

COAS Strategic Directions and Action Plan: FY2020-22
College of Arts & Sciences
Embry-Riddle Aeronautical University—Worldwide

Introduction

The conversations that led to the initial College of Arts & Sciences (COAS) Action Plan and Proposal for Funds in FY2018 began with a COAS Leadership Team meeting on August 28-29, 2017. At that meeting, we launched into a discussion about where we plan to take COAS in the next 3-5 years. Many ideas were put on the table, culminating in a list of proposed strategic directions for the college. Subsequently, the COAS meeting on October 4-5 at the Worldwide Conference provided opportunities for discussion of these proposed strategic directions among the broader faculty. The resulting COAS Strategic Directions 2017 were unanimously accepted by the COAS faculty and leadership, and since have been used to guide all decisions and the distribution of resources for the college.

In May 2019, the COAS meeting during graduation week in Daytona Beach provided an opportunity to re-visit the COAS Strategic Directions and the six projects that comprised the action plan for 2017-19. Those conversations were compiled by the COAS Leadership Team and resulted in three sections to follow: 1) COAS Strategic Directions 2019; 2) updated priorities for the original Action Plan; and, 3) proposed new initiatives for FY2020-22.

I. COAS Strategic Directions 2019

1. Strengthen COAS through strategic faculty hires, research initiatives, and ongoing professional development
2. Promote major emphases of COAS: STEM, communication, people, service
3. Develop flagship degree programs and research in Human Security, with a focus on maintaining/growing national recognition in Emergency Services
4. Initiate interdisciplinary programs and courses that invigorate the General Education program, grounded in a valuable set of competencies
5. Personalize the online experience for all students
6. Nurture students through the higher education pipeline, especially given the expansion of the student population to include more “traditional” students

II. COAS Action Plan FY2020-22

A. Flagship Programs and Research in Human Security

The Department of Security and Emergency Services (SES) currently offers a BS in Emergency Services that has seen remarkable growth. The program is highly acclaimed, recently receiving the #3 ranking for Online Emergency Services Undergraduate Programs from *Best Colleges*. SES seeks to establish flagship programs and research in Emergency Services and launched in August 2019 a unique Master’s degree in Emergency Services that will be attractive to not only the large number of undergraduates currently enrolled in the BS program, but also to emergency personnel in the United States and beyond. COAS is hiring faculty who will, in collaboration with existing college faculty, enhance the academic quality and research profile of the Emergency Services programs and the broader Human Security initiative. Success in building an Emergency Services Master’s program will lay the foundation for potential creation of a one-of-a-kind doctoral program in Emergency Services.

Background: Over the past five years, the bachelor's degree has evolved from a Fire Science program to a broader Emergency Services program that, as of 2019, has attracted approximately 200 undergraduate majors. Students have expressed interest in being able to attain a graduate degree in the field. Very few graduate programs that specialize in Emergency Services currently exist in the U.S, with those limited programs focusing more on fire and/or emergency management and administration. A considerable number of firefighters who have pursued doctoral studies hold a Ph.D. in Public Administration because it has traditionally been the only available related degree program. Industry also has communicated an interest in graduate degrees in Emergency Services.

Progress achieved toward goals:

1. Academic programs
 - ERAU Board of Trustees approved Master's degree program in Emergency Services (MSES) in March 2019 (published in the ERAU catalog on July 1, 2019)
 - Initial MSES courses launched August 2019
 - BSES/MSES 4+1 program approved Spring 2019
2. Faculty hires
 - As a result of national searches, two tenure-track and one non-tenure-track faculty members have been hired
 - Human Security cluster hire has resulted in two additional tenure-track faculty hires in related fields
3. Advertising and marketing
 - Playbook for Emergency Services modified to reflect recent changes
 - MSES flier developed
 - Team sent to Fire Department Instructors Conference (FDIC) in Spring 2019
 - MSES informational ads published in *Fire Engineering* and *Firehouse*
 - FEMA Higher Education College List now includes SES programs in Emergency Management and Homeland Security categories

