

CHASS Alignment with University Strategic Plan (2013-2017)

This document intends to describe where the College of Humanities and Social Sciences has been, and where we plan to head, with respect to the university’s strategic plan. The document is organized into sections addressing our efforts and our vision for the future.

Contents

- CHASS Alignment with University Strategic Plan (2013-2017) 1
 - Strategic Planning efforts in years 2008-2012 2
 - Mission and Vision 4
 - Goals 5
 - Goal 1: Enhance the success of our students through educational innovation 5
 - Goal 2: Enhance scholarship and research by investing in faculty and infrastructure 7
 - Goal 3: Enhance interdisciplinary scholarship to address the grand challenges of society 11
 - Goal 4: Enhance organizational excellence by creating a culture of constant improvement 13
 - Goal 5: Enhance local and global engagement through focused strategic partnerships 15
 - Strategic Actions: Internal Resource Realignment, New Resource Allocation Requests, and Metrics for Evaluating Success 19

Strategic Planning efforts in years 2008-2012

Leadership within CHASS has been actively encouraging engagement in the development of and response to the university's strategic plan for more than four years. Various mechanisms have been used to engage our faculty, staff, and students in contributing to the university's strategic planning enterprise, and to respond to the strategic plan adopted by the Board of Trustees in April 2011. These activities include, but are not limited to, the following:

- The dean instituted a monthly "coffee with the dean" beginning in fall 2008 and continuing through the present. Hosted in different buildings housing college departments on a rotating basis and deliberately informal, the meetings nonetheless focus on various themes related to strategic planning, such as the role of undergraduate vs. graduate education, interdisciplinarity in undergraduate education, graduate programs and research, etc.
- Leaders from our college participated in every aspect of the university strategic planning, from the Committee to Plan (Walt Wolfram) to at least one representative on each of the task forces.
- During the university strategic planning process, the dean convened members of the various task forces twice each semester to understand the progress and nature of the strategic plan, and to begin crafting the college's response to the plan.
- As a consequence of regular meetings throughout the process, the writing team for the college (composed of CHASS representatives from all the strategic plan task forces) crafted draft principles in anticipation of the final version of the report. Therefore, we were engaged in a recursive cycle of both shaping and responding to the strategic plan.
- The strategic plan was the focus of CHASS faculty meetings in spring 2011, fall 2011, spring 2012, and again in spring 2013 as described below.
 - In fall 2011, the dean directed all CHASS departments/units to hold a discussion of how their department would respond to the strategic plan, and then asked units to share the fruits of their discussion with the college leadership team.
 - In the fall 2011 all-college faculty meeting, a number of ideas for how the college might best respond to the university's strategic plan were identified.
 - Following the meeting, the dean created and circulated a formal survey of all faculty and staff in spring 2012 via Qualtrix survey technology asking respondents to rank the importance of the ideas generated at the fall 2011 meeting.
 - The dean shared survey results with all faculty ten days prior to the spring 2012 all-college faculty meeting (available upon request), and made discussion of priorities for the college response the focus of the spring 2012 faculty meeting.
- The dean used his 2X/semester "brown bag with the dean" (to which about 20 students are invited; 10 at random, and 10 from our leadership ranks) to discuss the strategic plan, share the college's responses, and solicit their thoughts about the process and outcomes.

Creation of Task Force in 12-13

Dean Braden appointed a committee with representation from each of the college department and units and appointed Associate Dean Gallagher as the convener. The committee was assembled and charged by Dean Braden on February 22, 2013.

- CHARGE: In response to the Provost's request for college faculty and administration across the university to give careful consideration regarding how they are aligning with the university strategic plan, prepare a document to be presented at the Spring CHASS faculty meeting, April

15, 2013. The document should be a statement of ideas about places where we can make important, and potentially unique, contributions to the university's mission and strategic plan.

- **PROCESS:** The committee met 4 times between Feb. 22 and April 8. The committee considered the college's 2012 response, departmental strategic plan responses, a report on doctoral trends in the humanities, and university, college, and departmental initiatives. Between meetings, committee members provided information about academic and research initiatives, partnerships within and across colleges and community, and formulated ideas.
- **GUIDING PRINCIPLES:** The committee used the following guiding questions/organizing principles in developing the report:
 - In which areas do CHASS faculty and students already participate in unique and important ways where investments could be leveraged to further enhance and build college and university strength?
 - In which university cluster areas could CHASS participate more centrally?
 - In which strategic/intellectual areas is CHASS on the leading edge, such that further support would open up new opportunities and partnerships for the college and the university?
 - What are some of the "Big Ideas" of interest to CHASS faculty; who are the possible partners for pursuing these areas through teaching, research, program development; and what is the relationship to university, and to departmental, strategic plan goals?

Culmination of TF report

CHASS has made significant strides in the last three years in a) enhancing the success of our students by implementing an integrated enrollment strategy, developing/enhancing college (and university)-wide high impact learning experiences, and improving throughput of students, b) enhancing interdisciplinary scholarship and research by growing interdisciplinary graduate programs and enrollments and increasing external funding efforts, and c) improving efficiency of business operations, as detailed below. The task force report thus focused on providing a framework to guide strategic efforts and investment going forward. (A copy of the report is available at:

http://www.chass.ncsu.edu/documents/faculty_meetings/Spring_2013_Planning_Committee.pdf)

Three major areas of focus were recommended for continued and future investment:

1. **Digitization in the Humanities and Social Science**, specifically the methods, ideas, and opportunities engaged through **Digital Humanities** and the use, impact, and methods of **Big Data** within the rubric of New Media.
2. **Global Connections: Populations, Cultures and Mobilities**, specifically social scientific approaches to **demography, immigration, and communities**, particularly in reference to **Latina/Latino** populations, and humanistic studies of **cultural flows and social practices**, particularly in and around the **Atlantic, the Asia-Pacific Rim, and the Middle East**.
3. **Science, Technology, and Society**, specifically focusing on the social scientific and humanistic facets of **Health and Wellbeing**, including **Aging, Public Understanding of Science, Food Studies, and Forensic Sciences**. Additionally, build on existing strengths in STS, including **energy and environment, safety and security, science and technology ethics, science and technology policy, , public communication and understanding of science, and risk evaluation and communication**.

Guiding Principles for Investment:

- Invest in existing doctoral programs (faculty lines, assistantships, fellowships, etc.) even as we pursue targeted growth through additional doctoral concentrations, areas of emphasis, program development in line with the 3 focus areas identified above.
- Invest in an internal institute (or similar mechanism) to bring together scholars from the humanities and social sciences to explore focus areas, and to learn about different approaches and initiatives. Use this mechanism as the basis for grant getting, proposal development, pedagogical innovation.
- Pursue a better balance between common, college-wide programming of “lightning rod events” and department specific programming, perhaps using a “block grant” model for program support/funding.
- Continue to pursue a funding model for growing faculty and programs that requires departments and units to leverage existing resources.
- Pursue more space as it opens up around campus and the re-purposing of existing spaces in creative ways.

