

**School of Arts and Humanities**  
**Five-Year Strategic Plan 2009-13**  
**3/8/10**

I. Process Overview: Buffalo State College has completed preparation of the college's five-year strategic plan and is engaged in implementation. The School of Arts and Humanities (A&H) Leadership Team (department chairs and staff) has identified goals supporting achievement of the College's plan over the next five years. Each A&H department has selected specific goals they view as important to enhancing the success of their faculty and students. All A&H departments are addressing the following three goals:

- 1.1B.1. Fully implement assessment in every program
- *1.3A: Improve, strengthen and support advisement as a means of facilitating student retention and progress toward graduation.*
- *4.2: Become recognized as a regional, state, national and international leader in arts and culture.*

To track implementation, department chairs will provide a progress update on their department's annual report. These reports will be shared with College Planning Council. The National Survey of Student Engagement will be utilized as one method of benchmarking progress, and other means will be identified as the plan is implemented.

II. Department Goals: The goals selected by each department are indicated below.

Insert goal pages here

III. School of Arts and Humanities Strategic Plan 2009-2013

(Note: *Buffalo State College Goals are in italics.*)

***Strategic Direction 1: Engage students in rigorous and transforming learning experiences, both in and out of the classroom, heightening their aspirations and empowering them to succeed as citizens in a challenging world.***

***Initiative 1.1: Raise the level of academic challenge.***

***College Strategies:***

*1.1A Articulate expectations for high levels of performance.*

**A&H Goals:**

**1. Develop and communicate with students expectations for high levels of performance.**

a. Define and operationalize academic rigor and include in syllabi and/or distribute to each class and/or put on ANGEL

- b. Discuss the meaning of academic rigor with students, full-time and adjunct faculty at orientation, advisement, and in class throughout their academic career.
- c. Discuss in class the meaning of the full range of letter grades and skill sets students need in order to achieve the required proficiency

**2. Faculty consider the meaning of grades and their relationship to academic rigor**

- a. Tabulate the range of grade distribution by course, department, and school
- b. Compare grades of multiple sections of same course for consistency
- c. Develop grading rubrics to help part-time faculty calibrate their grades
- d. Review grades in A&H general education courses to monitor academic rigor
- e. Mentor part-time faculty in teaching and departmental expectations

**3. Develop departmental statements for faculty on teaching and service which define expectations, demonstrative evidence and evaluation processes**

- a. Include information from accrediting agencies and professional associations as appropriate
- b. Refer to the statements in letters of expectation

*1.1B Empower faculty with needed tools to establish and maintain the highest level of academic rigor.*

**A&H Goals:**

**1. Utilize the National Survey of Student Engagement (NSSE) to clarify areas for improvement and benchmark progress**

**2. Strengthen Intellectual Foundations BSC 101**

- a. Establish an A&H BSC101 committee to
  - (1) Create a module for the humanities and the arts to be used by A&H faculty which may become a model for faculty in other schools
  - (2) Identify standards for BSC 101 and a consistent vocabulary
  - (3) Identify a reward system for exemplary teachers of BSC 101

**3. Fully implement assessment in every program**

- a. Update assessment plans
- b. Close the loop in assessment to improve the curriculum and increase expectations, as appropriate
- c. Compare all syllabi with course proposals to ensure correlation

**4. Review class quotas and suggest modifications with rationale where appropriate**

- a. Review research on ideal quotas relative to delivery modes
- b. Balance quotas with student demand and fiscal reality

**5. Engage adjuncts and emeriti in the life of the department**

- a. Discuss grading and course content with adjuncts
- b. Invite adjuncts to participate in the life of the department, including faculty meetings (as appropriate), departmental events, graduation and social activities (department chairs)
- c. A&H recognize adjuncts through an award and PAC tickets as appreciation
- d. Identify needs of adjuncts and recommend action steps – Faculty Welfare Committee

**6. Faculty Development (for full-time and part-time)**

- a. Utilize Faculty Development Office for special presentations/workshops
- b. Schedule grant writing workshops with Research Foundation staff

