STRATEGIC PLAN: COLLEGE OF LIBERAL ARTS
UNIVERSITY OF NEVADA, RENO
2019-2024

Mission

The College of Liberal Arts educates and inspires students to be engaged, flexible, and critically literate global citizens. Our students learn to evaluate, synthesize, communicate, experiment, and create in order to produce solutions to a range of known and future problems. Our ambitious, innovative, and community-engaged research and creative work in and across the Creative Arts, Humanities, and Social Sciences focuses on the varied contexts and expressions of the human condition. We aim to create a community of diverse and agile thinkers, makers, and doers who thrive in a challenging, changing world. Ultimately, we seek to better society and elevate humanity.

Introduction

Guiding all areas of our new strategic plan, covering years 2019-24, is a deep belief in the additive and transformative value of diversity and the clear intention of creating a more inclusive and college in which to learn, work, teach, perform, create, and conduct research. This plan will coordinate with directions laid out by the university's strategic plan and core themes of learning, discovery, and engagement. It will also pursue active ways in which to advance and maintain the university's new identity as an R-1 university and its proposed new identities as a Carnegie-Engaged University as well as a Hispanic-Serving Institution. Finally, this plan will help us identify creative ways to engage both the potential and the challenges of growth within our college while also seeking innovative and inspired ways to advance the complex, changing, and vital place of the liberal arts within our university, our local community, the nation, and even the world.

The history of the liberal arts dates back to classical antiquity. The Latin word "liberalis" is associated with freedom; the Latin word "ars" means art or skill. Together the term indicated an educational mission that prepared the student to lead a successful, meaningful, and engaged life. Over time, a liberal arts education has been viewed as the foundation of an educational path that teaches students "how to think critically, communicate clearly, analyze and solve complex problems, appreciate others, understand the physical world, and be prepared to learn continuously so they can work with others and on their own to meet the challenges of the future" (Strauss). With this ambitious goal, it is not surprising that the liberal arts, along with the physical and natural sciences, have been at the core of the general curriculum of most comprehensive universities for generations. They have been viewed as providing the foundation for all professions and not just a single profession. Importantly, the disciplines that compose a College of Liberal Arts do more than simply contribute to the general education curriculum; they also produce new knowledge and methods, generate creative ways of understanding the world, and advance ideas and discoveries that can have lasting "practical" impact in our local, national, and global communities.

Lately, the grand view of the value of a liberal arts education has been questioned; many in our society, including some prominent politicians, have suggested that the purpose of today's college education should be to prepare students for particular professions. In part, this perspective grows out of the reduction of state funding for higher education, which has resulted

in individuals and/or their families taking on greater responsibility for financing their own and/or their family member's college education. Averaged across the nation, state spending per student fell from $8,489 in 2007 to $7,642 in 2017, causing the portion of university budgets that come from student tuition to increase more than 36%, from $4,817 to $6,572, over the same period. In Nevada, state funding for higher education per student FTE was 31% lower in 2017 than in 2008. Understandably, today's students are looking for immediate ways to pay off college debt after graduation. In addition, this perspective about the professional purpose of a college education has developed out of a societal and economic need for graduates trained in the sciences, technology, engineering, and mathematics (the STEM fields). For students who are truly passionate about these fields, including those such as women and people of color who have been traditionally dissuaded from pursuing them, the opening up of the STEM fields has been a tremendous opportunity. In Northern Nevada, our current economic boom has been powered by advanced manufacturing and technology, giving rise to increased recruitment of students into the STEM areas of study and respective careers.

The rise of the STEM and other professional fields (e.g., health sciences) seems, however, to have cost the liberal arts not only reputation but also majors and enrollments. A number of universities have experienced a loss of majors in the liberal arts. Nationally, English and history degrees conferred since 2008 have declined 15% and philosophy degrees by 20% at a time when the number of degrees conferred overall has risen 31%. Interestingly in light of this national picture, our enrollments have not fared so badly. At a 12.9% increase, they have essentially kept pace with the increase in enrollments overall at the university (12.5%) in the past eight years.

From fall 2011 to fall 2019, the number of English majors and history majors in our college remained fairly steady. English added three majors (318 to 321), and History gained 22 (156 to 178). Notably, Philosophy saw an increase in majors by 29% (55 to 78). In the arts, the number of Art majors fell by 7.7% (221 to 204), while Music majors increased by 7% (164 to 176). Our Theatre major also grew (43 to 70 [38.5%]), and we recently introduced a Dance major, which is small but growing (20 students in fall 2019). Our primary growth occurred in the Social Sciences. Anthropology stayed steady (134 to 135), but others grew, sometimes significantly: Communication Studies (85 to 205 [58.5%]), Criminal Justice (661 to 719 [8%]), Political Science (279 to 329 [15.2%]), and Sociology (71 to 96 [27.5%]). Our interdisciplinary degrees such as International Affairs and Gender, Race, and Identity have experienced different fates, with the former losing 18.8% of its majors (181 to 147) and the latter constituting itself in 2018 from a Women's Studies major such that it is too early to tell how it will do in its new format (in Fall 2019, it had 16 majors, including 6 in the former Women's Studies major). When considering these figures and percentages within the context of overall university undergraduate enrollment growth of 12% (student headcount) from 2013-18, our growth is less surprising and declines of any kind are more dramatic.