Refinement of TF report

Deans and Department Heads discussed and critiqued the task force’s report at the May 2013 meeting. This report is the culminating effort to incorporate elements of the task force report into a coherent, three- to four-year strategic resource plan.

Mission and Vision

- The College of Humanities and Social Sciences will continue to develop its capacity to contribute to the doctoral, research extensive role of NC State University within the UNC system via continued emphasis on an excellence in student success, development of faculty scholarship and research, expanded number and range of graduate students and concentrations of study, interdisciplinary research addressing the grand challenges of society, development and support of strategic local and global partnerships, and a commitment to continuous improvement of operations and the college environment.
- Near-term emphases for helping the campus to achieve those goals include:
 - Building the structure and capacity for the PhD in Public History so that it can admit its first cohort of students in Fall, 2014.
 - Continuing to develop interdisciplinary capacity for digitization in the humanities and social sciences, particularly with an emphasis on Big Data and how to leverage our capacity for analytics with advances in digital humanities.
 - Global Connections: Populations, Cultures, and Mobilities to enhance our capacity, and that of the campus, to understand the social and cultural aspects of globalization and how they mediate and define our understanding and response to society’s grand challenges.
 - Science, Technology, and Society and how the intersections among those domains influence grand challenges, particularly with regard to well-being, aging, food studies, and forensic sciences. Additionally, we will sustain and develop our strengths in energy and the environment, safety and security, and the ethics and policy of science and technology.
 - Building our capacity to enhance undergraduate student success for students admitted to our college and to others, and to continue to contribute to university goals for graduate student growth through student support, creative use of space resources, and sustained growth of tenured/tenure track faculty.

Goals

Goal 1: Enhance the success of our students through educational innovation

Undergraduate

In line with the college's commitment to undergraduate education as the foundation of our University's mission, we have focused our attention and leveraged our resources to pursue the following academic affairs efforts and innovations:

- **College-wide implementation of CODA** (and CODA pilot) and related changes in intra-campus transfer evaluation process allowing more students to be considered for entrance into CHASS majors/departments and more accurate and comprehensive intra-campus data collection and evaluation.
- **Improve participation and quality of annual undergraduate program assessment** and sustain 100% participation in both undergraduate and graduate program assessment activities. We have demonstrated improvement over a two year cycle of assessment in regard to quality of assessment efforts and in decision making tied to assessment activities; we will seek to sustain these efforts.
- Sustain our success in having DUPs serving on the college Undergraduate Committee and Academic Affairs staff in four **new pilots/initiatives related to undergraduate student success/excellence in teaching and learning:**
 - Undergraduate research awards and mentoring (first round of college awards was awarded in Spring 2013, 15 projects, 10 departments represented, total awarded \$15,000). Applied for and received a grant from the NC State Foundation for \$22,000 to fund 2013-14 awards.
 - Advising Workshops developed by the CHASS Advising Support graduate students. In consultation with directors of advising and directors of undergraduate programs, developed and delivered workshops on study skills, transition issues, giving presentations and more. Based on student feedback, developed an IDEA grant proposal for expanding access to workshops in the future.
 - Sustain/expand Maymester pilot, May 2013. 9 tenured/tenure track faculty applied and were selected to teach intensive three week courses for approximately 77 students. Hosted a Maymester workshop for Maymester faculty with Dr. Julia Wood, Lineberger Professor of Humanities Emerita, UNC, on Maymester pedagogy and developed a three-pronged assessment strategy for the pilot.
 - CLASS EVAL pilot (to be implemented in Fall 2013). Worked with a subcommittee of DUPS and UPA Staff and representatives from the University Evaluation of Teaching committee to develop a pilot for testing the impact on response rates of synchronous vs. asynchronous completion of the on-line CLASS EVAL instrument.
- **Successful alignment of the college/university enrollment plan with college recruitment and retention activities**, including the following new programs/program enhancements:
 - High achievers dinner/reception for academically outstanding prospective students and parents.

- Alumni panels for new student orientation sessions (enhancement of existing college portions of the summer orientation program for incoming students)
 - Incorporation of incoming transfer students into CHASS Welcome Week activities/Summer Common Reading
 - Development and recognition of advisors and advising capacity for undergraduates including consistent, strong representation/participation from CHASS advisers in the Advisers Development Institute, consistent recognition of CHASS advisers (both faculty and professional advisers,) and directors of advising, at the university-wide and national levels, utilization of trained graduate students in the CHASS advising support center for “intrusive” advising.
 - CHASS FEST – signature event for CHASS students and faculty, partnership between college Academic Affairs, CHASS Student Council and CHASS faculty/departments, April 2013. Featured learning games and activities associated with CHASS majors, music provided by the Campus radio station, and strong faculty and student participation.
 - CHASS participation in Packapalooza
- **Sustain our partnership between CHASS and the Global Village/living learning communities** through postdoctoral teaching scholar’s participation in all aspects of Global Village life, including teaching a section of IS 200 in the Alexander Global Village seminar room, Presentations by CHASS faculty for Global Village residents during 2012-2013, Mock UN for Global Village residents, meetings to assess current partnership and to explore additional partnerships and opportunities between living learning villages and CHASS faculty/students.
 - **CHASS First Year Course:** inquiry guided introduction to the intellectual life of the college featuring CHASS faculty research/scholarship, presentations and interdisciplinary inquiry in addition to transition topics and support for incoming students. Follow-up assessment of the course demonstrates significant impact of the course on retention, gpa, identification with the college/major, higher involvement in college and campus life. The course was successfully reviewed for inclusion on the GEP Interdisciplinary Perspectives list starting Fall 2013.
 - **College Diversity Initiatives:** We hired Joseph Johnson, Coordinator of Student Diversity in September 2012 which contributed to the following: participation in/representation at Pack Preview admission events; Fall 2012 panel on research focused on diverse populations; advising and support for students of color; re-invigorated CHASS Multicultural Student Association; implementation of CHASS Fest; college presence at 40 university and college diversity and recruitment events; development of diversity page on CHASS website; collaboration with OIED on classroom climate strategies for faculty; development of pilot project to address unintended bias in graduate admissions. We anticipate sustaining and building on his efforts.

