

College Planning Form

College:

College of Humanities

Planning Coordinator:

Elizabeth A. Say

1. Briefly explain how your plans relate to your college's mission/vision.

Click on shaded area to begin.

In light of the current budget realities and the implications of CSU impaction, we have designed our college priorities to strengthen and enhance existing programs, develop new programs as appropriate, support faculty development as possible, and expand processes to facilitate student progress to degree. The CoH Mission Statement forms the foundation for our planning principles which are reflected in what follows (and can be found on the college website in our Strategic Plan).

In August, 2008, the Administrative Council met for our annual planning retreat. We reviewed our progress toward our 2007/08 goals, discussed and revised plans our 2008/09 goals and began planning for 2009/10. In early November, the AC had a second planning meeting in light of emerging issues around budget and enrollments. Departments and Programs submitted their plans on November 21st.

1) Continue to build enrollments in existing majors/minors and develop new minors/options, in support of the CoH Mission Statement. Linguistics is developing a new M.A. in TESL, English is launching a new minor in Popular Culture, the minor in Islamic Studies is in development as is the revised classics program; these will all come to Academic Council and EPC in 09/10. MCLL will explore the development of a translation minor

2) Support student success and progress toward graduation through revision of the CoH Advising Plan and Faculty Advising Program. Elizabeth Adams is working with the Associate Dean of S&BS to map a new advising plan; we hope to role this out in 2009/10. The Peer Mentoring Program continues and we will continue to seek external support to expand this.

3) Work with Extended Learning to develop possible new revenue streams, again in support of the Mission Statement. The M.A. in Humanities in ExL will launch in Spring 2010. We are currently collaborating with the Library and ExL to develop a package of "literacy modules" (critical reading and writing, information literacy, cultural literacy) that could be marketed to SFV businesses either as whole packages or as discrete units.

4) As we launch the new block schedule in 2009/10 we have built our Friday/Saturday schedule in a collaborative fashion seeking to maximize student opportunities. Last year we committed to expanding our online and hybrid course offerings and almost doubled the number of these classes in the college; we will continue to expand these offerings in 2009/10. Our college Systems and Technology staff continues to offer training and workshops for college faculty.

5) Continue to seek external support for the College through grants and fundraising. We are working with two new directors of development, one for Jewish Studies and one working generally with CoH. Our new Grants Officer is expanding our success in securing external grants.

6) Since there is no money for new faculty hires, 2009/10 we will focus on developing the faculty we have, especially in terms of developing college leadership. AY 09/10 will see three new chairs in CoH; the Dean, Associate Dean and MAR are planning a series of workshops for our chairs in a proactive move to develop the necessary skills for successful leadership.

7) Work with the Women's Research and Resource Center, now that they have new semi-permanent space, to develop a greater presence in the San Fernando Valley and beyond.

While we recognize the budgetary constrictions that face CSUN in 2009/10, we are also conscious of the fact that we lost thirteen faculty members last year, and will lose three more in 2008/09; we will lose an additional seven to attrition alone in the next four years. Thus, we are facing diminishing numbers of full-time faculty needed to fulfill the CoH mission.

2. ACADEMIC QUALITY

a) Assessment

Explain the progress that the college has made—and will make—in assessment: Identifying performance outcomes, setting benchmarks, assessing against them, using results, etc.

The CoH Assessment Coordinator was so outstanding at her job that she was offered the position as Director of University Assessment. Thus, during Fall 2008, the College was without both an Assessment Coordinator and an Associate Dean. Fortunately, our very able “Special Assistant to the Dean,” Elizabeth Adams, has been able to build on the foundation established by Bonnie Paller as well as move CoH in new assessment directions.

Virtually all of the departments have been able to use assessment information to refine or revise current curriculum and departmental practices. The writing faculty in Chicana/o Studies are now consistently using and refining the research paper rubric developed by the department. The English department is in the process of adopting a new set of SLOs that apply to all the undergraduate options in the department. The Philosophy department recognized that existing SLOs did not provide the opportunity to assess logic and critical thinking and so has revised the SLOs which will go into effect in 2009/10. The Religious Studies department has entered into a joint two-year SLO project with Tom Piernik and his staff in Student Development and International Programs. Once assessed, this will become a model for other similar collaborations across the university. The Humanities Interdisciplinary Program, in response to observations of outside reviewers during their Program Review, is working to revise the Humanities major and curricular offerings. They have begun by reviewing Humanities programs nationally and will spend 2009/10 revising the program. Liberal Studies engaged in a study of the content in ENGL 305, a required course for all versions of the LRS major. They are currently cooperating with English to rethink the way this course is designed.