Graduate enrollments in our college over the last eight years reveal growth in some areas (e.g., the Ph.D. in Anthropology and the M.A. in Communication Studies), steadiness in others (e.g., the M.A. in Sociology) and drops, some significant, in others (e.g., Ph.D.'s in English [35 to 25] and History [11 to 4]). There are complex reasons for some of the declines—including insufficient GA funding—but one reason also has to do with ethical concerns about the inability to place Ph.D. graduates in a depressed academic job market in some of our fields. A question that has emerged nationally around this depressed job market is whether graduate degrees in

these fields might be designed to prepare students for non-academic careers. Given the importance of strong graduate programs to the research mission of our college and the R1 status of the university, this question of non-academic careers related to graduate degrees is one that ought to be considered.

More generally, the contributions of the liberal arts to the general curriculum have often been downsized or eliminated completely. For instance, at some universities, many students no longer are required to learn a "foreign" language. At UNR, students pursuing B.S. degrees are unlikely to have a foreign-language requirement. Given these trends, it's not surprising that from 2013-16, universities and colleges cut 651 foreign-language programs whereas only one such program was eliminated from 2009-13. At UNR, since 2011—after several foreign language areas (e.g., German) were cut during the recent recession—the major in Spanish has grown by 41.7% (105 to 180); the French major has stayed steady (79 to 79) and is actually among the top 10 programs in the nation for graduating majors; and there has been some enrollment growth through minors in Arabic, Chinese, Japanese, and Italian.

While undergraduate enrollments tell one story about the value and relevance of the liberal arts, the responses of businesses tell another as they continue to report their preference for graduates with a strong liberal arts background. The Association of American Colleges and Universities has conducted seven consecutive surveys in which employers have overwhelmingly endorsed "broad learning and cross-cutting skills as the best preparation for long-term career success." The learning outcomes that both executives and hiring managers "rate as most important include oral communication, critical thinking, ethical judgment, working effectively in teams, written communication, and the real-world application of skills and knowledge."

Indeed, there is increasing evidence that the liberal arts are undergoing a resurgence because of a heightened demand for the skills, knowledge, and competencies they are well known for teaching. Even in the tech world, hiring managers are reportedly seeking out liberal arts majors. A recent report by LinkedIn revealed that from 2010-13, "the growth of liberal arts majors entering the technology industry . . . outpaced that of computer science and engineering majors by 10%. Internet or software companies are especially popular—38% of all recent liberal arts grads in tech currently work in this space." Moreover, as automation, robotics, and artificial intelligence take over jobs that humans once performed and create new jobs that were unimaginable as recently as a decade ago, many are predicting that the demand for human talents and so-called "soft skills" will continue to expand. The most valuable employees will be those who combine technical knowledge with human skills and those who are prepared to work empathetically and effectively with people of diverse backgrounds and cultures. According to a recent report on the liberal arts by the American Enterprise Institute, "The right skills depend on the career cluster students are entering, but generally adding practical or technical skills to a liberal arts foundation can enhance the prospects of graduates at time of career entry and drive earnings growth and occupational advancement over time."

Another important factor to consider when envisioning the future of the liberal arts is the way in which students access (or might soon access) higher education. As Gail Mellow, President of LaGuardia Community College, points out, the typical student lives at home to make their degrees more affordable and 40 percent of students work at least 30 hours a week. About 25 percent work full-time and go to school full-time. Only 62 percent of the country's nearly 18 million undergraduates can afford to go to college full-time, and more than 40 percent go to a

community college. Finally, a quarter of today's undergraduates are older than 25 and about the same percentage are single parents. Given these realities, four-year universities and the academic units that compose them need to consider how to increase accessibility, affordability, and flexibility with their programs and degrees. Those who write about future workplaces envision that a large percentage of tomorrow's students will be working adults who will need re-training for their current career or additional education to take on their next career. They will be seeking stackable credentials, and more and more students look for blended learning opportunities, meaning a combination of in-class and online instruction. Another trend is that more students will be pursuing graduate degrees, including short-format credentials such as graduate certificates. How might institutions of higher education and colleges of liberal arts within those institutions prepare to meet the needs of this population?

It is within this local and national context that the College of Liberal Arts at UNR set out to compose a new strategic plan that will position us to provide cutting-edge leadership for UNR and our region and to prepare our undergraduate majors and graduate students—and, more generally, all students at our university—for success. The main motive driving this new strategic plan is how we will develop as a 21st-century College of Liberal Arts that actively promotes the traditional value and relevance of liberal arts degrees—specifically, degrees in the Arts, Humanities, and Social Sciences—and simultaneously reshapes itself, where necessary, to meet the needs of a rapidly changing world and the diverse group of graduates who will drive it.

We are fortunate to be part of a university that has been growing in the last five years not only in terms of student enrollments (which now show signs of leveling off), but also in terms of faculty and staff hires, diversity of our faculty and student body (currently, 19% of our academic faculty and 40% of our undergraduate liberal arts majors are people of color), new academic programs, and new and newly renovated buildings. We have benefited from this growth, even as it has created some challenges, for example, how best to mentor and provide professional resources for a significantly large and increasingly diverse group of lecturers and assistant professors; how to provide more staff support for our academic units; how to increase external funding for research and other needs; and how to provide sufficient funding and training as well as reduce the time to graduation for our graduate students. The plan that follows is an effort to identify and implement best practices for capitalizing on our strengths, to develop workable approaches for addressing our challenges, and to imagine a future in which our college continues to be at the heart of a well-rounded education for all UNR students and prepares our own majors for success well beyond their graduation day.

