professional development of the LASAC advising staff is a priority. Research and training in best practices and new ideas for improved advising are supported by the offices of the Dean and the Vice President of Academic Affairs.

Goal 5: Empower students to create a campus culture and experience that meets their changing needs.
LASAC advisors serve as faculty advisors for various pre-professional student groups. These groups allow students to meet and interact with other students with similar educational and professional goals. By maintaining and fostering close ties to other university offices such as the Office of Student Involvement, the Office of Multicultural Affairs, McNair Scholars, Honors and Student Government the LASAC advisors assist students in finding ways to be more involved and shape their campus.

Action Item: Utilizing the Student Success Collaborative platform, conduct a campaign to reach out to currently enrolled students who are eligible for but have not joined the Honors College.

Goal 6: Be a campus that reflects – in staff, faculty and students -- the evolving diversity of society
Issues of diversity at Wichita State University are a priority for advisors in the LASAC. Members of the LASAC staff work closely with the Tilford Diversity Commission, the Office of International Education, Upward Bound, the Student Veterans Organization and the Office of Multicultural Affairs. In addition to serving on various committees and boards, the LASAC staff presents informational sessions on general education, academic program requirements and student success to student groups throughout the year. These sessions, combined with one on one advising, help students explore how they can leverage educational opportunities to learn more about and appreciate diversity.

The LASAC advisors inform and encourage students to participate in the National Student Exchange and international study abroad programs.

Action Item: Work with the Office of Adult Learning to develop policies and procedures for granting credit for prior learning.

Social Science Research Laboratory

Charles Burdsal, PhD, Professor and Director

The Social Science Research Laboratory supports the teaching, research, and service missions of Wichita State University.

Teaching

1. Provide aid to instruction through grading services.

2. Develop, maintain, and improve a valid reliable instruments to assess students' perceptions of the quality of their instruction.

3. Arrange the administration of the instruments for any instructor who requests it.

4. Provide feedback from the instrument to the instructors.

5. Provide and maintain two fully equipped computerized classrooms for the university with priority given to the Social Sciences.

Research

1. Maintain and administer the Qualtrics online survey tool.

2. Provide requested research consultation particularly related to statistics and statistical software and survey issues.

3. When not used for classes, allow the computer classrooms to be used for research purposes.

Service

The lab provides various services at minimal or no charge such as analyzing Hugo Wall Evaluations of their various conferences, Nursing's NCTEI Evaluations, other College of Health Professions evaluations, and scoring the Wichita Fire Departments promotion exams. We provide the computers for CLA and English Master Exams and Dining Services Training plus others.

Goal 1. Guarantee an applied learning or research experience for every student by each academic program.

We provide two computer classrooms. One has 17 computers, the other as 23. They facilitate students in applying classroom knowledge to various projects. The classrooms are particularly helpful with the teaching of statistics, geography, programming and other areas where hands on computing plays a role in student learning.

Needs: In order to keep the classrooms technologically current, all computers need to be replaced on an approximately three-year cycle. When we do replace the computers, the old computers are distributed to departments requesting them.

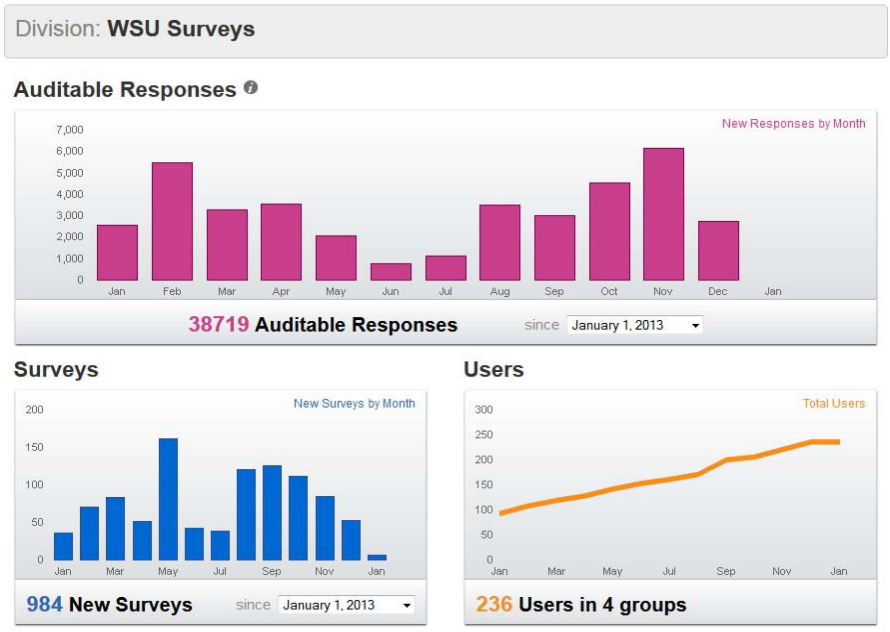
In addition, we a score multiple choice exams for any instructor who desires the service. Over the past year we have scored 70,000+ individual exams at no cost.