Proposed work for FY2020-2022:

1. Student Recruitment
 - Work with marketing, other college departments, and Worldwide advisors to create a greater awareness of MSES and BSES
 - Targeted number of students by 2022: BSES—275 MSES—30
 - Investigate student composition (e.g., low number of freshmen) and use in development of comprehensive marketing plan
 - Target appropriate conferences/symposiums (e.g., Executive Fire Officer training program) and international WW campuses for potential students
2. Research Agenda
 - Establish collaboration within the new Human Security faculty initiative
 - Seek 3-4 funded research grants, including the pursuit of industry partnerships, and 10-12 refereed scholarly publications as part of the Human Security faculty initiative
 - Collaborate with local, state, and federal government agencies (e.g., Florida Department of Health)
 - Create a research environment within the department that extends into the classroom (e.g., undergraduate research experiences)
3. Strategic Hiring
 - Senior faculty member who can serve as department chair

- Up to five additional faculty across multiple departments who expand teaching and research expertise of the Human Security initiative

B. Virtual Environment for Communication: Teaching, Outreach, and Research (VECTOR)

VECTOR's mission is to support ERAU students and faculty in teaching, learning, and research related to written, spoken, visual, and digital communication. In order to execute this mission, VECTOR includes three pillars:

1. Student Support – VECTOR's Virtual Communication Lab provides written, spoken, visual, and digital communication support for students through tutoring, workshops, and online resources
2. Teaching Support – VECTOR supports faculty in teaching written, spoken, visual, and digital communication in their face-to-face, hybrid, and online classrooms through workshops, online resources, and programming
3. Research Support – VECTOR serves as a space for communication research to thrive.

VECTOR's mission and three pillars align with Worldwide's vision and five strategic goals.

Background: Communication skills are essential to student success, both at the university and in any industry workplace. From securing an interview to getting a job, and from performing a job successfully to advancing in a career, industry professionals consistently rank communication skills as critical qualities for employees. Additionally, since the 21st-century workplace constantly changes due to advances in technology, a strong foundation in communication skills allows for adaptation in those ever-changing environments. These essential communication skills include writing and presenting, and students need practice applying these skills in the context of the digital age. The new world of work also emphasizes the importance of communicating across a global network, so communication skills must take into consideration cultural literacy for international audiences.

As such, actively seeking to improve student communication skills, and providing students with a space to practice those skills, is a central mission of COAS. The current courses offered by the Department of English, Humanities, and Communication (EHC) deliver a strong foundation in communication skills; however, students could benefit even further from additional support to increase their confidence and obtain mastery. These opportunities are especially vital to our increasing population of international and first-time-in-college students. A set of resources designed to meet student needs both in and out of the classroom will transform students into future industry leaders representing the world-class education provided by Embry-Riddle Aeronautical University.

Finally, communications studies—including, but not limited to, writing, literacy, media, global communications, and cultural studies—is an important and growing area for interdisciplinary research. VECTOR provides a fertile environment for faculty collaboration and excellence in scholarship. Future faculty hires will be dedicated to expanding expertise in these topics to solidify COAS as a leader in Communication, to investigate these important questions, and to provide exceptional support for students.

Progress achieved toward goals:

1. Student Support
 - Conducted student workshops for Pathways students
 - Established the Virtual Communication Lab (VCL)
 - Purchased scheduling software for tutor scheduling
 - Established Canvas course of VCL tutor training
 - Identified super adjuncts to support the VCL

- Began migration and rebranding of EAGLET items into VECTOR
- 2. Teaching Support
 - Established a cross-college Communication Across the Curriculum committee with members from Daytona Beach, Prescott, and all Worldwide Colleges
- 3. Research Support
 - Conducted faculty research workshops
 - Established faculty writing group

Proposed work for FY2020-2022:

#1: STUDENT SUPPORT	
Continue conducting student workshops on communication-related topics; 10 for AY 19-20.	Goal of 8-10 students reached per workshop in AY 19-20
Launch the Virtual Communication Lab (VCL) to all Worldwide students in October 2019	Goal of 100 tutoring appointments per term in AY 19-20. Goal of 200 tutoring appointments per term in AY 20-21. Goal of 300 tutoring appointments per term in AY 21-22
Determine the best model for the VCL with respect to hours, tutors, and tutor training.	Goal of collecting data from October 2019 to May 2020 with a fully developed VCL model to launch in AY 20-21
Determine the best model for supporting international students, first time in college students and dual-enrollment students	Goal of collecting data from October 2019 to May 2020 with a fully developed model to launch in AY 20-21
Encourage faculty to develop incentives for students to participate in the VCL	Goal of generating VCL incentives/credit into 2 Worldwide courses scheduled for development or redevelopment in AY 19-20
Complete migration and rebranding of EAGLET resources as VCL resources with ERAU branding <ul style="list-style-type: none"> • Specific resources will include ELL/ESOL/ESL; communicating quantitative information; communicating an argument (written and spoken); organizing ideas; and APA and plagiarism among many others 	Goal of EAGLET migration to be finalized by AY 20-21
Increase visibility for VECTOR's student support pillar and for the VCL <ul style="list-style-type: none"> • Specific ideas include adding VECTOR and the VCL to Canvas; developing public-facing and internal web pages; and coordinating with the Hunt Library among many others 	Goal of 1-2 VECTOR presentations per month to increase visibility (e.g., COAS Town Hall, department meetings). Goal of EAGLET links to be replaced with VCL links in Canvas courses by the end of AY 20-21. Goal of internal and external website completion in AY 19-20.

#2: TEACHING SUPPORT	
Continue Communication Across the Curriculum committee meetings on a monthly basis	Goal of 10-12 faculty attending meetings per month in AY 19-20

Provide instruction for non-communication faculty on writing and presenting	Goal of collecting data from October 2019 to May 2020 with a fully developed model to support faculty to launch in AY 20-21
Continue listening tour to best understand faculty needs at Worldwide.	Goal of 1-2 meetings per month through 2019-2020
Increase visibility for VECTOR's teaching support pillar	Goal of 1-2 VECTOR presentations per month in AY 19-20 (e.g., COAS Town Hall, department meetings).

#3: RESEARCH SUPPORT	
Continue faculty research workshop series hosted by Jeremy Ernst. 10 scheduled workshops.	Goal of 10-12 faculty attendees per workshop in AY 19-20
Continue monthly faculty writing group	Goal of 4-6 faculty attendees per writing group session in AY 19-20
Determine the best model for supporting faculty in communicating their research	Goal of collecting information from October 2019 to May 2020 with a fully developed model to launch in 2020-2021
Determine the best model for supporting the production of communication research	Goal of collecting information from October 2019 to May 2020 with a fully developed model to launch in 2020-2021
Understand the gap in the research related to online communication centers and create a research agenda for VCL to lead the way in this area	Goal of collecting information from October 2019 to May 2020 with a fully developed model to launch in 2020-2021
Increase visibility for VECTOR's research support pillar	Goal of 1-2 VECTOR presentations per month in AY 19-20 (e.g., COAS Town Hall, department meetings).

Strategic Hiring

- Permanent VECTOR Director
 - Recommend tenured/tenure-track role to focus on presenting and publishing VECTOR and VCL research as well as to support faculty and student research related to communication
- VECTOR Assistant Director
 - Focus on the Virtual Communication Lab
 - Recommend tenure-track role to focus on presenting and publishing VECTOR and VCL research as well as to support faculty and student research related to communication

- Super Adjunct and Q1 Adjunct faculty members from COAS to serve as VCL tutors (at least 4 per term x 5 terms)
- Two full-time faculty specializing in English Language Learners (ELL) and Cultural Studies; ELL specialist will continue to develop resources for international students, including a two-course composition series designed specifically for this population
 - Will need to establish permanent VECTOR leadership and one year of VECTOR/VCL operations to evaluate faculty specialization needs.