The plan has been organized around six, sometimes intersecting, themes:

1. Diversity, Equity, and Inclusion
2. Academic Programming and Student Success
3. Research/Creative Activities
4. Outreach and Engagement
5. Marketing and Communications
6. Development and Fundraising

Theme 1: Diversity, Equity, and Inclusion

The College of Liberal Arts is committed to inclusive excellence as a strategy that ensures the highest level of scholarly and creative achievement and social and interpersonal engagement. The college defines diversity as encompassing the broad array of cultural factors, including age, ability, religion, race, ethnicity, socioeconomic status, first generation college status, sexual orientation, indigenous heritage, nation of origin, gender and gender identity, language, immigration status, and veteran status. The college views diversity of representation to be key to its mission of forming a culturally diverse professoriate committed to creating science and art that serves a diverse and increasingly connected global community and educating and readying our students to succeed and contribute significantly as world citizens. Provided below and throughout every section of this strategic plan are objectives that have been established in relation to faculty, staff, graduate student, and undergraduate student recruitment and retention efforts designed to increase the diversity present within the college and to ensure an equitable and inclusive approach to all aspects of college operations and governance.

Goal 1 Metrics		2019	2024	Notes
Student Diversity		3005 undergraduate majors (double majors included, not headcount) 44% students of color (1327) 58% white (1975) 396 graduate students 26% students of color (103) 59% white (252)	Increase percentage of students of color by 5% 49% students of color (undergraduate) 31% students of color (graduate)	
Staff Diversity		35 staff members 71% (25) white 29% (10) people of color 74% (26) women 26% (9) men	Increase number of staff by 5%; increase racial/ethnic diversity of staff by 5%; increase % of male staff by 5%	
Faculty Diversity		243 academic faculty 19% faculty of color (36); 81% white (197) 26 administrative faculty 65% (17) white 35% (9) people of color 65% (17) women 35% (9) men	Academic Faculty 25% faculty of color; 75% white Administrative Faculty - Increase racial/ethnic diversity of administrative faculty by 5% - Increase % of men in these positions by 5%	

Goal 1: Recruit to advance a culture of inclusion and increase the diversity of applicants and acceptances among our students

Strategies and Approaches:

- Reevaluate diversity categories for students and faculty, expanding to include categories that reflect cultural factors identified by Faculty Senate Faculty Diversity Committee.
- Develop CLA Diversity, Equity, and Inclusion Plan undertaken by Associate Dean of Diversity and Inclusion, designated Planning Committee member, designated members from Dean's Advisory Diversity Committee, and additional campus and community members as required by the Dean
- Target LiberalArtsFit opportunities for culturally diverse and underrepresented students.
- Increase recruitment at high schools throughout the state that serve students from cultural groups that are underrepresented on our University's campus.
- Develop "Merit Fellowships" for culturally diverse and under-represented students.
- Review and advocate at the necessary administrative level around potential detrimental impacts of "15-to-finish (semester)" or "30-to-finish (year)" program on the academic success of first-generation and underrepresented students
- Enhance the effectiveness of recruitment efforts by assessing (through the use of data from Entrance/Exit interviews with students of color) and quantifying where possible those variables identified as relevant to students' decision to matriculate at UNR/CLA and/or terminate matriculation prior to degree attainment.

Goal 1 Implementation Timeframe		2019	2020	2024	Notes
CLA Diversity Plan		Develop	Implement		
Encourage Greater Participation in NevadaFit		Develop and Implement. 260 students attended of 441 CLA freshmen. 60 of the 260 were Psych students.	Mandatory for all incoming CLA students		
Develop Merit Scholarships for Underrepresented Students		Develop	Review and Approve	Implement: 20 scholarships per year	Reviewed and Approved by June 2020

Goal 2: Recruit to advance a culture of inclusion and increase the diversity of applicants and acceptances among our faculty and staff

- Train all faculty search committee members regarding implicit bias in hiring and how to conduct diverse, equitable, and inclusive searches.
- Evaluate data-based evidence of underrepresented PhD graduate rates in individual fields to use as targets for increasing diversity among faculty, such that CLA faculty diversity numbers will aim for unit-specific goals, with search committee chair and members responsible for gathering and distributing data to committee and relevant members of the Dean's Office Leadership Team.

- Use targeted/cluster hires to achieve and extend these goals. Ongoing goal to be evaluated across every hiring cycle and across unit.
- Ensure that efforts to increase faculty diversity translate to diverse representation across all faculty contract types and across all roles assumed by faculty members, including administrative positions within the college.
- Provide more structured opportunities for mentoring and professional development of staff

Goal 2: Implementation Timeframe	2019	2020	2021	2024	Notes
Diverse, Equitable, and Inclusive Search Training	Implemented		Evaluate		
Unit-specific Search Goals	Develop	Implement	Evaluate		To be designated a requirement during the 2020-21 hiring cycle
Targeted/Cluster Hires	Develop and Implement		Evaluate		

Goal 3: Foster our environment of inclusivity and engagement for students, faculty and staff

Strategies and Approaches:

Create working groups aligned with affinity and/or cultural groups (e.g., African American, Latinx, Native/Indigenous, Disability, LGBTQ) that have been historically underrepresented in our college and at our university. These working groups will make recommendations to improve faculty, staff, and student recruitment and retention, focusing on removing structural barriers and inequities that impede the personal and professional growth of individuals from these groups.
- Create student diversity leadership positions for underrepresented student interest groups.
- Offer monthly or bi-monthly dialogues on diversity and inclusion.
- Offer all-role trainings that increase student, faculty and staff understanding of the relevance of concepts such diversity, equity, and inclusion to the success of all members of our campus community and to increase cultural competency in negotiating situations in which the college's diversity, equity, and inclusion mission is challenged.
- Track engagement perception of the college in the community (Routine use of email listings for scheduled events to obtain information from community members; use Advisory Board to evaluate strength of current and future programming and to support funding initiatives that prioritize diversity and inclusion in the context of public-facing events.)