**7. Increase student responsibility for success**

- a. Review NSSE survey to develop A&H action steps (Student Enrichment and Retention Committee)
- b. Identify problem areas to be addressed, perhaps through an A&H-specific student survey: advising; hours of weekly study and work; commuter-data on success (working 20+ hrs/wk), etc. (Student Enrichment and Retention Committee)
- c. Increase engagement of students through study groups, student projects (Ethics Bowl, Anne Frank Project, etc.) and include opportunities in course syllabus; Initiate buddy system in classes through questionnaire, assignment of buddies by professor, use of Angel chat
- d. Continue freshman block scheduling
- e. Implement an early-warning system to contact students in academic distress to give academic advice and assistance and reinforce academic rigor (Student Enrichment and Retention Committee)
- f. Working with the Admissions Office, recruit academically and creatively talented students as appropriate (departments)
  - (1) Identify high schools with strong students
  - (2) Obtain advice from Admissions on recruitment strategies
  - (3) Request logistical support from Admissions to enhance recruitment yield

**8. Meet needs of international students**

*1.1C. Empower students with needed tools and support to perform at the highest level of academic rigor.*

*1.1D. Use the five-year cycle of accreditations and program reviews to ensure quality and relevance of curricular offerings.*

*1.1E. Improve Buffalo State's academic profile and academic reputation.*

***Initiative 1.2: Increase student participation in active, inquiry-based and collaborative forms of learning.***

***College Strategies:***

*1.2A. Infuse active, inquiry-based and collaborative pedagogies into the curriculum.*

**A&H Goals:**

**1. Infuse as appropriate to address the unique needs of our students.**

1.2B. *Provide professional development for faculty and staff to enhance skills in active, inquiry-based and collaborative pedagogy.*

**A&H Goals:**

**1. Encourage faculty to reflect on their teaching and engage in intense professional development that will strengthen teaching approaches and strategies**

- a. Develop departmental statements on teaching to define excellent teaching and evaluation processes.
- b. Explore and develop interdisciplinary programming and pedagogical initiatives
- c. Encourage the Faculty Development Office to invite regional and national presenters (one series for new faculty and another for established faculty)
- d. Provide venues for informal sharing pedagogical approaches
  - (1) Reserve a campus eating place for informal meals to discuss teaching and to strengthen interpersonal/interdisciplinary relationships
  - (2) Encourage faculty participation in existing venues for scholarly enrichment including CASTL, Faculty Development Office, BSC online journals, speakers' series, and departmental web sites
- e. Expect recipients of A&H research monies to present on campus, as appropriate, to enrich the A&H community of scholars.
- f. Provide opportunity, including funding models, for team teaching, joint appointments, and other innovative enhancements of pedagogy

1.2C. *Engage an increased number of students in internships, service learning, capstone learning experiences, and similar collaborative initiatives.*

**A&H Goals:**

- 1. Finalize plans for a capstone experience in every department, as appropriate.**
- 2. Standardize general internship expectations and evaluation process across A&H, with specifics left to the departments and programs.**
- 3. Inform college faculty of ways to integrate existing campus and community initiatives**

1.2D. *Develop interdisciplinary initiatives (for example, the art conservation program or STEM disciplines) and consider institutional themes (for example, the "City as Curriculum") reflective of academic and institutional distinctiveness.*

**A&H Goals:**

- 1. Evaluate through assessment the appropriateness, benefits and disadvantages of current interdisciplinary programs**
- 2. Continue to support current efforts to develop interdisciplinary degree programs**
- 3. Thoughtfully explore new interdisciplinary possibilities**
- 4. Establish a reward structure for those enhancing their interdisciplinary skills**

## 5. Initiate/facilitate conversations for those interested in collaboration

*Initiative 1.3: Promote student, faculty and staff interaction to enhance learning and to support student progress toward graduation.*

*College Strategies:*

*1.3A. Improve, strengthen and support advisement as a means of facilitating student retention and progress toward graduation.*

**A&H Goals:**

**1. Charge the Student Enrichment and Retention Committee, (SERC) to:**

- a. Review University College academic advising guidelines, define academic advising for A&H, and recommend ways to strengthen A&H advising.
- b. Prepare guidelines for responsibilities of advising for advisors and advisees in A&H and post on departmental web sites and in A&H online faculty handbook.
- c. Oversee posting of academic road maps on departmental web sites.
- d. Propose a method to assess the effectiveness of departmental advising processes

**2. Charge individual departments to:**

- a. Develop academic roadmaps for each degree program and post on the departmental website
- b. Include specific language regarding advisement responsibilities in letters of expectation for new faculty.
- c. Implement the SERC guidelines for faculty advisors and provide supervision and training for new faculty
- d. Develop strategies for facilitating the transfer of students to Buffalo State
- e. Assess effectiveness of departmental advising processes

*1.3B. Intensify and support curricular and co-curricular opportunities for student-faculty-staff interaction.*

**A&H Goals:**

**1. Enhance co-curricular offerings**

- a. Initiate a social interaction of new students and faculty three to four weeks into the semester (departments)
- b. Offer more colloquia, poetry readings, honor societies, and clubs and other engaging co-curricular activities
- c. Develop department cultures and traditions that increase the sense of belonging.