The Associate Dean of Humanities has developed a joint plan with Social and Behavioral Sciences to centralize the College’s assessment efforts in the coming two years. The two Colleges will adapt the model to their specific needs but keep protocols and aims similar. The process would involve asking two research questions at the College level and using evidence collected to fulfill mission and goals, identify resource needs, and improve programs. So, each department would ask about the impact of specific department/college learning initiatives on particular attributes of student experiences. Departments would provide answers to the above questions through yearly assessment. Standard SLO/course based assessment is part of this package, but if the larger assessment efforts are based at answering these two research questions, the Colleges can, in turn, use the answers to feed the University planning model. Thus, the goal is to “close the loop” between assessment, planning, and budget.

2. ACADEMIC QUALITY *(continued)*

b) **The Learning-Centered University**

CSUN faculty and staff have developed pedagogies and learning objectives that take into account the different ways and paces by which students learn, as well as the different media and formats that suit different disciplines and levels of instruction. Recently, we have especially encouraged the replacement of seat time—hours as a measure of learning—with indices and supplementary experiences which allow students to proceed faster, if they can. Record the major ways in which the college has implemented—and will implement—several principles of a learning-centered and/or innovative university. Indicate, too, the extent to which funds have been redeployed to these ends.

At our 2007 Annual Retreat, the college committed to increasing the number of online courses by 3% per year. In reality, we expanded from 32 online sections in 06/07 to 60 sections in 07/08. We are offering an even greater number in 08/09. We have also increased the number of hybrid courses and will be offering 25 - 30 in 2008/09; we will continue to expand this in 2009/10. We are also beginning to explore other options which provide greater flexibility for students. As mentioned, Linguistics is developing a new TESL M.A. program which we plan to offer as a traditional format program on the CSUN campus. However, we additionally will work to offer a fully online version of the program through Extended Learning. MCLL is exploring the possibility of a degree in translation with part of the program offered in online format.

The freshman writing programs are collaborating with Undergraduate Studies to launch even more sections of 098/155IS. The evidence is that this model works for many students and moves them more quickly into the university experience and speeds progress to degree. Additionally, the CoH members of the University Writing Program are working (again with UGS) to look at the potential redesign of the first year writing experience (Pam Bourgeois from English has taken the lead in this endeavor).

Within the college we have developed two new business practices which facilitate college operation and reduce the use of paper, responding to the campus greening initiative: our “e-curriculum” and our “e-administrative council.” Both of these were initiated by Elizabeth Adams. The e-curriculum project has moved our entire curriculum approval process to an online operation (there is a separate Academic Council website which supports this) and beginning in Spring 2009 we will have an Administrative Council website where minutes, agendas, handouts, etc. will be available to all council members.

2. **ACADEMIC QUALITY** *(continued)*

c) **Research and Creative Activity**

Colleges and other units should report initiatives that will: (1) “incentivize” research, (2) require matches, in-kind support, or enhancements to facilities, (3) respond to regional needs, (4) revamp the delivery of the curriculum and/or the involvement of students as research/creative apprentices, and (5) or require reforms in RPT that, for instance, clarify the standards for early promotion and specify how alternatives to publication will be appraised. Pay special attention to opportunities, through grants and contracts, to enhance the General Fund support of units and the total compensation of faculty.

The College of Humanities supports research and creative activity in a number of ways:

1) Each tenure-track faculty member is funded at \$1,000 per year for travel to present papers or participate in panels at professional meetings or as an officer in a professional association. We hope to continue this on 09/10 by reducing expenses in other areas.

2) The Faculty Fellows program supports course reassignment, faculty research travel or research assistance each year. In 2008/09, we supported 7 faculty fellowships each semester and set aside \$15,000 per semester for travel/research assistance. We will have to scale this back in 2009/10, to perhaps 5 per semester and no travel/research assistance. We will be able to do so by restricting all other department-based reassigned time in the college.

3) We continue to support the New University Research Fellows program and up to \$5,000 in travel and research assistance.

4. We hired a new full-time grants officer in Fall 2007 (Josh Einhorn). To date, the college has submitted seventy-five grant proposals totaling 9.5 million dollars and has successfully been funded for close to \$150,000, including \$35,000 from the Oprah Winfrey Foundation to support the Literacy Scholars for the Future of Los Angeles program in Liberal Studies. The majority of these proposals are still pending. Josh has conducted a series of grant-writing workshops for faculty and they are beginning to seek him out for support and assistance in grant preparation. We are clearly making progress in this area although unquestionably, the current economic downturn will affect the availability of grant funding.