Goal 3 Implementation Timeframe	2019	2020	2021	2022-2024	Notes
Create Advisory Working Groups for Improving Recruitment and Retention of Diverse Faculty, Staff, and Students	Develop 1-2 groups	Develop and Implement	Develop and Implement	Develop, Implement	Will develop 1-2 working groups per year. These groups will be interdisciplinary and even inter-collegial. Their existence does not reduce the CLA's intentions to focus on diversity and inclusion more widely throughout the five years of this strategic plan.
Diversity Leadership Positions	Develop	Implement			Undergraduate students and graduate students already identified; committee formed and meetings scheduled by Fall 2020.
Monthly Dialogues	Develop	Implement	Evaluate		Propose topics, identify facilitators, and schedule meetings Fall 2020; meetings to begin Spring 2021
All-role trainings	Develop	Implement	Evaluate		
Track Community Engagement	Develop	Implement	Evaluate		

Theme 2: Academic Programming and Student Success

In our efforts to advance the UNR strategic planning "Theme 1—Learning" and Liberal Arts academic programs overall, the college will plan strategically to advance its three broad, constituent disciplinary areas: the arts (visual and performing); the humanities; and the social sciences. To prepare students for the civic callings and careers of the future, academic programming will focus on the disciplines' cultural habits of mind, research skills, and creative, technical, and/or professional practices that envision and build new "possible worlds." To evaluate the success of college efforts to improve in these areas, the college and the performance of its constituent departments and programs will be held to the metrics articulated below for evaluating the performance of the college as a whole.

Goal 1: Increase enrollments and retention in undergraduate programs as well as graduation rates

Strategies and approaches:

Launch, maintain and develop high-quality undergraduate degree programs taught by a diverse, well-qualified faculty who continually improve the curriculum through assessment and innovation.

- Audit existing programs for performance, using metrics (including possible extension or revision or addition to university metrics)

- Audit existing and new programs for FTE/instruction type/per-student cost to determine return on investment
- Audit existing and new programs for space needs/instruction type to determine efficient/effective use of space and return on investment
- Responsible development and implementation of new programs, use metrics to project
- Invest resources in courses/programming dedicated to diversity, equity, and inclusion

Develop applied learning offerings in each department that assist students in (1) understanding how the skills and knowledge they are acquiring translate to post-graduation options and (2) developing experience that will prepare them for applied career fields and professional success.

Maintain, improve, and develop recruitment to attract a high-achieving and diverse student body.
- Increase recruitment funding
- Develop and promote effective recruiting practices in academic units/programs where recruitment is low
- Develop and promote effective recruiting practices to increase the diversity of undergraduate students
- Improve communications/marketing, with emphasis placed on the use of technology to enhance recruitment efforts beyond urban markets.

Increase undergraduate student retention.
- Increase resources for retention efforts
- Improve advising to decrease time to degree

Goal 1 Metrics (goals by college overall)	2019	2024
Enrollments in college programs (+2% per year)[1]	2430	2673
Retention (+3.4%)	78.7%	84%
Time to degree (+1% completed by benchmark 4- or 6-year)	4-year 29.5%; 6-year 39%	4-year 35%; 6-year 45%
Degrees granted (+2%)	782	798

Goal 2: Increase enrollments in graduate programs

Strategies and Approaches:

Maintain and develop high-quality graduate programs taught by research-active faculty and improve time-to-completion.
- Responsible development and implementation of new programs, use metrics to project performance and potential to increase diversity of student populations
- Increase funding for graduate student support of various kinds (i.e. teaching and research assistantships; see Goal 2 of Theme 3 of this document)
- Increase recruitment funding

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[1] Does not include "migration"—students who change majors and join the college after admission.

- Develop and promote effective recruiting practices to increase the diversity of graduate students
- Investigate the feasibility of offering non-faculty career paths for graduate students
- Invest resources in courses/programming dedicated to diversity, equity, and inclusion
- Improve communications/marketing

Goal 2 Metrics (goals by college overall)	2019	2024
Enrollments in college programs overall (+1% per year)	357	371
Enrollments at doctoral level (+1% per year)	121	126
Enrollments in terminal degree programs	26	31
Degrees granted (+2% per year)	114	123
Graduate Teaching Assistant lines (+1% per year)	204	212
Extramural funding for Graduate Teaching Assistant lines	15	17

Goal 3: Increase the diversity of applicants and admitted students

Strategies and Approaches:

Pursue active ways in which to increase enrollment and retention of a high-achieving diverse student body.
- Responsible development and implementation of new programs, use metrics to project performance and potential to increase diversity of student populations
- Increase recruitment funding (undergraduate and graduate)
- Develop effective recruiting to increase the diversity of undergraduate and graduate students
- Invest resources in courses/programming dedicated to diversity, equity, and inclusion
- Increase resources for retention efforts (primarily undergraduate)
- Improve communications/marketing