**2. Encourage and institutionalize team teaching and classroom visits that will expose students to more faculty.**

**3. Develop faculty workload policies for team teaching.**

**4. Build on orientation**

- a. Consider a post-orientation orientation to encourage academic success and discuss consequences of poor academic progress on financial aid, probation, etc.
- b. Identify a way to check academic progress of new students half-way through the semester and counsel those with concerns.
- c. Identify ways to reinforce key points made at orientation during the semester.

**5. Improve notification of events**

- a. Submit A&H events for the Daily to College Relations
- b. Work closely with College Relations to monitor and secure more advance notification of A&H events in the Daily.
- c. Implement PAC broadcasts in student housing.
- d. Install PAC television monitors in the Rockwell Hall lobby.
- e. Strengthen relationship of department faculty with USG organization advisors and leadership to coordinate distribution of resources
- f. Utilize ICE at the school level to serve as an umbrella for appropriate events, including departmental presentations

*Initiative 1.4: Enrich educational experiences by increasing complementary learning opportunities and connecting co-curricular and curricular experiences.*

**College Strategies:**

*1.4A. Infuse diversity, global issues and different perspectives throughout the curriculum.*

**A&H Goals:**

- 1. Obtain a discipline-specific contact sheet for SUNY schools offering international programming from International Studies**
- 2. Identify language immersion opportunities for optional or required study for degree completion**
- 3. Explore the use of technology to bring faculty and students from partner institutions and other resources into the classroom**
- 4. Develop short-term travel abroad programs/courses, discipline specific, planned at least two semesters in advance**
- 5. Identify local and on-campus projects that will immerse students in international and global and otherwise diverse experiences**

*1.4B. Increase national and international experiences of students.*

**A&H Goals:**

- 1. Create a communication process to inform students about study abroad opportunities**
  - a. Promote study abroad by creating an advising sheet for departmental advisors listing study-abroad opportunities and emphasizing cost-effective options, such as exchange programs
  - b. Inform students of departmental study abroad options
- 2. Advocate to the administration on behalf of the International Studies strategic plan**
- 3. Identify ways to work with Financial Aid office to secure funding for students to travel abroad**
- 4. Enhance A&H international students' experiences on campus**

- a. Obtain the list of international students by department from International Studies
- b. Assign an American student mentor to each.

**5. Clarify the goals and outcomes of international programming**

- a. Articulate clear and specific expectations for department involvement in international programs currently in place (Russia, China, Slovakia, etc.)
- b. Assess which international programs are academically appropriate and cost effective

**6. Host international visiting scholars**

- a. Follow-up on implementation of improvements in ESL instruction for international students and visiting scholars
- b. Identify and assess student learning outcomes and faculty benefits from the residencies of visiting scholars

*1.4C. Strengthen student involvement with staff and alumni in activities at the college.*

*1.4D. Increase student engagement in workplace or community settings.*

*1.4E. Implement interdisciplinary themes to enhance learning.*

*1.4F. Integrate resources of the Burchfield Penney into curricula and programs at the college.*

**A&H Goals:**

**1. Coordinate events with A&H in planning and implementation**

**2. Establish a BPAC/BSC Partnership Oversight Committee – consider a standing A&H committee added to A&H Bylaws**

***Initiative 1.5: Provide a supportive campus environment that enables students to thrive academically and socially.***

***College Strategies:***

*1.5A Increase cross-cultural interaction among students from diverse cultures and racial/ethnic backgrounds.*

**A&H Goals:**

**1. Seek support from Student Life for faculty/student department social activities**

*1.5B. Create physical spaces that support the integration of academic and social activity and engagement.*

*1.5C. Employ technology effectively to support instruction and administration.*

*1.5D. Increase student access to support services (e.g., Academic Skills, library, computer labs, studios, Information Commons).*