Graduate

We will capitalize on the university’s strategic plan, which entails holding undergraduate enrollment steady, implementing the trimmed down general education program (the GEP), admitting more external

transfer students by growing our research, graduate, and doctoral enrollments. The college production of undergraduate student credit hours (SCHs) has decreased somewhat at the same time as the college has successfully served larger numbers of internal transfer students and graduated larger numbers of bachelor degree holding students. This shift has enabled the college to reallocate existing resources to growing graduate programs and enrollments, emphasizing interdisciplinarity and innovation:

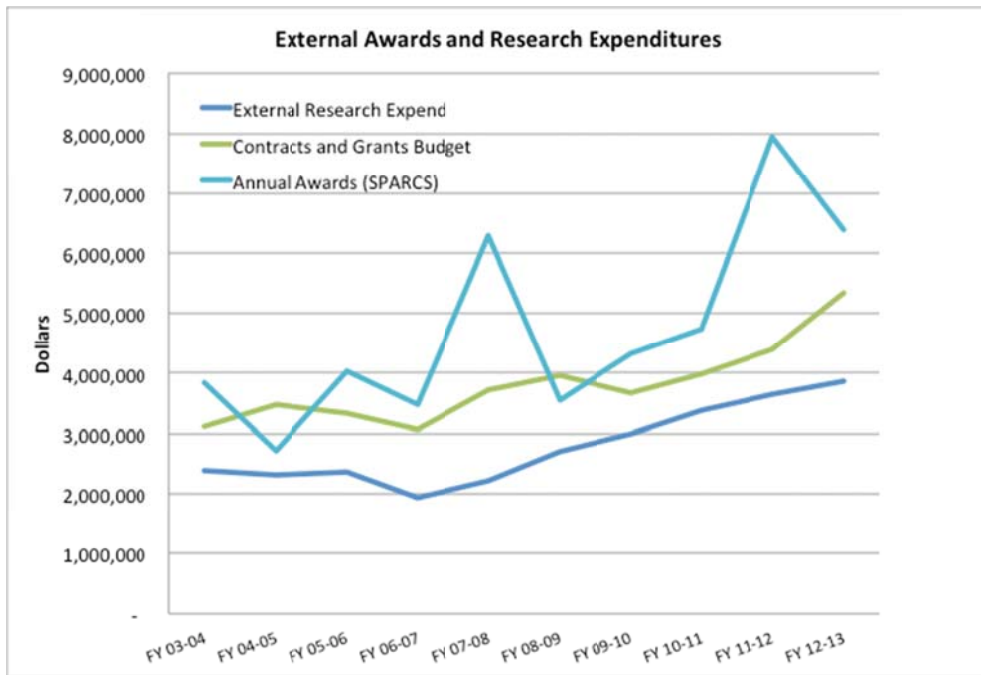
- **Establishment/implementation of a joint graduate certificate DE program.** The Graduate Certificate in Professional Communication and Managerial Skills is a partnership between the Communication Department and the College of Management and will be administered by the CHASS dean's office. It will serve the needs of students enrolled in PSM programs at NC State and across the system.
- **Establishment of a Sociolinguistics Concentration** in the doctoral program in Sociology. First cohort of students will be admitted in Fall 2013. At least half of the cohort will be funded externally.
- Permission to establish a **doctoral program in Public History. UNC BOG unanimously approved on June 14, 2013.**
- Permission to plan an interdisciplinary **doctoral program in Forensic Sciences.** Concept approval by the Council of Deans, Spring 2013.
- Preliminary planning/development of **Digital Humanities graduate certificate** in conjunction with partners from UNC and Duke.
- Preliminary planning for **masters or doctoral concentrations** in Digital Humanities, STS, Public Understanding of Science and Technology as related to the 3 focus areas in the college strategic plan task force report.
- **Engaging faculty and doctoral students in the interdisciplinary IGERT program** focused on genetic engineering and society.

Goal 2: Enhance scholarship and research by investing in faculty and infrastructure

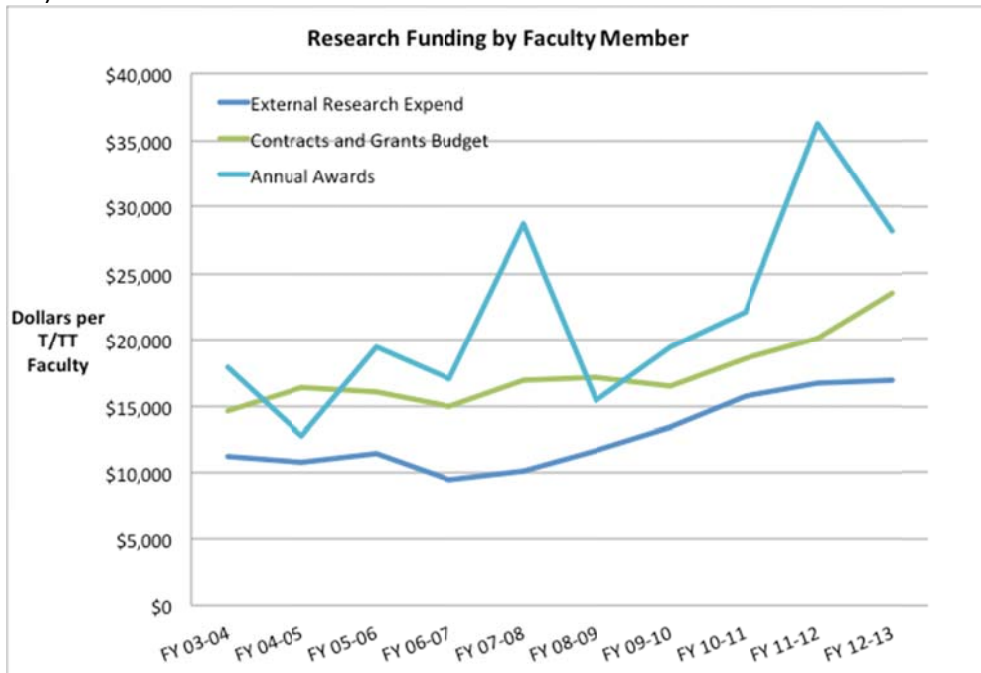
Our goals within this domain include the following:

Sustain growth in financial Measures of Recent Success

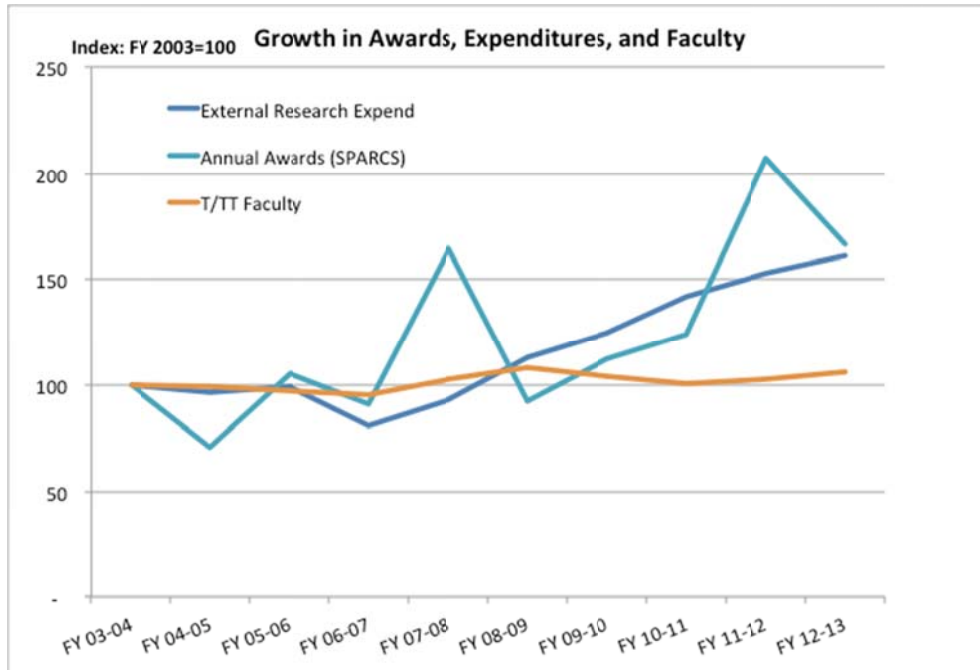
- CHASS extramural funding has grown since FY 2003, with a continuous upward trend in expenditures from external funding sources since FY 2006-7. This is the preferred measure of external funding success, since it tends to smooth the jagged pattern in actual awards, the data for which encompasses awards to be spent across one to three or more years even as the value of the award is "booked" in one year. Even then, the annual and three-year moving average for extramural funding continues to grow. The college has set a goal of five percent per annum growth in research expenditures and five percent per annum growth in research expenditures (see figure below).