To maintain these activities, we will need to replace the equipment in the near future.
Evaluation:

1. Is our equipment currently up-to-date?
2. Is the use of the classrooms maximized?
3. Find more efficient ways to carry out these activities.

Goal 2. Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.

The SSRL manages WSU's Qualtrics survey tool which is available for use by the entire WSU community, including students. It allows easy collaboration on surveys between departments and with other universities who also use Qualtrics. The following summarized the Qualtrics from Jan. 1, 2013 to Jan 1, 2014 .



We also provide Qualtrics training as needed.

Evaluation:

1. See continued growth in the use of Qualtrics across campus.

2. Find unique uses for the system.

Goal 3. Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.

The SSRL has developed and is continuing to develop measures of students' perceptions of teaching quality - SPTE - Students' Perceptions of Teaching Effectiveness. The measures are, of necessity, norm based and corrected for known sources of bias. We administer, scan, analyze data collected by the instrument and provide reports to each faculty member who chooses to use SPTE. The number of classes using SPTE for Fall 2013 is a record number - 1,300+. There has been slow but steady growth in the number administered. Typically, we administer 1,200 to
1,300 SPTEs for the Fall semesters with a bit fewer in the Spring.

We have, over time, developed three different versions of SPTE. SPTE is for the typical lecture class, ESPTE is for experiential classes such as practicum classes, and OSPTE is for exclusively online classes. We try to avoid this form where possible due to the extremely low response rate (about 20%).

Evaluation:

1. One of the main issues facing the use of SPTE is how to use it effectively online. We deliberately have limited the use of OSPTE to courses that are entirely online. The problem is the response rate. With the paper version, we get 90 to 100% participation from the students present. Online response rate is poor - around 15 to 25%. We will be working on ways to make the response rate acceptable.

2. We will continue to work on improving the various SPTE forms.

3. We will continue to document the SPTE software programs so that they are not individual dependent.

Goal 5. Empower students to create a campus culture and experience that meets their changing needs.

SPTE allows students to have significant input about the quality of the instruction they receive. The instrument plays a substantial role in tenure and promotion decisions.

Evaluation:

1. Provide more opportunities for the faculty to understand what SPTE does and doesn't do.

2. Continue to work on dispelling myths about student evaluation of teaching. The most common of which is the belief that demanding courses achieve worse ratings than easy courses.

Resources Needed

WSU's current strategic plan anticipates a significant increase in student enrollment by some estimates as much as 40% over the next five years. This will mean an increase in the number of classes to be evaluated as well as increased demands on other SSRL activities. We are currently seeing an increase in the use of SPTE, since IDEA has gone 100% online and many are not comfortable with the expected response rate.

Currently, we have to raise a substantial portion of our budget. Our costs have gone up. Our annual budget has changed little in the past few years while our costs have increased. The last increase in what we charge for SPTE was in 2005.

There are two approaches to adequately fund the SSRL. Preferably, the Associate Director and Staff Assistant's salary would become fully GU funded. The second option would be to raise what we charge to administer SPTE from $15 to $25 per class.
GU Income $139,279

	Current	Proposed
Director (10 month ½ time)	$54,000	$54,000
Associate Director (12 month)	$50,154	$60,000
Staff Assistant (12 month)	$23,434	$40,000
Student Assistants[1]	$35,000	$35,000
Misc. Expenses	$ 5,000	$ 6,000
Equipment Costs per Year[2]	$26,000	$30,000
Totals	$193,588	$225,000

[1] 3 to 5 student assistants plus 18-21 student proctors for SPTE

[2] Equipment/Printing costs:

Computers	$50,000
Optical Scanner	$15,500
Printers, digital scanner, other misc. equipment	$5,000
Printing SPTE	$7,800
Average cost over 3 years per year	$26,000

Again note the figures are approximate (except for salaries), but should be close.

Staff: The Associate Director and particularly the Staff Assistant are underpaid for what they do. Both have bachelors degrees and are essential to the lab especially SPTE's. We could not begin to replaced them for what they are currently being paid. If the expected increase of the number of students occurs, we will need to consider adding another unclassified professional Equipment: We also need find a way to cover our equipment costs. Now we have to build RU funds to cover not only the costs of printing SPTEs and other SPTE costs but to help pay equipment cost. We have had to request additional funding for equipment generally from LAS deans all of whom have been helpful. Since much of our service is campus wide, it seems appropriate that the funding really come from the central administration.

Space: This is one of the main limitations of the SSRL. If the enrollment increase occurs, it will be easy to justify an additional electronic classroom. At this time, there is no space available for one. The lab has minimal storage space, and the SSRL is “packed.”