C. Faculty Mentoring Teams for Students

Entering Worldwide students enrolled in select COAS courses will be assigned a faculty mentor as a supplement to their academic advisor and in coordination with the university's Access to Success program. This COAS faculty mentor will work with the academic advisor to ensure that the student is successful in their General Education courses and in the initial pursuit of a major. A second faculty mentor will be assigned from the student's major department (in collaboration with the other Worldwide Colleges), to ensure a smooth transition to upper-level courses and to provide the student with continuous support and degree/career mentoring through graduation.

COAS will identify potential faculty mentors meeting the following criteria:

- Strong passion for mentoring students
- Proven understanding of the student's chosen major and potential careers
- Commitment to investing necessary time and effort to the mentoring process
- Collaborative spirit for working with the student's academic advisor and major department.

Collaboratively across the three Worldwide Colleges, each College will provide a single point of contact (POC) for their faculty mentors. The POC will assign faculty mentors to the students; maintain conversations across faculty mentors, academic advisors, Access to Success staff, and the QM team; and, coordinate/conduct training sessions with students, faculty, and staff. Faculty of the Practice in each College (with built-in time for advising) will be a primary source of faculty mentors, with facilitation from a cross-College faculty leadership group. Together, this student mentoring team will meet with students to develop a successful academic plan; monitor students' academic progress; confirm students' full-time enrollment; and, monitor issues affecting student retention.

Background: Student retention is a critical part of the university experience for students, faculty, and advisors—and one major goal for Embry-Riddle Worldwide. For students, retention can mean the beginning or continuation of a positive professional career. Advisors want to identify and help students who need counsel regarding specific plans of study. For faculty, establishing personal relationships with students will provide the opportunity to directly influence their enthusiasm for individual courses and their chosen career path. Mentoring teams between the academic advisors and faculty will serve to minimize confusion and perceived lack of support for students while creating a comprehensive tri-College partnership between academic advising and faculty mentoring that will provide to students a connection with the faculty, courses, and academic programs. Such connections are known to be primary indicators of student retention, success, and graduation.

Progress achieved toward goals:

1. Pilot in General Education "obstacle" courses—28 students participated (October 2018)
2. Approval to expand program (March 2019)
 - Goal of 100 students for Fall 2019

- Continued focus on Freshman-level Gen Ed courses
- 3. 57 students and 17 COAS faculty participating by May 2019
- 4. Launch of expanded Faculty Mentorship Program (August 2019)
 - Utilizing up to 50% of COAS full-time faculty, plus Super Adjuncts, as mentors
 - Graduate Assistant to collect and analyze substantive data on program impact
 - Nine “obstacle” and high-volume courses targeted each term
- 5. Across the board support from Worldwide Advising and Campus Operations

Proposed work for FY2020-2022:

1. Focus on the high-level implementation of all strategic goals and ensure the effective execution of the program and timeline
2. Meet with key stakeholders and groups to ensure support, assistance, and engagement
 - Work with other Colleges to increase collaboration among mentoring efforts
 - Incorporate academic advising teams to ensure awareness of and support for program
 - Update the COAS Mentorship Advisory Board each major term and incorporate their feedback and suggestions as needed
3. Coordinate with Academic Advising and Campus Operations, to ensure unity of message and greater connections/synergy
4. Create accessible database for faculty mentors, academic advisors, and Campus Directors to connect via the student mentee
5. Attract and engage First Time in College (FTIC) and freshman students
6. Create synergies with Pathways to Success program
7. Collect/analyze/report success data (student and programs levels) via Graduate Assistant
8. Utilize COAS undergraduate student workers to assist with managing large amounts of data from program; need to be able to easily pull information about individual students and about the impact of the program on student persistence/success
9. Pursue Certification for Mentorship Program Management
10. Secure course release for POC in each College and hire a part-time staff member (to serve as liaison between colleges and operations; logistics management)

D. Interdisciplinary Courses and Academic Programs

The goal of this initiative is to distinguish COAS as a leader in interdisciplinary courses and academic programs. A cross-college faculty group will discuss priorities and carry out work for the development of strategic minors and degree programs, selected based on market studies. This working group also will present a plan of action to further strengthen, develop, and expand COAS curricula, with a focus on promoting interdisciplinary cooperation and collaboration.