- Sustain per-faculty growth trend in research funding is similar to the overall trend (see figure below)



- Continue to sustain the increases in research along with modest growth in faculty. The comparative growth of research funding against faculty numbers shows that CHASS research funding is not a function of faculty growth, but rather is a function of faculty efforts to engage more deeply in sophisticated, externally-funded research (see figure below).



Sustain Indicators of Excellence in Scholarship and Research

Beyond simple financial measures, the college has increased the quality of research and scholarship in the past several years. Some indicators of excellence, which reflect the growing importance of research and scholarship in CHASS, include:

- Ann Ross (Sociology and Anthropology, 2012), Tony Stewart (Philosophy and Religious Studies, 2011), Joan Pennell (Social Work, 2010), and Douglas M. Jesseph (Philosophy and Religious Studies, 2006) won an Alumni Association Outstanding Research Awards. The recent increase in the frequency of these awards marks what we believe will be a continuing trend in research excellence.
- Recent award winners include, but are not limited to, these scholars
 - John Wall (English), who won a prestigious National Humanities Center fellowship
 - Elvira Vilches (Foreign Languages and Literatures), who won both a John Carter Brown Library Fellowship *and* a Fellowship from the American Council of Learned Societies (ALCS)
 - Troy Case (Sociology and Anthropology) won a Fulbright US Scholar Award to study in Thailand in 2013-14
 - Joan Pennell (Social Work and the Center for Community and Family Engagement, CFACE) and her team won one of the three Opal Mann Green Engagement and Scholarship Awards, recognizing excellence in bringing research to the community

Sustain Activities To promote Research and Scholarship

The College has undertaken a number of initiatives to promote externally funded research and scholarship and overall research productivity, while improving resource accountability:

- Implemented the **summer salary request system**, in which faculty applications for summer salary report must be accompanied with clear proposals and deliverables, and reconciled with other summer research responsibilities
- Developed and begun to enforce **consistent reporting requirements for College-supported research** to ensure that promised productivity and research outcomes are achieved
- Developed, and will continue to develop, **faculty workshops and outreach activities**
- Have **improved means of communication**, such as the CHASS research blog and an office open-door policy among the associate dean and staff
- **Established clearer expectations for F&A use by departments**, given the proportion of F&A returned to the college that is, in turn, returned to the departments. (CHASS returns 70% of the F&A generated to the responsible departments)

Identify Areas for Development/Improvement

- **Consolidate efforts and resources around selected key ideas/grand challenges.** NC State has, in goal 3 of the University strategic plan, aimed to “enhance interdisciplinary scholarship to address the grand challenges of society.” CHASS is uniquely well positioned to support, and, in many cases, to lead the University in these efforts. Our disciplines in social science and humanities are inherently overlapping and increasingly interdisciplinary, and the College will support these efforts through targeted support to scholars pursuing ideas and grand challenges to which our faculty and our university are uniquely situated to successfully address. As noted above, the College’s focused strategic efforts will encompass three CHASS-led lines of inquiry: **Digitization in the Humanities and Social Science (Big Data); Global Connections: Populations, Cultures and Mobilities, and Science, Technology, and Society.**
- **Provide innovative leadership in development and use of space.** CHASS’s ongoing success is greatly aided by its able facilities director, Justin Daves (whose primary role is director of CHASS IT services). In the past two years, in particular, Mr. Daves, working with the University Architect and other partners, has been able to execute significant physical improvements in Winston and Tompkins Hall, making these areas more functional and attractive. At the same time, the College continues to be the most space—constrained unit on campus, and, as existing graduate programs are developed and grow, will find this constraint more acute. The University Architect, using UNC system metrics, has found that CHASS only has about 75% of its current space needs met, and that figure will decline to about 65% by 2020.

The College recognizes the University’s space constraints and, in turn, senior leadership have noted that CHASS’s needs are particularly acute. But in the current funding climate, the college cannot count on large new buildings into which our units could move, or that other units could use to free up space on the North Campus. With this understand, the College will continue to advocate for appropriate allocation of space, but also with innovative solutions.

- For large research projects that require considerable space, the College will ask researchers to budget, as needed, the cost of off-campus space, and will seek to adjust F&A (overhead) rates accordingly.
- The College is currently working with a consult and the University Architect on a study to refurbish and repurpose space in Caldwell Hall into “faculty commons” space, akin to the sorts of offices used in private firms in the knowledge economy. This space could enhance opportunities for collaboration, or could provide researchers with space proximate to

interdisciplinary collaborators, while promoting more efficient use of space. Not all faculty members will choose this way of working, but our current plans do not require universal adoption.

- **Continue efforts to promote research funding.**
 - The CHASS research office has embarked on a data gathering and analysis project intended to aid the college in identifying faculty whose work could be supported by external funders. This project will include a careful content analysis of faculty CVs and websites that will help us to better match potential funders
 - The research office continues to work with the development office to share information and to help faculty understand the differences between grants and gifts.

Goal 3: Enhance interdisciplinary scholarship to address the grand challenges of society

Scientific and technical advances must be embraced by individuals and mediated by society if they are to influence grand challenges. Since many of our faculty have focused their research on areas directly connected with NC State's strengths in science and technology, such as investigating the history of science, the communication of science and technology, the ethics of biotechnology, or issues of science and gender, CHASS disciplines are uniquely positioned to complement and interact with the scholarship done in NC State's STEM disciplines.

Sustain Efforts to Promote Interdisciplinary Academic Programs.