5) The College has supported a Curriculum Development fund (\$20,000) to encourage departments to take on major curriculum revision. This supported the successful work on the Queer Studies minor and the Business Communication project in 2007/08 and in 2008/09 is supporting the development of the Linguistics TESL M.A. This will be suspended in 2009/10 in light of budgetary constraints.

6) The College has supported an Academic Programming Fund (\$20,000) to support speakers, conference and other events connected to our academic programs. This will be suspended in 2009/10 in light of budgetary constraints.

7) Each year, the College of Humanities sponsors a “Celebration of Faculty Scholarship and Creative Activity.” We post and make public the list of publications and creative productions. Additionally, we have begun to post academic accomplishments and honors on the CoH website.

8) Along with the other academic colleges, we have subscribed to Digital Measures, a software program that will allow us to track information on faculty scholarship and accomplishments.

2. ACADEMIC QUALITY *(continued)*

d) On-Going Programs

What changes do you anticipate? In particular, how will academic change entail more than growth? Will it entail experiential learning, reduce seat time, reinforce GE, and/or respond to regional needs or accreditation reviews? Will it reflect an entrepreneurial direction to enhance General Fund and total compensation? **How will you reduce costs to students? How are you engaging in partnerships with the community?**

The College has several new programs in development, as noted earlier in this document. Here I will mention them again briefly.

1) The Linguistics Interdisciplinary Program is developing a new TESL M.A. program in response to regional need. UCLA has closed its TESL M.A. because it was too applied. Thus, there is nothing available to the west Los Angeles/San Fernando Valley region. Our program will serve this area well.

2) The development of the Islamic and Middle Eastern Studies minor was delayed in 2008/09 due to illness on the part of the chair of the planning committee and visa difficulties on the part of a key faculty member. This work will begin again in 2009/10.

3) CoH is collaborating with the Library and ExL to develop “literacy” modules, available to business in the SFV and surrounding region. This is in response to business community leaders’ observations that their employees do not possess the necessary critical reading and writing skills, information literacy skills, and cultural literacy expertise to be successful in the diverse and rapidly-changing world of work.

4) Liberal Studies is exploring the development of a numeracy option similar to the successful Literacy Scholars for the Future of Los Angeles. This program would respond to the need for elementary teachers with expertise in identifying and responding to math deficiencies in students. It is an excellent of regional responsiveness in that the students who leave the program become teachers who can both identify literacy needs as well as address these and provide interventions. MSLA (Math Scholars for the Future of Los Angeles) would serve the region in a similar fashion.

5) In summer 2008, we launched the first summer intensive Russian language program with resounding success. The students in this first cohort will travel to Russian in summer 2009 to complete their studies, and we will host the second cohort at the same time. This program is part of the CSU Strategic Language Initiative and is supported by a federal earmark. This program has allowed us to work closely with the large Russian community in the greater Los Angeles area.

6) The College worked together to design our Friday/Saturday offerings for Fall 2009, scheduling classes that students would be likely to take together (e.g. basic subjects, title v, etc.). Additionally, we have designed a Pre-Credential program in a wholly Friday/Saturday block.

7) The first cohort of the ExL M.A. in Humanities will begin in Spring 2010 (about a year later than originally anticipated). This will provide a new revenue stream for the College.

8) CoH had the majority of our book orders in by the 8-week deadline, and the remaining stragglers were not far behind. Additionally, it is a college requirement that all syllabi must be posted online prior to the start of the Fall 2009 semester.

3. STUDENT ENGAGEMENT

Describe how your unit will contribute to the CSUN effort to engage, retain, stimulate, and graduate its students. Specifically, concentrate on plans to improve first to second year retention, reach out to K-12 pupils and teachers, make advising more consistent in practice and policy, and improve the support structures for students in courses with high failure rates. Finally, if pertinent, describe plans to mentor and channel undergraduates into post-baccalaureate study.

The CoH Peer Mentoring Program, under the leadership of Glenn Omatsu, is bearing fruit and we will continue to expand this as resources are available. The goal is to increase retention rates for freshmen and sophomores to at least 90 percent in targeted GE classes (Freshman Composition and Critical Thinking) through the placement of peer mentors in these classes each semester. We have met or exceeded our retention goals from the beginning. Peer mentors are upper-division students who attend all class sessions with the freshmen and sophomores and help them by emphasizing attendance, time management, and use of campus resources. Since its inception in 2006, we have more than doubled the number of students involved in the peer mentor program. We are seeking external funding to support this very successful and cost-effective program.