Background: COAS encompasses a broad focus on instruction of the liberal arts and sciences, incorporating multiple disciplines and sub-disciplines. Typically, COAS curricula include pure and applied sciences such as mathematics, biology, chemistry, and physics along with what traditionally falls under the umbrella term “liberal arts,” including (but not limited to) social sciences (psychology, sociology, anthropology, history, geography, political science, criminal justice, law), language studies (linguistics, writing, literature, communication arts), and humanities (philosophy, cultural studies, theology, and religious studies). The broad scope, diversity, and relevant social impact of these discipline areas facilitates the development of interdisciplinary courses, minors, and programs.

COAS currently offers General Education courses that serve to provide the foundational skills students need to successfully pursue their chosen course of study. In addition, COAS has a limited selection of

elective courses in various science and liberal arts areas. COAS also has several minors that currently are underutilized and under-promoted. And while ERAU's primary mission is the delivery of aviation-focused education, the expansion of COAS course and program offerings would support and bolster existing academic programs while also serving diverse student interests and appealing to a broader market.

Progress achieved toward goals:

1. Courses developed
 - PHYS 123: Science of Flight —100-level course alternative to Introductory Physics
 - CSCI 123: Programming course (Excel, r)
 - A subsequent AP-05 added CYBR 235 and CSCI 123 as an alternate General Education Requirement for Computer Science in 10 degree programs
 - HUMN 333
 - First taught in March 2019
 - Part of future Humanistic STEM minor
 - HIST 130
 - MPLS/EHC joint effort
 - Launched in AY 2018-2019
 - Part of future Humanistic STEM minor
 - Islamic Studies
 - Asian Studies
2. Strategic new 4+1 degree programs
 - BS Interdisciplinary Studies with MS Cybersecurity Management and Policy and MS Human Security and Resilience (July 2018)
 - BS Emergency Services with new MS Emergency Services (July 2019)

Proposed work for FY2020-2022:

1. Academic programs
 - BS Applied Meteorology
 - I/O Psychology minor (leading potentially to BS and MS)
 - Humanistic STEM minor (HIST 130, HUMN 300, HUMN 333 plus Data Visualization and Digital Humanities = 15 credit minor by July 2020)
 - Work with Marketing to promote/expand existing International Relations and Economics minors
 - Global and Cultural Studies minor
 - BSIS 4+1 with MSES
 - Risk/Crisis Communication Certificate (graduate level certificate – 5 courses)
2. Courses
 - MS Emergency Services courses in progress
 - MSES 530 - Statistics in the Public Sector (Jan 2020 – MPLS/SES)
 - MSES 550 - Atmospheric Conditions in Emergency Services (Aug 2019 – MPLS/SES)
 - MSES 520 - Psychological Issues Among Emergency Service Personnel (SSE/SES)
 - MSES 560 - Ethics in the Public Sector of Emergency Services (SSE/SES)
 - MSES 510 - Crisis Emergency Risk Communication (EHC/SES)
 - Additionally
 - Budget/Finance Course (MSES and College of Business)
 - Industrial/Organizational Psychology
 - Cultural Psychology
 - Behavioral Economics

- Collaborative Writing and Presenting (Oct 2019 Launch)
 - Aviation and Philosophy (Social Sciences & Economics with College of Aeronautics)
 - Policy and Science (MPLS/SSE)
3. Ideas to explore
 - BSIS 4+1 with Aeronautics
 - Military-friendly Emergency Services minor
 - Professional Writing minor
 4. Assess demand for
 - BS Criminal Justice
 - Professional Certificates in subjects such as scientific computing
 - Comparative Economics course