- **Sustain and expand interdisciplinary graduate programs.**
 - Continue to support and expand concentrations in the cutting edge interdisciplinary Ph.D. program in Communication, Rhetoric and Digital Media (CRDM). This program is highly successful with a high job placement rate. It received an outstanding external review.
 - Implement the newly approved Ph.D. in Public History, which will include collaborations with the disciplines of Communication, English, and Anthropology, and the College of Design.
- Participate in the planning phase of PhD and MPS programs in Forensic Sciences. Continue to support the Master of International Studies program in the School of Public and International Affairs): a highly successful program, enrolling over 100 students, which also collaborates with the University of Surrey in Guildford, England to offer a dual degree program combining the MIS degree with a Master's in European Politics.
- Continue to support and expand the Master of Arts in Liberal Studies (MALS)
- **Sustain interdisciplinary undergraduate programs.**
 - Hire a new Director of STS (Science, Technology and Society) to strengthen an support undergraduate degree (B.A. and B.S.) and to develop graduate concentrations in existing programs and enhance interdisciplinary research and outreach.
 - Continue to support three dual degree scholars programs, the Benjamin Franklin Scholars (Engineering/CHASS, 65 students), the Thomas Jefferson Scholars (COS-CALS/CHASS, 44 students), and the Alexander Hamilton Scholars (College of Management/International Studies in CHASS, 76 students)

- Continue to support our successful undergraduate degree programs in International Studies, Arts Studies and Self Design

Identify Areas for Development/Improvement

- Work with programs in Africana Studies and Women's and Gender Studies to develop action plans for these programs and for leveraging resources. Consolidate programming across the various CHASS departments to reduce the number of competing events in favor of presenting more impactful, more broadly meaningful, highly visible, interdisciplinary events.
- Work with CALS, CVM, CNR, and COS to develop our capacity to enhance public understanding and communication of science and technology. Specifically, this program will include:
 - Workshops, lectures, and other events to enhance the visibility of public understanding of science for faculty, student, and community audiences.
 - Building the capacity and commitment to shape public discourse and policy regarding science and technology within graduate students across all colleges via workshops and events coordinated through the Graduate School and constituent colleges.
 - Collaborating with the Nature Research Center (NRC) and the North Carolina Museum of Natural Sciences (NCMNS) to enhance the visibility and public understanding of science and technology in North Carolina and our nation.
 - Leveraging our shared appointments with the NRC/NCMNS, consolidated/inter-college "lightning rod" events, and upcoming emphases in the university's campaign planning to attract significant resources for building an institute or center to ensure NC State is seen as a national/international leader in this field.

Enhance Interdisciplinary Teaching within Traditional Disciplinary Courses and Programs

- In 2011-12, we started the Interdisciplinary Liaisons project to support teaching across the disciplines. Six pairs of faculty from many colleges across NC State collaborated on a section of their courses in order to familiarize students with an additional disciplinary perspective on the topic under discussion. Results were presented in a public event.
- Reinvigorate and expand this program to include the newly formed College of Sciences.
 -

Interdisciplinary Research and Scholarship

- **Sustain CHASS faculty contributions to NC State initiatives in the broader field of Science, Technology and Society**
 - Expand engagement in the faculty cluster for Genetic Engineering & Society, by doing interdisciplinary research on Forensic Sciences, by investigating Gender and Science, and by working in the broader field of public understanding of science. In addition, numerous faculty have expanded their research foci to include findings from several disciplines within the humanities and social sciences, especially for projects investigating international issues.
 - Continue building capacity in the digital humanities, and collaborations with colleagues in Computer Science and the College of Design.
- **Sustain success in recruiting and retaining interdisciplinary faculty.**
 - To date CHASS has been 100% successful in its efforts to hire for the Chancellor's Faculty Excellence Program. We were asked to recruit three T/TT faculty (two senior, one junior) as a part of two initiatives in the Chancellor's Faculty Excellence Program. The junior faculty member, Chelsea Juarez (Anthropology/Forensic Sciences) was hired last year

and began Fall 2012. We also successfully completed both senior hires: Jennifer Kuzma (School of Public and International Affairs/Genetic Engineering & Society), and Roger Azavedo (Psychology/Digital Transformation of Education). CHASS has also successfully pursued a fourth hire to complement one of NC State's faculty clusters: Mark Robinson (Anthropology/Genetic Engineering & Society).

- Two interdisciplinary appointments were made in Fall 2012 for assistant professors whose responsibilities cover International Studies/Middle Eastern Studies and are grounded in the disciplines of history, and anthropology.
- We expect to successfully conclude the hire of a senior faculty member to lead the Science, Technology, and Society degree program. The STS program is an undergraduate, interdisciplinary, inter-college program housed in IDS.
- We have made an additional target of opportunity hire for the Genetic Engineering and Society cluster; we continue to be open and engaged actors in interdisciplinary recruitment and development efforts.

Goal 4: Enhance organizational excellence by creating a culture of constant improvement

Organizational Excellence in Business Services

Our ability to accomplish our goals is either enhanced or limited by our business practices. Constant improvement in the processes we use in budget planning, managing human resources, procuring goods and services, and processing financial transactions is vital for strategic planning and execution.

- Appropriate budget planning is essential, particularly when resources are limited. Beginning in FY 12/13, the Assistant Dean of Finance & Administration revised the format for department-level spending plans to be consistent across the college and put in place a practice of meeting with department liaisons regularly to review and reconcile plans with each department and administrative unit within the college. This practice has resulted in improved identification of funds available, enhanced planning, and a reinforced prerequisite to demonstrate the plan and see it to fruition.
- Quarterly meetings to discuss business processes and best practices were scheduled in FY 12/13 with department liaisons. These ongoing discussions were beneficial and are expected to be even more valuable as in the move toward consolidated business services.
- Staff time is a strained resource within the college due to recent budget reductions. To better utilize the human resources available, standardized forms for financial processes were developed or improved, including a travel envelope with “helpful hints” to assist faculty with collecting receipts and keeping track of reimbursement details.
- Consolidated business services within the college created a greater need for a tool to move human resource requests forward. To meet this need, the CHASS Personnel Action Workflow System (CPAWS) was created in consultation with CHASS IT to electronically submit and monitor HR requests.
- An internal webpage for Administration, Budgets & Business Services was created that includes CHASS policies, budget forms and tools, an extensive collection of helpful links, and HR and financial guidelines and processes.
- CHASS will continue to lead and assist with the university migration to Business Operation Centers. Participation has included contributions to the Implementation Team, HR Task Force, Travel Work Groups, and various working groups to discuss purchasing, recruitment, and other business-related practices and processes. In addition, CHASS was chosen to pilot the

consolidated onboarding process. Many of the “growing pains” associated with realigned business services within the college have better poised CHASS to participate in the university realignment process.