Goal 3 Metrics (goals by college overall)	2019	2024
Diversity of students recruited/enrolled at undergraduate level (+1%)	44%	49%
Time to degree (+1% completed by benchmark 4- or 6-year)	4-year 37.3%; 6-year 38%	4-year 45%; 6-year 65%
Diversity of students recruited/enrolled at graduate level (+2%)	43%	48%
Degrees granted for undergraduate students from underrepresented groups (+1%)	348	383
Degrees granted for graduate students from underrepresented groups (+1%)	25	28

Theme 3: Research/Creative Activity Support and Granting

The College of Liberal Arts is committed to supporting and enhancing the research, scholarly, and creative enterprises of its faculty. In an effort to assist faculty members with maintaining active scholarly and professional profiles in their disciplines, CLA will strive to increase grant activity and provide support for grant seekers that includes professional assistance, training and mentoring related to grantsmanship; provide faculty with travel and other funding opportunities; increase GTA support for programs; undertake development and communication initiatives that will promote CLA research, scholarly, and creative activities. To satisfy PHD graduate requirements of the university's R1 classification, it is imperative that the Graduate School provide enhanced funding of current GTA lines and fund additional GTA lines.

Goal 1: Increase/enhance capacity in grant and research/creative activity support

- Hire a Grants and Projects Analyst II and maintain 100% FTE.
- Increase grant activity in CLA. In part, this is tied to the new start-up packages that have an expectation of grant activity.
- Provide support for grant activity through regular workshops, seminars, etc.
- Consistently seek feedback from faculty about grant support; both pre- and post-award.
- Keep faculty informed of grant and award opportunities external to CLA.
- Maintain or enhance the CLA Fellows program in support of research/creative activity development.
- Develop a CLA plan around research/creative activity space that prioritizes needs.

Goal 1 Implementation Timeline	2019	2024
Successful hire of Grants and Projects Analyst position	N	Y
Increase in research expenditures as a result of grant activity	$1,179,250 (FY18)	$1,500,000
Maintain consistent workshops, seminars, training that focus on grant activity	4	4
CLA Fellowship numbers increased	6	8-10
Assessment of start-up package impact through annual report to VPRI	N	Y

Goal 2: Increase graduate assistant support

- Assess the need for graduate assistantships across the college.
- Explore ways that CLA can fund and/or enhance funding for GTA lines.
- Develop a plan that prioritizes CLA's requests for competitive state-funded GTA lines that are apportioned by the Graduate School.
- Provide career services for graduate students.
- Advocate for increased/competitive graduate student salaries.

Goal 2 Metrics	S2019	2024
Graduate teaching assistantships	204	214
Graduate students not funded	173	160

Increase number of grants or extramural sources that fund graduate assistantships	15	17

Goal 3: Increase/enhance faculty travel support

- Maintain or increase current level of support for travel.
- Maintain or increase current level of funding for SCAG awards.
- Provide annual statistics on SCAG funding so that faculty are aware of how SCAG funds are distributed.
- Keep faculty informed of travel support that is available external to CLA.

Goal 3 Metrics	2019	2024
National / International funding	$900 / $1250	$1100 / $1500
SCAGP funding	$5500	$7000

Goal 4: Training and mentoring in support of research and creative activity

- Develop working groups around shared disciplinary/interdisciplinary interests.
- Continue and enhance the CLA Faculty Scholarship and Writing Support program.
- Develop a college-wide mentoring program that covers early- and mid-career faculty, and is inclusive of faculty from all backgrounds.
- Continue the Faculty Development Program with components that focus on research and career progression.

Goal 4 Implementation Timeline	2019	2024
Faculty Development Program regularly includes a variety of training and mentoring opportunities	Yes	Yes
Develop and implement college-wide mentoring program	No	Yes

Goal 5: Engage in development initiatives that support research/creative activity

- Explore opportunities for named professorships, distinguished professorships, or endowed chair positions.
- Seek research/creative activity-specific donations that can fund specific projects, clinics, labs, equipment, studios, etc.
- Explore opportunities for named spaces (laboratories, performance/exhibit spaces)

Goal 5 Metrics	2019	2024
Endowed professorships and chairs	8	10
Named spaces within CLA (UAB only)	28	32

Goal 6: Enhance communication initiatives related to research/creative activity

- Develop and implement communication campaign(s) to highlight the breadth of research/creative activity conducted by CLA faculty and students.
- Push for CLA stories to be included in *Silver & Blue* and other university media.

- Use the CLA website to better communicate and promote faculty research/creative endeavors.
- Explore other types of social media platforms that CLA could use to its benefit (Twitter, Instagram, etc.)
- Make certain that community-engaged research/creative activity is highlighted and widely communicated.
- Assure that all the above is provided in accessible format(s)

Goal 6: Implementation Timeline	2019	2021	2024
Plan for communication campaigns	Develop	Implement	Assess
Develop and use CLA website and social media to communicate and promote CLA endeavors.	Develop	Implement	Assess

Theme 4: Outreach and Public Engagement

Strengthen community ties, university relations, access to higher education, and outreach efforts to diverse communities by developing innovative and engaging public programming. Expand and improve the quality and quantity of outreach and public engagement activities, especially those that align with the UNR Strategic Plan, the university's goal of becoming a Carnegie-engaged university, and our efforts to advance diversity goals. Facilitate global communities and support initiatives that have global, international, interdisciplinary, and collaborative approaches.