**A&H Goals:**

**1. Extend the hours of computer labs to enhance access**

*1.5E Implement a comprehensive communication plan for students.*

*1.5F Complete facility improvements to enhance the learning environment and campus life.*

*1.5G. Instill in students acceptance of the standards of behavior associated with Buffalo State’s “Compact for a Civil and Caring Academic Community.”*

**A&H Goals:**

1. **Determine where to encourage and model ethical and diversity-sensitive behaviors (perhaps in syllabi, advising, departmental meetings with majors, BSC 101, posted college or A&H standards) – Student Recruitment and Retention Committee**

*Initiative 1.6: Provide access to higher education through enrollment of an appropriate number and mix of undergraduate students who can be served effectively by Buffalo State programs and resources.*

*College Strategies:*

1.6A. *Exceed national norms of peer institutions in enrollment, retention, and six-year graduation rates.*

1.6B. *Provide a unified, comprehensive first-year experience that integrates academic and non-academic programs.*

1.6C. *Ensure a smooth, seamless transition for transfer students.*

**A&H Goals:**

1. **Complete articulation agreements with community colleges**

1.6D. *Grow evening and weekend degree programs.*

1.6E. *Aggressively pursue online and hybrid course development to serve students.*

**A&H Goals:**

1. **Clarify distinction between online and hybrid and communicate to faculty**
2. **Develop standards for online and hybrid courses and communicate to faculty**
3. **Explore marketing potential beyond the campus**

1.6F. *Create new undergraduate and graduate majors that attract students, meet state and regional needs, and comply with the college mission; ensure a broad spectrum of course offerings.*

**A&H Goals:**

1. **Eliminate old/obsolete models/programs/courses**

1.6G. *Strengthen the academic profile of both the EOP and general admit full-time freshman cohort.*

1.6H. *Use effective marketing and branding to enhance the academic profile of applicants to the college.*

**A&H Goals:**

1. **Develop marketing, financing and recruitment strategies specific to A&H**
2. **Identify and emphasize aspects of departmental distinctiveness**
3. **Identify and pursue funding opportunities for recruitment scholarships**

1.6 I. *Establish and meet five-year enrollment goals for various student cohorts*

**A&H Goals:**

1. **Establish enrollment goals for A&H through Enrollment Management**

## **2. Cultivate stronger ties with admissions, financial aid and other entities in Student Affairs**

### ***Initiative 1.7: Strengthen the campus presence of graduate studies at Buffalo State.***

#### ***Strategies:***

*1.7A. Use assessment measures to ensure quality of graduate programs.*

#### **A&H Goals:**

##### **1. Initiate graduate program assessment with academic affairs**

*1.7B. Strengthen procedures for collaboration, communication, and consultation among students, the Graduate School, department chairs, and graduate faculty.*

*1.7C. Collaborate with Institutional Advancement and the Research Foundation to seek external funds to support graduate programs, students, and faculty.*

*1.7D. Support current graduate programs to meet student demand and quality of instruction.*

*1.7E. Identify and develop new graduate programs responsive to student and society needs and faculty expertise.*

*1.7F. Analyze the ways in which graduate assistantships can be used to increase the number and quality of graduate students who attend Buffalo State.*

*1.7G. Benchmark retention, time-to-degree, program-completion, and two-year graduation rates against comparable graduate institutions.*

### ***Initiative 1.8: Ensure appropriate levels and ranks of full- and part-time faculty.***

#### ***Strategies:***

*1.8A. Ensure complement of faculty sufficient to achieve institutional mission, to serve the number of students enrolled, and to create the desired intellectual environment.*

*1.8B. Provide effective professional development opportunities and other support for faculty advancement.*

### ***Strategic Direction 2: Expand student, faculty and staff engagement in research, scholarship, and creative activities.***

- *Initiative 2.1: Increase financial support to expand research, scholarship, and creative activities.*
- *Initiative 2.2: Develop infrastructure to strengthen the campus research environment and capacity.*
- *Initiative 2.3: Advance programs, centers and accomplishments that strengthen Buffalo State's national identity in research, scholarship and creative activity.*
- *Initiative 2.4: Support and encourage student involvement in research, scholarship and creative activities.*