As we consider ways to cut the 2009/10 budget, the CoH leadership is unanimous that the Faculty Advising Coordinator Program should be retained as a highest priority. The SSC/EOP serves as a resource unit for all faculty advisors in the college and maintains a listserv for all faculty advisors to distribute information regarding advising policies and procedures as well as providing development opportunities for faculty advisors. Additionally, all advisors participate in annual mandatory training workshops and file annual advising reports. These efforts contribute to improved quality of advising information provided to students and consistency in implementing University policy, thereby reducing obstacles to graduation. Additionally, all CoH Advisors (both faculty and professional advising staff) are now encouraging students to take a minimum of 15 units each semester and helping students to understand the costs of delaying degree completion.

Liberal Studies offered its second annual conference in Fall 2008. Over 100 students attended to hear a talk by 2007 California teacher-of-the-year Dawna Countryman. They also took part in over a dozen workshops on topics ranging from literacy in the classroom to internships in communities with identified needs. Pending funding, the Program would like to continue to offer the conference on an ongoing basis.

The Jewish Studies Service Learning program provides the opportunity for students to work in a variety of social-service agency that serve the Jewish community, building bridges with the community and allowing students to put their education to work. The Religious Studies department is sponsoring a class that will take students to New Orleans in Spring 2009 to work in the ongoing recovery efforts of that city. Women's Studies is moving to redefine the role of the Director of the Women's Research and Resource Center in order to provide a greater leadership presence at the center to serve the campus and the community. The English department sponsors the publication of several student literary magazines, most notably *Wings* and *New Voices* that use student writing from 097/098 and 155 classes as "texts" for future students. This not only serves to recognize and validate the work of the contributing students, often our most at risk students, but also gives the next generation hope and encouragement as they struggle with their own writing issues.

4. SHARED VALUES

Enumerate and explain your major projects. What philosophy—what thread—ties together these efforts? Indicate how they respond to assessment reports. **What efforts are underway in your college to articulate and incorporate sustainability as a core value that underlies your college's academic programs?**

The initiatives described above reflect the College of Humanities commitment to a global understanding of humanities, to valuing the diversities of human languages and cultures, to the importance of critical reflection about human identity and experience, and to fostering responsible global citizenship. The departments and programs within the college are generally committed to the following activities:

1) Community Outreach and Development:

We continue the College of Humanities Newsletter, publishing one issue each semester. We also continue the International Film Festival; in 2008 the theme was "Globalization" and was well attended for the entire day. In 2008/09, we also launched our "Community Book Discussion." Designed to piggy-back on the Freshman Common Reading, we made copies of the book *Nickel and Dimed* available to community supporters at no cost and then hosted an evening reception and discussion facilitated by a faculty member. Over 20 people attended the first event. We are now working with two Directors of Development, one assigned to Jewish Studies and the other supporting the rest of the College and are beginning to once again make progress.

2) Student Engagement and Success:

The College Advising Program remains a high priority. As noted, our Administrative Council voted unanimously to retain this commitment even if we have to cut in other areas in 2009/10. Assessment data shows that our retention rates for both first-time freshman and transfer students remains one of the highest on campus. Our Peer Mentoring program continues to be a CoH priority and will be expanded further in 2009/10. We will also be conducting an in-depth assessment of this program.

3) Teacher Preparation:

This remains a College-wide commitment. The Literacy Scholars for the Future of Los Angeles concentration in Liberal Studies will be entering its fourth year, this time with full funding from the Oprah Winfrey Foundation. As noted, we are exploring the possibility of a parallel Math Scholars program. We remain committed to funding a permanent Teacher-in-Residence position for the English department although budgetary concerns will delay this.

4) Programmatic and Curricular Innovation:

In 2008/09, we launched the new Queer Studies program which is enjoying full enrollment in its classes. The ExL M.A. in Humanities launch date was delayed until Spring 2010, but we expect it to begin without further delays. English will bring its minor in Popular Culture to Academic Council in Fall 2009 and the TESL M.A. will come from Linguistics. MCLL is developing a track in interpretation/translation and hopes to bring that forward in AY 2009/10. We are hopeful that the Islamic Studies program will also be ready in 2009/10.

5) Planning, Budgeting and Administrative Processes

We continue with a decentralized and transparent budget and planning process. Chairs and faculty share a common commitment to the mission and goals of the college. In planning for the anticipated budget reductions in 2009/10, we are following the example of the Fall 2008 PPDS meeting and asking each chair to model a 7% budget cut from their units. While not enthusiastic about the prospect of such cuts, they are all realistic about the current financial exigencies and are applying themselves to this task.

6) Sustainability

The E-curriculum and E-Administrative Council initiatives described above are both designed to reduce paper use. Additionally, all departments are encouraging the use of electronic reserves by their faculty.