E. Student Affinity through the General Education Program

COAS faculty have demonstrated a passion for ensuring students develop skills associated with the University General Education Competencies that ultimately will lead to successful application of those skills in their major degree programs. The College will develop both a short- and long-term General Education Student Affinity Program to actively engage students in these courses, regardless of modality but especially in online asynchronous courses where faculty/student engagement is extremely important. Some aspects of the program will include:

- 1) Developing engaging messages and incorporating them in courses to improve student affinity with individual classes/faculty
- 2) Developing the capability to construct a video and/or electronic syllabus
- 3) Incorporating interesting and pertinent examples in mathematics courses to facilitate student transition into STEM discipline courses
- 4) Incorporating activities in statistics courses that tie in with English courses (writing)
- 5) Developing professional videos that will be interspersed throughout courses that highlight program leaders and industry partners who can answer the question “Why?”
- 6) Developing companion Learning Glass presentations for each course that contains a motivational video
- 7) Developing playbooks for the General Education Competencies
- 8) Writing General Education Competencies in student friendly language, to be put into courses
- 9) Implementing professional development activities for faculty focused on General Education Competencies
- 10) Developing/expanding connections between COAS and students via website development and social media.

Background: Many students matriculating with ERAU Worldwide will be enrolled in General Education courses during their first year. Therefore, it is imperative that COAS develop a program to actively engage students during their coursework to develop a sense of affinity for the General Education Program and Embry-Riddle. Most students are not aware of how General Education courses are the ladder to success in their academic program and, more importantly, to success in their careers after graduation. The Embry-Riddle catalog states:

Throughout the general education program, students gain and enhance competence in written and oral communication. They practice reasoning and critical thinking skills and demonstrate computer proficiency. As students engage in this course of study, they familiarize themselves with and investigate ideas and methodologies from several disciplines. These include the arts

and humanities, the social sciences, and the natural sciences and mathematics. The program also helps students recognize interrelationships between the disciplines.

The General Education Program is interdisciplinary and intercollegiate in nature, and therefore, necessarily engages other colleges and campuses to develop a holistic approach to engaging students throughout their academic career.

Progress achieved toward goals:

1. Completed ten motivational videos: Physics, Chemistry, Weather, Research, Mathematics, English, Speech, Statistics, Calculus, BSIS degree
 - Results presented at Lilly Conference, which led to multiple inquiries about the process of video development
 - Open links to these videos created in the General Education portion of the Worldwide catalog
2. General Education competencies are now explained in all 100-level mathematics courses
3. Mathematics and engineering faculty are working together to incorporate engineering problems in calculus courses
4. Incorporated three writing assignments in STAT 211
5. Hired Pathways to Success faculty in Atlanta, Los Angeles, Miami/Ft. Lauderdale
6. Launched Pathways to Success initiative with Worldwide meeting at Ft. Lauderdale campus, developed brochure that was sent to 1,200 prospective Pathways students, and initiated a series of student activities in Atlanta and Miami/Ft. Lauderdale.

Proposed work for FY2020-2022:

1. Engage members of the Industry Advisory Board in the development and production of industry-based motivational videos
2. Work with the University General Education Program Coordinator to develop playbooks for the General Education Competencies
3. Develop Learning Glass mini lectures addressing difficult concepts in courses that now have introductory motivational videos
4. Create assignments that link General Education courses with upper-level degree program courses
5. Develop student/alumni testimonials related to the value of skills associated with the General Education Competencies
6. Recruit robust cohorts of Pathways students in collaboration with Enrollment Management and Campus Operations
7. Implement and measure levels of student success via the Pathways model.

F. Humanistic STEM Initiative

This initiative will focus on the development of an innovative Humanistic STEM minor that will enhance critical thinking skills, create opportunities for improving writing skills beyond General Education courses, and develop an “interdisciplinary mindset” that allows for multiple solutions to problems. The work also will result in the creation of a National Center for Humanistic STEM, a virtual pedagogical community and storehouse of curricular materials for colleagues seeking information and guidance in the creation of similar courses and programs.