### ***Strategic Direction 3: Contribute to the improvement of the vitality of the community, region and state.***

- *Initiative 3.1: Become a regional and state leader in public education.*
- *Initiative 3.2: Become a regional and state leader in economic and workforce development.*
- *Initiative 3.3: Create, expand and strengthen partnerships with cultural, environmental, and community organizations.*

### ***Strategic Direction 4: Strengthen programs and activities that distinguish the college.***

- *Initiative 4.1: Become nationally recognized for a visible commitment to diversity of thought, experience, and values.*
- *Initiative 4.2: Become recognized as a regional, state, national and international leader in arts and culture.*  
**A&H Goals:**  
**Objectives to advance this goal will be developed by A&H departments and added to this section of the plan.**
- *Initiative 4.3: Support distinctive activities and themes for which the college will be widely known and admired.*

***Strategic Direction 5: Promote representative and inclusive governance and superior service to the campus community.***

- *Initiative 5.1: Improve institutional leadership, management and shared governance.*
- *Initiative 5.2: Enhance the effectiveness and responsiveness of administrative operations.*

GOALS

CNS AED A&L COM DES ENG FAR INT MCL MUS PHI THA TFA BC KS TC PAC

**Strategic Direction 1: Engage students in rigorous and transforming learning experiences, both in and out of the classroom, heightening their aspirations and empowering them to succeed as citizens in a challenging world.**

1.1 A	Articulate expectations for high levels of performance.		X		C	C	!	C		X	C	C	C	X	X	X	
1.1 B	Empower faculty with needed tools to establish and maintain the highest level of academic rigor.				X	C		C			C	X		X	X	X	
1.1 B 3	Fully implement assessment in every program.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.1 C	Empower students with needed tools and support to perform at the highest level of academic rigor. Use the five-yr cycle of accreditation and programs reviews to ensure quality and relevance of curricular offerings.					C	C	C				C	C	X	X	X	
1.1 D	Improve Buffalo State's academic profile and academic reputation.		X		C	X	C	C	C	X	C	C	X	X	X		
1.1 E	Infuse active, inquiry-based and collaborative pedagogies into the curriculum.				C	C	!					C	C	X	X	X	
1.2 A	Provide professional development for faculty and staff to enhance skills in active, inquiry-based and collaborative pedagogy.					X				X		C		X	X	X	
1.2 B	Engage an increased number of students in internships, service learning, capstone learning experiences, and similar collaborative initiatives.				X						C			X			
1.2 C	Develop interdisciplinary initiatives (ie:the art conservation program or STEM disciplines) and consider institutional themes (ie:the "City as Curriculum" reflective of academic and institutional distinctiveness.				C	C	X	C	C	N		C	X	C	X		
1.2 D	Improve, strengthen and support advisement as a means of facilitating student retention and progress towards graduation.						X		C			C	C	C	X	X	X
1.3 A	Intensify and support curricular and co-curricular opportunities for student-faculty-staff interaction.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.3 B	Infuse diversity, global issues and different perspectives throughout the curriculum.				X	C					X	C	C		X	X	X
1.4 A	Increase national and international experiences of students.		X		C	C	X	C	X	C	X		C		X		X
1.4 B	Strengthen student involvement with staff and alumni in activities at the college.								C	X		C	X	X	X		
1.4 C	Increase student engagement in workplace or community settings.				X		X		C			C		X			X