Organizational Excellence in Academic Programs

We will continue to build on our success in academic programs, particularly with respect to the following:

- Undergraduate Program Assessment: Achieved 100% participation rate for the last two years, along with refinement of objectives, data collection and assessment, and stronger link between assessment and decision making. Created college assessment website.
- We will actively participate in the university’s Quality Enhancement Plan, both by bringing many of the general education courses we offer into the pilot program, and with respect to increasing assessment of students and programs.
- Graduate Program Assessment: Achieved 100% participation rate, along with increased assessment of recruitment efforts, increased focus on timely completion and mentoring/yearly evaluation of graduate students.
- We will continue to refine and apply the recommendations of the academic program review process to build on our success (i.e., we have no graduate programs flagged for review, and only a few undergraduate programs—far less than expected, given that we are home to half of the undergraduate degree programs in the university). Specifically, we have the following goals:
 - UNC System/University Review of Academic Programs: While the majority of CHASS degree programs successfully met and/or exceeded the criteria for review, the following undergraduate and graduate degree programs were recognized as distinguished for their overall excellence in productivity, demand, and efficiency: undergraduate programs in Communication, Interdisciplinary Studies, Psychology, SPIA, Sociology and Anthropology, the doctoral program in Psychology doctoral program and the masters program in Social Work. The Associate Dean of Academic Affairs worked with the Directors of Undergraduate Programs to look at the recommendations for the 10 undergraduate degree programs reviewed as low productivity. The primary recommendation was to roll up the BS degree programs into existing BA programs or to combine two or more BA programs into one degree program. Review of data for these programs revealed some complications, for instance, the B.S. programs primarily enroll intra campus transfer students from STEM disciplines and the process for combining degree programs is not yet well understood/articulated at the undergraduate level. The college had already slated 7 programs for discontinuation and will continue to work toward resolution with the 10 programs identified in the report. At the graduate level, Directors of Graduate Programs, particularly doctoral programs such as Sociology have targeted timely completion as a key priority for the coming year.
 - External Review of Academic Programs: Oversaw successful external reviews of Communication Department, interdisciplinary MALS graduate program and CRDM doctoral program, Foreign Language Department, Social Work Program, Master of International Studies. Communication, CRDM, Social Work and MIS all received outstanding reviews with recommendations related how to strengthen strong programs. MALS and Foreign Languages received complimentary reviews with recommendations regarding moving the program to the next level academically and through re-structuring or additional support. Foreign Languages has already re-structured its masters level programs and, as indicated above has begun examining re-

structuring at the undergraduate level even as it brings in more resources and partnerships through the Foreign Language Assembly and the partnership with Ft. Bragg. MALS is working to identify an associate director to begin working on the academic recommendations while significantly improving/increasing its recruitment and marketing efforts.

Organizational Excellence in Enhancing and Sustaining Diversity

With the recent appointment of Professor Juliana Nfah-Abbenyi as CHASS Director of Diversity Programs and Faculty/Staff Diversity on February 1, 2013, and the fall 2012 hiring of Joe Johnson to serve as our Student Diversity Coordinator, we are well situated to coordinate faculty, student, and staff diversity efforts.

- At the August 14, 2013 CHASS department heads' retreat, Nfah-Abbenyi will lead a presentation/discussion on intentional ways to both recruit and retain faculty of color in CHASS and at NC State.
- In fall 2013, each department head will develop and submit a recruitment and retention plan that outlines intentional ways they will implement diversity in their departments. Departments will set goals on what they can hold themselves accountable; goals they can control/achieve. Broader goals would include what they might seek to achieve long-term.
- The Director of Diversity Programs and CHASS DAC will develop a sample template of 3-5 goals on recruitment and retention that will serve as a resource to department heads.
- Through the work of the Director and the coordinator, the college will continue to host events and work with the Assistant Vice Provost for Faculty Diversity, the graduate school and other colleges to serve the university community. Examples of programs from this past year including signature lecture series known as the "CHASS Teaching about Diversity" series: Walt Wolfram gave the inaugural spring lecture on "Teaching about Diversity: The Linguistic Dimension;" Rupert Nacoste will give the fall lecture on "Teaching to Retain and Recruit Neo-Diversity" and Freeman Hrabowski, President of the University of Maryland—Baltimore County, will give the spring 2014 lecture on "Recruitment and Retention of Faculty of Color." At the request of Marcia Gumpertz, Assistant Vice Provost for Faculty Diversity, Nfah-Abbenyi made two presentations: the first to the University Diversity Advisory Committee (UDAC) where she discussed her composition of and work with CHASS DAC; the second, to a group of NCSU deans and department heads where she outlined what she learned at two diversity-related conferences on strategies to keeping our faculty color.

Goal 5: Enhance local and global engagement through focused strategic partnerships

Local Partnerships: Programmatic Connections through INPREE and CFFACE

Although nearly every member of the faculty (and most of the staff and students) participate in local partnerships and engaged scholarship, the College of Humanities and Social Sciences has two entities to facilitate faculty scholarship, research, outreach, and instruction via local partnerships. The first is the Institute for Nonprofit Research, Education, and Engagement (INPREE); the second is the Center for Family Community and Engagement (CFFACE). Their current status/activities and areas of improvement or development are described below.

- Institute for Nonprofit Research, Education, and Engagement (INPREE)
 - Moved into its new quarters on the fifth floor of Hunt Library in Dec., 2012.
 - Convened and connected leaders via the following ongoing programs:

- Community of Nonprofit Scholars (CONS), including more than 350 faculty across the campus
 - Customized education programs for nonprofits in the community, state, and nation
 - Workshops and webinars for nonprofits throughout the nation (with some international participation)
- Educated the public and NC State students via:
 - Weekly online publication of the *Philanthropy Journal*
 - Nonprofit Studies minor
 - Social entrepreneurship support for campus students (e.g., e-Games) and faculty
- Advanced understanding through:
 - Original scholarship, including extramurally funded grants and contracts
 - Dissemination of research to nonprofits and the community through scholarly engagement and the efforts described above.
- INPREE is committed to the following actions for the coming academic year:
 - With the departure of Mary Tschirhart as the current Director effective 16 June, 2013, the Institute will be substantially challenged to sustain its success. Toward that end, we have:
 - Appointed Dr. Rich Clerkin, Assc. Professor of Public Administration (whose expertise is in nonprofit management), Interim Director of INPREE.
 - Appointed Elaine Hannan Ferrell Interim Director of Operations for INPREE
 - Planned to conduct a search for a new, senior-rank, tenured faculty member to lead INPREE. The appointment will be in Public Administration, will commence in Fall, 2013, and should identify a new director to begin 1 July, 2014.
 - We have yet to hire a social entrepreneurship coordinator, due in part to delays in confirming the switch from a postdoc to a staff member for this position, and in part due to Dr. Tschirhart's departure. We anticipate a successful search for this position in Fall, 2013.
- Center for Family Community and Engagement (CFFACE)
 - Successfully completed five-year review recommended for renewal and continuation
 - Provided 120 events (workshops, technical assistance) to more than 900 North Carolina professionals representing all 100 NC counties
 - Enhanced extramural support (up to \$1M from \$416K) for research and service
 - Sustained scholarship through refereed research publications
 - Recognized for its role in supporting safe, healthy, and productive families and communities; and for generating socially relevant research by receiving the Opal Mann Green Engagement and Scholarship Award
 - The major challenge for CFFACE is space. Although we have no immediate resources available to relieve their space challenges, we hope our Faculty Commons initiative may lead to freeing up some offices in the next 2-3 years that might be reassigned/repurposed for CFFACE (and perhaps other college) research.
 - Alternatively, we will continue to work with the campus architect and the research office on space allocations. Our two options are to seek space on campus, which to date has been difficult; alternatively, we could charge CFFACE projects an off-campus indirect cost rate and bill space rental into the cost of grants (also difficult due to research office concerns and proposal competitiveness).