Strategies and Approaches:

Goal 1: Assess the extent and effectiveness of current CLA outreach and public engagement programs and activities. Create assessment tools and obtain feedback from those participating in the following:

- Service learning courses and internships offered by various departments (e.g., English, GRI, Communications Studies, WLL)
- Degree programs that have a public engagement component (e.g., the M.A. in Public Engagement offered in English and the Shared History Program in History).
- Exhibitions, concerts, and performances (Music, Art, Theatre, and Dance all stage numerous performances and exhibitions every year).
- Public lectures, readings, and discussions given by faculty from various departments and offered locally, nationally, and internationally.
- Guest speakers and artists that are invited from various departments to participate in local events on and off campus, such as the Nevada Humanities Literary Crawl (CH and English) and Artown (Art, Music, Theatre, Dance).
- K-12 outreach programs (e.g., the English MFA Summer Youth Writing Program, Communications Studies debate teams, the Reno Jazz Festival, the Lake Tahoe Music

Camp for middle and high school students; the WLL Summer Chinese Language Program for WCSD students, and the Criminal Justice mentoring program for youth.

Goal 1 Implementation Timeline	2019	2020	2021	2022	2023/2024
Service learning courses and internships	Develop, review & approve	Implement	Evaluate		
Degree programs that center on public engagement	Develop, review & approve	Implement	Evaluate		
Public lectures, readings, and discussions by faculty	Develop	Review & approve	Implement	Evaluate	
Guest speakers and artists	Develop	Review & approve	Implement	Evaluate	
K-12 outreach programs		Develop programs in all three divisions of the college	Review & approve	Implement	Evaluate

Goal 2: Clarify the definition of, and expectations for, outreach and public engagement.
- Create an outreach and public engagement committee comprised of faculty tasked with clarifying what qualifies as outreach and public engagement activity for pre-tenure faculty, post-tenure faculty, and for faculty serving as department/program/center chairs and directors.
- Develop clear guidelines and tools for faculty members to document and report outreach and public engagement activities to chairs and directors, and in evaluation materials.
- Develop and institute a consistent method for chairs/directors to report outreach and public engagement activities on an annual basis.
- Reward faculty for developing and participating in public engagement activities; ensure these efforts are recognized and valued beyond traditional forms of service.
- Prioritize diversity, equity, and inclusion in outreach and public engagement efforts.

Goal 2 Implementation Timeline	2019	2020	2021	2022	2023/2024
Clarify what qualifies as outreach and public engagement activity.	Develop, review & approve	Implement	Evaluate		
Develop clear guidelines and tools for faculty to document and report outreach and public engagement activities.	Develop	Review & approve	Implement	Evaluate	
Reward faculty for developing and participating in public engagement activities.		Develop, review & approve	Implement	Evaluate	
Prioritize diversity, equity, and inclusion in outreach and public engagement efforts.	Develop	Review & approve	Implement	Evaluate	

Goal 3: Develop strategic campus and community-based outcomes for outreach and public engagement activities.

- Clarify the expected outcomes from planned events and activities. Use metrics to evaluate outcomes (number of people who attended, demographics, impact, follow-up, etc.)
- Ask students, faculty, and members of the community about their needs and the type of programming they would like to see. Invite them to assist with programming and develop programming that addresses their needs and interests.
- Create an outreach and public engagement advisory board, with members from CLA and various campus and community groups participating, so that CLA outreach and public engagement could be better focused on the specific needs of targeted communities.
- Develop goals for increasing and improving outreach and public engagement activities for diverse populations.

Goal 3 Implementation Timeline	2019	2020	2021	2022	2023/2024
Clarify the expected outcomes from planned events and activities.	Develop	Review, approve & implement	Evaluate		
Ask students, faculty, and members of the community about their needs and the type of programming they would like to see.		Develop	Review, approve & implement	Evaluate	
Create an outreach and public engagement advisory board.	Develop, review & approve	Implement	Evaluate		
Develop goals for increasing and improving outreach and public engagement activities for diverse populations.	Develop	Review & approve	Implement	Evaluate	

Goal 4: Expand outreach and public engagement efforts.

- Develop a comprehensive approach to conducting outreach and public engagement. Besides the campus community (students, faculty and staff), develop community listservs and hold more events off campus (especially for K-12 students). Outreach and public engagement planning should target all of these audiences simultaneously for key events and activities.
- Obtain information from the audiences who attend public events. Organizers should obtain contact information and feedback from as many audience members/participants as possible in order to invite them to future events and to maintain open lines of communication.
- Maximize the potential of the new University Arts Building and its literal and interdisciplinary connections to other arts spaces on campus, including those in Church

Fine Arts, to invite the community (including K-12 students) to campus for engagement with the visual and performing arts.

- Make better use of off-campus venues, like the Redfield Campus, or venues in the Reno/Sparks community. Organizers should program events in strategic locations in the community (e.g., high schools in low-income neighborhoods or venues in Sparks or near Wells Avenue).
- Develop a plan for outreach to diverse communities, especially to underserved and underrepresented populations, that includes innovative programming (e.g., programming in the community in languages other than English, outreach to prison populations, and diverse cultural events).