GOALS		CNS	AED	A&L	COM	DES	ENG	FAR	INT	MCL	MUS	PHI	THA	TFA	BC	KS	TC	PAC
1.4 E	Implement interdisciplinary themes to enhance learning.					C	X					C	C	C	X	X	X	
1.4 F	Integrate resources of the Burchfield Penney into curricula and programs at the college.		X			X	!				X	C	C	X	X		X	
1.5 A	Increase cross-cultural interaction among students from diverse cultures and racial/ethnic backgrounds.												C					
1.5 B	Create physical spaces that support the integration of academic and social activity and engagement.					C		C				X	X		X			
1.5 C	Employ technology effectively to support instruction and administration.				C				C	X	X		X	C	X	X	X	
1.5 D	Increase student access to support services (Academic Skills, library, computer labs, studios, Information Commons).												C			X	X	
1.5 E	Implement a comprehensive communication plan for students.				X		X		C				C	C	X			
1.5 F	Complete facility improvements to enhance the learning environment and campus life.									X	X		X		X			
1.5 G	Instill in students acceptance of the standards of behavior associated with Buffalo State's "Compact for a Civil and Caring Academic Community".						X						X			X	X	
1.6 A	Exceed national norms of peer institutions in enrollment, retention, and six-year graduation rates.				X		!							X	X			
1.6 B	Provide a unified, comprehensive first-year experience that integrates academic and non-academic programs.								C		X		C			X	X	
1.6 C	Ensure a smooth, seamless transition for transfer students.				X		!								X	X	X	
1.6 D	Grow evening and weekend degree programs.				C										X			
1.6 E	Aggressively pursue online and hybrid course development to serve students.				X		X			X	X		C	C	X	X	X	
1.6 F	Create new undergraduate and graduate majors that attract students, meet state and regional needs, and comply with the college mission; ensure a broad spectrum of course offerings.						C			C	X	C	X	X	X	X		
1.6 G	Strengthen the academic profile of both the EOP and general admit full-time freshman cohort.												C					
1.6 H	Use effective marketing and branding to enhance the academic profile of applicants to the college.						!	X					C	C	X			X

	GOALS	CNS	AED	A&L	COM	DES	ENG	FAR	INT	MCL	MUS	PHI	THA	TFA	BC	KS	TC	PAC
1.6 I	Establish and meet five-year enrollment goals for various student cohorts.				X					X					X			
1.7 A	Use assessment measures to ensure quality of graduate programs.				X		X	X					X		X	X		
1.7 B	Strengthen procedures for collaboration, communication, and consultation among students, the Graduate School, department chairs, and graduate faculty.																	X
1.7 C	Collaborate with Institutional Advancement and the Research Foundation to seek external funds to support graduate programs, students and faculty.					X	X	X										X
1.7 D	Support current graduate programs to meet student demand and quality of instruction.		X			C		C			X				X	X	X	
1.7 E	Identify and develop new graduate programs responsive to student and society needs and faculty expertise.					X	X	X	X		X	C			X	X		
1.7 F	Analyze the ways in which graduate assistantships can be used to increase the number and quality of graduate students who attend Buffalo State.					X	!	X										X
1.7 G	Benchmark retention, time -to-degree, program-completion, and two-year graduation rates against comparable graduate institutions.									X								X
1.8 A	Ensure complement of faculty sufficient to achieve institutional mission, to serve the number of students enrolled, and to create the desired intellectual environment.					C	!	C	X			X	X		X			
1.8 B	Provide effective professional development opportunities and other support for faculty advancement.						!					C	X		X	X		
<b>Strategic Direction 2: Expand student, faculty and staff engagement in research, scholarship, and creative activities.</b>																		
2.1	Increase financial support to expand research, scholarship and creative activities.				X		!			X			C		X			
2.2	Develop infrastructure to strengthen the campus research environment and capacity.									X								X
2.3	Advance programs, centers and accomplishments that strengthen Buffalo State's national identity in research, scholarship and creative activity.						!		C				C	X	X	X	X	

GOALS		CNS	AED	A&L	COM	DES	ENG	FAR	INT	MCL	MUS	PHI	THA	TFA	BC	KS	TC	PAC
2.4	Support and encourage student involvement in research, scholarship and creative activities.				X	C	X	C			X	C	C	X	X	X	X	

**Strategic Direction 3: Contribute to the improvement of the vitality of the community, region and state.**

3.1	Become a regional and state leader in public education.						!						X	X	X			
3.2	Become a regional and state leader in economic and workforce development.						!											
3.3	Create, expand and strengthen partnerships with cultural, environmental and community organizations.					X	!	X	X		X		C	C	X	X	X	X

**Strategic Direction 4: Strengthen programs and activities that distinguish the college.**

4.1	Become nationally recognized for a visible commitment to diversity of thought, experience, and values.						X						C		X		X	
4.2	Become recognized as a regional, state, national and international leader in arts and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.3	Support distinctive activities and themes for which the college will be widely known and admired.					X	X	C					C	C	X	X	X	X

**Strategic Direction 5: Promote representative and inclusive governance and superior service to the campus community.**

5.1	Improve institutional leadership, management and shared governance.						X							X	X	X	X	
5.2	Enhance the effectiveness and responsiveness of administrative operations.						X								X	X	X	

**English dept: "!" represents objectives that they wouldlike to pursue but are not able to address.**