International and Global Strategic Partnerships

The college is in a unique position to help our faculty, staff, and students within the college and across the campus to select, develop, and sustain strategic global partnerships through its unique constellation of disciplines committed to the study and advancement of cultures, languages, and literatures. The college's goals in this area are therefore well-aligned with those of the University, and include the following:

- Providing opportunities for increasing students' civic and global knowledge, experience, and perspectives;
- Encouraging and, where possible, providing support for faculty and staff to engage in collaborative global scholarship;
- Encouraging and, where possible, providing support for graduate student exchange and mentoring.
- Enhancing active and sustainable partnerships regionally and globally by identifying strategic international priorities. CHASS Faculty are engaged in international collaborative activities in the following regions: Africa; Asia-Oceania; Europe; Latin America & the Caribbean, and the Middle East, and their activities include collaborative research; directing study abroad programs; hosting international doctoral students; sponsoring doctoral students; faculty exchanges; and advising/editing international journals.

CHASS's current global partnerships, as with the university's partnerships as a whole, are characterized by individualistic, faculty-driven research endeavors whereas their international counterparts seem to be anchored within research centers with active and ongoing research projects. CHASS, by design and circumstance, therefore, has no CHASS-specific, unifying project or research agenda. Therefore, we will work to develop a streamlined number of foci that build on UNC and university relationships and supports, while also advancing the interests of CHASS faculty and students, such as and including the following:

- We will sustain SPIA's ongoing faculty collaboration with the UGPN, which include the University of Surrey and the University of Sao Paulo.
- In the area of South Asia studies (involving faculty from the departments of Political Science, History, and Foreign Languages and Literatures), we will work with the UNC system and Teri University in India to advance research and scholarship and leverage institutional commitments at higher levels.
- The college, with the leadership of SPIA and support from NC State, UNC-CH, and FAPESP (the research foundation of the Brazilian state of Sao Paulo) will host an international conference this November to feature collaborations among NC State, UNC-CH, and universities in the Sao Paulo state of Brazil.
- CHASS IP will work with CHASS faculty to explore prospects for collaborating with the Law and Governance Center at the Azim Premji University, Bangalore, India.
- CHASS IP will work with the editor of *A Contracorriente* (an NC State Journal on Social History and Literature in Latin America), Greg Dawes (Foreign Languages) to convene a virtual conference at NC State, with one output being the publication of a special edition of the journal.
- CHASS IP will work with the African American Cultural Center to continue the CHASS-Brazil webcast collaboration via teleconferencing with the Steve Biko Institute, in Salvador, Bahia, Brazil, and to extend the partnership to include the University of Cape Town, South Africa.
- CHASS IP collaborated with the organizing committee for the NC-State-University of Adelaide workshop on Global Health and Food security, and will continue to work with the

- Office of International Affairs and the International Programs Office to foster collaboration between NC State and University of Adelaide.
- CHASS IP will collaborate on the Maama Watali Initiative that will provide students, faculty and staff the opportunity to engage in an interdisciplinary and intercollegiate integrative program in Uganda.

Extension and Engagement

The college has been nationally recognized for its leadership in humanities extension. The program, first created under Dean Toole and funded by the NEH, bore remarkable fruit, culminating in one of the largest tech transfer projects in NC State history (i.e., the NC social studies textbook). However, program funding was eliminated under Dean Brady for budgetary reasons, and has taken a less formal, more incidental character since that time. However, a task force convened under Assc. Dean Birkland's leadership has reinvigorated the activity; beginning in AY 13-14, extension and engagement activities will take on more formal activity and coordination. Some of the critical points of this reorganization and reinvigoration include:

- Ongoing education and workshops for faculty seeking funding or whose work could reasonably be fundable.
- Ongoing coordination with CHASS and University development officers to develop fundraising cases for major research initiatives.
- CHASS, under the direction of Dr. David Zonderman (History), and with considerable staff support from Eileen Farrell (INPREE), has resurrected the humanities extension program. This restores a prior program led by CHASS, in which CHASS faculty visit schools in the region to share their expertise and passion for their subjects. In our usage, the term "humanities" is broadly defined to encompass all CHASS disciplines. This project is supported by funds derived from an NEH endowment.
- CHASS also engages in a wide range of extension and engagement activities. INPREE and CFACE are, by definition, engaged in the communities they serve. Dr. Walt Wolfram's Carolina Language and Life Program continues to be a very popular program, engaging the public through outreach at the NC State Fair and other venues. And the CHASS Research and Engagement Office has supported the Wake County Spelling Bee, a community effort, in recent years, and is working with the organizers to find a broader financial base for the event. CHASS faculty also engage in considerable engagement, and a challenge for the College is to better capture the wide range of engagement activities in which faculty are deeply involved, but that they often do not report beyond their annual activity reports.
- CHASS plans to expand the number of participating faculty and schools in the Humanities Extension program described above, as well as improve information about our overall efforts in extension and engagement throughout the state, nation, and world.

Strategic Actions: Internal Resource Realignment, New Resource Allocation Requests, and Metrics for Evaluating Success

Given the discussion at the last Deans Council meeting, we will not request specific, line-item amounts. However, we will work with the Provost's office and other sources to secure additional resources for the following investments in the next three to four years (success metrics *in italics*):

- Secure support for the Public History PhD (shared new resources from the provost and reallocation of existing resources)
 - *Hire senior scholar to begin in spring or summer 2014*
 - *Admit first cohort of doctoral students in fall, 2014*
- Develop a summer program(s) to enhance intra-campus transfer into popular CHASS majors
 - *Increase intra-campus transfers for students in good academic standing but with GPAs < 3.0 into CHASS majors effective the first year after the program is established.*
 - *Increase proportion of students admitted to CHASS graduating in 6 years.*
- Increase support for the MALS (MA in Liberal Studies) and CRDM (Communication, Rhetoric, and Digital Media) doctoral programs
 - *Provide a shared office support person for both programs by January, 2014.*
 - *Increase recruitment and advertising budget.*
 - *Provide support for a MALS associate director.*
- Enhance the university's ability to enhance public understanding of science and technology by securing internal support, and by ensuring we have a clear case to attract external support for a center, institute, or other entity/program.
 - *Develop and disseminate a case statement in support of the entity for the university's capital campaign plan by January 2014.*
 - *Secure funding and other support for workshops, talks, and other activities from other entities on campus (e.g., COS, CALS, CVM, CNR, Graduate School, provost) in AY 13-14.*
- Secure support from the Provost and/or Finance and Business to support space reconfiguration and development of a CHASS "faculty commons" to support (T/TT) faculty infrastructure.
 - We will continue our work with the university architect's office to define (fall, 2013) and design (2014) a "faculty commons" space to house more faculty in less space.
 - *Final report jointly produced by Gensler, university architect, college of design colleagues, and CHASS participants to be available Dec., 2013.*
 - In 2014, we anticipate working with the university architect's office to secure space for the CHASS dean's suite and begin remodeling of current space (on the first and Mezzanine floors of Caldwell) to implement the concept.
 - *Identify space for offices by May, 2014.*
 - *Move into space by 1 August, 2014.*
 - *Secure resources and begin remodeling of space by Sept., 2014.*
 - We hope to have the process completed so that it can open in spring or fall, 2015, to host faculty in lieu of (permanent) individual office assignments, thus freeing space for research, graduate student, and faculty expansion uses.
 - *Migrate existing and new faculty to the open faculty commons by fall, 2015.*
 - *Cost estimate for renovation: \$397,600 to \$858,400 total project cost.*
- Enhance faculty diversity within the college and the campus.
 - *Develop departmental and college recruitment and retention plans by May, 2014.*
 - *Retain current faculty of color and add at least two additional T/TT faculty of color within two years.*