Goal 4 Implementation Timeline	2019	2020	2021	2022	2023/2024
Develop a comprehensive approach to conducting outreach and public engagement.	Develop	Review & approve	Implement	Evaluate	
Obtain information from the audiences who attend public events.		Develop, review & approve	Implement	Evaluate	
Make better use of off-campus venues; program events in strategic locations in the community.		Develop, review & approve	Implement	Evaluate	
Develop a plan for outreach to diverse communities that includes innovative programming.	Develop	Review, approve & implement	Evaluate		

Goal 5: Collaborate with key stakeholders on campus and in the community.
- Identify key stakeholders on campus (e.g., The Center, Every Student. Every Story) and in the community (e.g., Nevada Humanities).
- Communicate and collaborate with campus and community organizations that share CLA values and interests in programming to prevent/mitigate competition for audiences and audience "fatigue."
- Create mechanism for departments and programs to coordinate their activities with CLA development personnel. CLA development officers will help direct marketing by coordinating with the UNR Foundation to create targeted mailing lists of alumni, the campus community, the community at large, and donors.
- Ensure key stakeholders represent a broad spectrum of constituents and diverse communities, especially those that serve underrepresented populations

Goal 5 Implementation Timeline	2019	2020	2021	2022	2023/2024
Identify key stakeholders on campus and in the community.	Develop, review & approve	Implement	Evaluate		

Communicate and collaborate with campus and community organizations that share CLA values and interests in programming.	Develop, review & approve	Implement	Evaluate		
Create mechanism for departments and programs to coordinate their activities with CLA development personnel.	Develop, review & approve	Implement	Evaluate		
Ensure key stakeholders represent a broad spectrum of constituents and diverse communities.	Develop	Review & approve	Implement	Evaluate	

Goal 6: Facilitate outreach to and engagement with global communities on and off campus and support initiatives with global and international perspectives.
- Work closely with units on campus to create and support global communities and diverse learning environments.
- Support research initiatives and create working groups that have global contexts, including those occurring through the Ozmen Institute for Global Studies.
- Incentivize faculty and graduate students for engaging in research or teaching initiatives that have global and international perspectives.
- Prioritize and expand global initiatives that center on a social justice framework and have an interdisciplinary and/or collaborative approach.

Goal 7 Implementation Timeline	2019	2020	2021	2022	2023/2024
Work closely with units on campus to create and support global communities and diverse learning environments.	Develop	Review, approve & implement	Evaluate		
Support research initiatives and create working groups that have global contexts. including those occurring through the Ozmen Institute for Global Studies	Develop	Review, approve & implement	Evaluate		
Incentivize faculty and graduate students for engaging in research or teaching initiatives that have global and international perspectives.	Develop	Review & approve	Implement	Evaluate	
Prioritize and expand global initiatives that center on a social justice framework and have an interdisciplinary and collaborative approach.	Develop	Review & approve	Implement	Evaluate	

Theme 5: Marketing and Communications

Marketing and communications is central to the College's brand and enhancing and promoting awareness of our College. Although all College faculty and staff contribute through their accomplishments to building and maintaining an excellent image, College-specific marketing and communications staff help to facilitate and oversee the efforts of improving "brand" awareness and image throughout the college and beyond. Marketing and communications plans and contributions are integral to helping all departments and programs reach their goals of recruitment and retention, promotion of research and student success, connection to the community, and continued elevation of their reputation.

Strategies and Approaches:

Goal 1: Assist in recruitment by developing professional materials (brochures, video, etc.) that showcase the resurgence of the liberal arts in the 21st century and the ways in which our college is responding to the need for liberal arts education, research, engagement, and student success In so doing, pay particular attention to focusing on the first goal outlined under Theme 1, Diversity and Inclusion of increasing the diversity of applicants and acceptances among our students.

Metrics: See Theme 2 (Academic Programming) for numbers related to enrollment, etc.

Goal 2: Tell the stories of the College to more people and in more venues. For example, tell the stories of our amazing students, share the achievements of our faculty and staff, etc. with a commitment to reinforcing the importance of our research and creative contributions, the successes of our students and staff, and advancing a culture of inclusion and promoting diversity (as discussed in Theme 1, Diversity and Inclusion). Increase the audiences for these stories and their impact.

Metrics:	2018	2024
Increase number of CLA stories in Nevada Today	62	70
Increase unique website visitors	573,378	602,000

Goal 3: Communicate more extensively and effectively with the local community; invite the public to more College events and promote news about the involvement of CLA faculty, staff, and students in activities of the community and beyond.

Metrics:	2018	2024
Increase the number of people attending CLA events	Approx. 50,000	51,500
Increase the number of stories about CLA students and colleagues working in/with the community	Develop	At least five stories each semester

Goal 4: Produce, maintain, and regularly update a College Marketing and Communications Plan. Within that plan, ensure that we are conforming to the goals described in Theme 1, Diversity and Inclusion.

Metrics: Implementation Timeline	2019-20	2024
Marketing and Communications Plan in place	Develop	Yes

Goal 5: Annually assess our needs for communication, marketing, and public relations, and build an effective and creative in-house team for delivering on these needs

Metrics: Implementation Timeline	2019	2024
Graphic designer on staff	No	Yes

Theme 6: Development and Fundraising

Reductions in state funding for higher education have led to increased reliance on private philanthropic support to accomplish the College's goals and objectives. Towards this end, "Theme 6 – Development and Fundraising" addresses how the College will plan to build, and sustain, a robust pipeline of support. To the extent possible, fundraising priorities should always be derived from overall College goals and objectives. While the majority of fundraising falls on the shoulders of the Dean and CLA major gift officers, all members of the College play an important role in engaging alumni and friends, securing philanthropic support, and ensuring proper use and stewardship of donor funds. The goals and metrics identified below will be used to evaluate the success of College efforts to improve in these areas.

Goal 1: Solicit and secure funding and resources necessary to make progress on College priorities.