- Work with the provost to develop a plan to reduce our dependence on one-time allocations for the college.
 - *Plan to be developed and approved by May, 2014.*
 - *Implementation to begin FY 14-15.*

To achieve these goals, we will reallocate existing resources from current uses to our proposed initiatives. At the time of this writing, we do not have specific amounts (but expect to produce them in response to budget reductions). Our strategies for resource reallocation may include the following:

- Freezing/eliminating additional summer compensation for faculty research (except for cases in which such support was committed in writing as part of a recruitment or retention commitment).
- Reducing travel and other non-salary research support for tenured and non-tenure track faculty.
- Allowing scholarly reassignments only in cases where (a) the faculty member has secured extramural support (e.g., Fulbright, fellowship), or (b) in cases following promotion with tenure.
- Reallocating expenditures (where possible) from state-appropriated to F&A receipts.
- Review and, where appropriate, change, reduce, or eliminate administrative stipends, course releases, and SME adjustments that reduce faculty involvement in the classroom.
- Reallocating additional compensation to faculty generated via flexible access Distance Education to support of students and departmental purposes (as already exists in Sociology/Anthropology).
- Shifting graduate student support from non-terminal masters programs to provide, where possible, PhD students with four years of support; increase proportion of students supported on extramural funding.
- Review and ensure that graduate students receiving support from state funds are deployed to retain the maximum number of undergraduate seats possible.
- Increase summer offerings and enrollment to offset lost revenues.
- Reallocate faculty teaching loads to ensure responsibilities are commensurate with performance (and in no case will loads be routinely defined as less than two courses/6 credits per semester for tenure/tenure track faculty, and less than 12 credits/semester for non-tenure track faculty).

Below are initiatives that we anticipate supporting as a result of our efforts (i.e., without additional support from the provost):

- Enhance our ability to contribute to NC State University's unique role in the UNC system as a doctoral, research extensive university committed to interdisciplinary graduate education via:
 - Developing and implementing the (interdisciplinary) PhD in Public History
 - Proposing an inter-college PSM/PhD Program in Forensic Sciences
 - *Secure campus support for a "request to propose" PSM and PhD programs by May, 2014.*
 - *Put request to propose to BOG by June 1, 2014.*
 - *Submit request to establish proposal to BOG within 6 months of BOG approval of our request to propose.*
 - Sustaining and expanding support for a Sociolinguistics concentration within the existing Sociology PhD program
 - *Fund two graduate assistants and admit at least one additional student into the track fall, 2013*

- *Fund two more graduate students and admit at least one additional student into the track fall, 2014.*
 - Reallocate existing resources freed by diminished undergraduate demands to enhance graduate education.
 - *Achieve 79% undergraduate, 14% masters and 7% doctoral enrollment breakdown in two years*
 - *Achieve the university research university average of 70% undergraduate, 20% masters and 10% doctoral by 2020.*
- Leverage unique role of CHASS in the General Education Program (GEP) and in undergraduate instruction to continue and expand high-impact learning experiences, facilitate intra-campus transfer, and increase six-year graduation rate. These include sustaining our recent initiatives including intrusive advising, first-year course, CODA, and other supports.
 - *Increase freshman and sophomore retention rates by 1% in two years*
 - *Sustain or increase intra-campus transfers over rolling three year average.*
 - *Increase proportion of students admitted to CHASS graduating in 6 years.*
 - *Increase proportion of students admitted to other colleges and transferring to CHASS graduating in 6 years.*
 - *Increase the number and proportion of out-of-state CHASS freshmen.*
 - *Increase the number CHASS freshmen entering with academic scholarships.*
 - *Increase the number of applicants and overall academic profile of incoming students.*
- Use data to enhance the quality of CHASS academic programs at all levels
 - We have reviewed our programs, and will keep our undergraduate BS programs, and our BA programs in Africana Studies, IDS Self-Design, and Women's & Gender Studies, as they primarily serve intra-campus transfers (i.e., more than 90% of the students in those programs were initially admitted to other colleges) with relatively little additional resources.
 - *Define and meet increases in program productivity (to be negotiated with the provost's office) within a 2- to 4-year time frame.*
 - We will review our PhD in Public Administration and develop a plan to reduce time to degree.
 - *Within two years, the proportion of students completing their PhD will increase by at least 5%.*
 - We will sustain and, where possible, expand investment in the (many) undergraduate and graduate programs identified as strong in the university's program review data.
 - *Overall enrollments will stay the same or increase in highly productive programs.*
- Enhance college and faculty capacity to expand our contributions to (and successfully compete for external funding) in interdisciplinary scholarship and research, particularly in the interdisciplinary realms of:
 - Science, Technology, and Society, particularly with respect to
 - Public understanding of science
 - Genetic engineering & society
 - Forensic sciences
 - *Metrics for evaluation will include securing of funds from donors, increases in numbers of proposals written by faculty for extramural funding in these areas, and increases in dollars secured by faculty in these areas.*
 - Digitization of humanities and social sciences (Big Data)
 - *The faculty in this area will produce a strategic plan outlining their vision and goals for the area by May, 2014.*

- *Based on that plan, additional metrics will be selected for evaluation of success.*
 - Continuing discussions around other critical areas (e.g., globalization, food studies) for development in later years.
 - *Development and deployment of a college-wide database to link researchers with common interests within and outside the college to each other; to be achieved by May, 2014.*
- Enhance our impact on interdisciplinarity within the college and the campus by reallocating resources from program- or department-inspired events and activities, and consolidating our resources to create a centrally funded and administered competitive program, whereby faculty submit inter-departmental/inter-college proposals for events, workshops, and grant-writing projects involving multiple disciplines.
 - *Spring, 2014: 1-2 major events involving nationally visible speakers (e.g., Alan Alda to speak on communicating science to the public; Karl Eikenberry, Dick Broadhead, and David Price to address the importance of the humanities and social sciences for American life).*
 - *Summer, 2014: Brief (e.g., 1-2 week) summer session funding to support a team to write a major extramural funding proposal with the support of the Proposal Development Unit.*