Solicit and secure major gifts (>$10,000).
- Establish annual College fundraising goals/priorities from the objectives set forth in this strategic plan (updated annually in separate document).
- Proactive major gift fundraising should be tied to established College priorities; development opportunities not consonant with College priorities should be approached selectively so as not to unnecessarily burden faculty or staff.
- Ensure regular communication with departments and programs to maintain up-to-date knowledge on overall funding needs so as to be able to match donor interests with relevant needs in the College (responsive fundraising).
- Collaborate with relevant stakeholders to cultivate, solicit, and steward major gifts.
- Encourage planned giving to build sustainable source of funding for the College in the future.

Encourage and support departments with pursuing non-major gift fundraising at the departmental level.
- Pilot crowdfunding platform; assess effectiveness; implement on larger scale (if effective)
- Train departments on process/procedures for annual solicitations. Implement 4-5 annual solicitations each year for specific fundraising programs or projects.
- Continue to advocate for improvements in University's online giving system to improve donor ease and experience

Goal 2 Metrics	2018	2024	Notes
Generate fundraising priorities document by July 1 each year			

Generate $1.5M in new funding annually consistent with our priorities	$1.5M	$1.5M	Total new funding through 2024 >$7.5M
Increase # of endowments (+ 3-4 annually)	167	182	
Increase annual donor scholarship funding (+3% annually)	$647,600	$750,745	
Pilot Crowdfunding platform	2 projects	TBD	Evaluate effectiveness after first year, then set goals
Document at least 2 new planned gifts each year	1 (so far)	2/year	Total new planned gifts = 10 *asking for overall # of PG for CLA so far, but don't have figure yet
Submit at least 48 major gift proposals (>$10K) each year (24/DOD)*	43	48	This number may change depending on # and level of development officers

Goal 2: Enhance engagement with College constituencies (alumni, faculty, friends, and donors) to cultivate a robust pipeline of supporters to further the College's mission.

Increase and enhance alumni engagement.
- Reconnect with alumni outside northern Nevada
- Identify opportunities to engage alumni and encourage connection to the college (i.e. alumni receptions in other locations, CLA-specific tailgate, invitations to departmental/college events)
- Track data on alumni outcomes and share stories of success (should also be in student success category)
- Identify opportunities for regular communication with alumni and friends, such as bi-annual e-newsletters, annual reports, etc.

Strategically plan fundraising/friendraising events to ensure maximum ROI.
- Revisit/freshen format and structure of Great Conversations events
- Enhance flagship events for CLA (i.e. Forum for Excellence, Power of Diversity speakers) to ensure maximum reach and impact
- Develop and maintain comprehensive College event calendar to facilitate planning
- Identify and cultivate prospective event sponsors in the local community
- Approach event opportunities selectively so as to not unnecessarily burden and monopolize time and resources of development staff. When possible, utilize existing events for engagement and cultivation.

Enhance and maximize the role of the CLA Advisory Board to encourage members to be advocates, partners, and investors to the College of Liberal Arts.
- Provide opportunities for input and task-specific support
- Strategically seek advice from board members on areas of knowledge/interest/expertise
- Work closer with Board Chair and Executive Committee on the development of meeting agendas
- Increase size of advisory board to maintain a goal of at least 20 members; increase diversity

- Facilitate opportunities for board members to become involved and build relationships with departments of interest
- Bring new faculty to present to board, when appropriate

Goal 1 Metrics	2019	2024	Notes
Travel to meet with alumni outside Northern Nevada at least 4 times per year	2	4 trips per year	
Communicate with all CLA alumni twice per year to build connection	2	2	Dean's newsletters, magazine, event invitations, etc.
Encourage participation in senior Class giving (# of participants + total raised)	Pilot year		Set goals based on 2019 pilot baseline
Increase # of Great Conversations subscribers/attendees	8.5	15	
Host one outreach-focused event per year (i.e. Forum for Excellence or Diversity Speaker Series)			
Increase membership on CLA advisory board by +1 each year	16	20	
Achieve 100% board giving	94%	100%	

Goal 3: Improve and prioritize donor stewardship as an integral part of the development process.

Improve financial management of gift accounts
- Improve communication between development team and department chairs and administrative support staff to ensure proper gift spending and administration.
- Train administrative staff in departments on foundation gift account policies and procedures.
- Ensure that relevant staff have access to fund agreements.
- Develop systems to communicate annual spending allowances on endowed funds to each department to facilitate advanced, strategic planning and use of donor funds.
- Develop systems to ensure that funds which require automatic reinvestment are managed accordingly.

Involve chairs, directors, and faculty in donor cultivation and stewardship
- Provide workshops, trainings, and progress reports for department chairs so that they can increase stewardship of donors.
- Make strategic introductions between key donors and faculty/chairs to enhance or maintain relationships
- Involve and highlight faculty in development opportunities (such as featured speakers)

Improve/increase communication between College/departments and donors to report impact of gifts
- Seek opportunities for donors to meet recipients of their scholarships or awards (i.e. departmental receptions, donor lunches/coffee, etc.)
- Develop system to report spending on operating funds, not just scholarships

- Develop a donor stewardship calendar to systematize processes for regular donor updates

Goal 3 Metrics	Notes
Development officers to meet with new Chairs/Directors within 2 months of start date and annually thereafter	
Achieve 100% compliance for donor agreements with reinvestment clauses	
At least 95% College award rate for donor-funded scholarships	*need to determine baseline data
Offer at least one development-focused workshop annually for faculty and staff	
Create and maintain google calendar for donor stewardship activities	
By 2020, develop process to notify department Chairs of any gift > $1,000 so handwritten thank you can be sent	
By 2020, set up Nevada Box folders for each department for access to fund agreements	

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