Background: Humanistic STEM is defined as the study of science, technology, engineering, and mathematics (STEM) that combines with interest in and concern for human affairs, welfare, values, or

culture. Goals for students include an understanding of the humanities through the lens of the STEM disciplines that would not exist without human focus on the progress of society in the areas of rhetoric, literature, history, philosophy, art, religion, and ethics.

The new HUMN 333 class serves as an introduction to the concept of Humanistic STEM, but several more courses are planned to create a 15-hour minor. The minor will be a way for students to show employers that they can think beyond the silo of their discipline and that they have engaged in opportunities to practice advanced thinking and writing skills. Additional courses currently planned are data visualization, humanities computing, and mathematics in the visual arts. Existing courses in the history of aviation and science/technology in society will round out the offerings for the Humanistic STEM minor. The National Center for Humanistic STEM will carry this work beyond ERAU to form a consortium of partner universities that will host workshops and pursue external funding sources.

Progress achieved toward goals:

1. Presentation highlighting HUMN 333 at Joint Mathematics Meetings (January 2019)
2. Publication of first Humanistic STEM article (in possible series of 3) in *Journal of Humanistic Mathematics*
3. Development and first offering of HUMN 333: *How Fiction, Film and Popular Culture Represent Science and Mathematics*, the team-developed and team-taught “anchor” for Humanistic STEM
4. Redevelopment of HIST 130 and HUMN 400 to include Humanistic STEM components.

Proposed work for FY2020-2022:

1. Submit paperwork to obtain approval for Data Visualization and Introduction to Digital Humanities courses
2. Submit minor paperwork to include HIST 130, HUMN 400, HUMN 333, and the above
3. Submit proposals for external funding to federal agencies
4. Participate actively in regional and national conferences
5. Pursue professional publications and memberships
6. Develop web hosting and domain name, initial web design, and promotional materials for the National Center for Humanistic STEM
7. Develop curricula for Digital Humanities and Data Visualization courses
8. Build coalition of six partner institutions to begin holding series of Humanistic STEM workshops.

G. Expectations and Responsibilities for Faculty and Staff

In order to ensure the long-term success of the strategic initiatives outlined in this document, it is critical that defined roles for faculty and staff are regularly reassessed. Such an organizational structure with active pursuit of impactful strategic initiatives requires periodic refinement and clarification of expectations for faculty and staff positions. Progress in the expectations and responsibilities for faculty and staff has been a priority for COAS since the initial launch of the COAS Strategic Directions in 2017.

Because a renewed definition of the roles for various faculty and staff was deemed key to the success of the new COAS Strategic Directions, significant progress has been made in establishment and definitions of faculty and staff roles. While the assignment of faculty and staff responsibilities is not an explicit strategic activity, it continues to implicitly be part of every aspect of the proposed COAS Action Plan.

Progress achieved toward goals:

1. Definitions for and roles of Faculty of the Practice at the ranks of Instructor of the Practice, Assistant Professor of the Practice, Associate Professor of the Practice, and Professor of the Practice
2. Detailed tenure-track faculty roles and definitions at the ranks of Assistant Professor, Associate Professor, and Professor
3. Roles, responsibilities, and expectations for all faculty for teaching, service, and/or research in the form of ratified Promotion & Tenure documents for all full-time faculty ranks
4. Definition of administrative roles and responsibilities, and their relationship to rank, role, and workload, in the form of position descriptions
5. Document outlining roles, responsibilities, and expectations for all staff

Proposed work for FY2020-2022:

1. Reassessment and potential reassignment of current faculty, staff, and student assistant activities
2. Definitions of responsibilities, privileges, and resources of Super Adjuncts
3. Evaluation metrics for effectiveness and impact based on changes in faculty and staff responsibilities
4. Review and refinement of the faculty “bucket” concept after initial implementation

III. Proposed New COAS Initiatives for FY2020-22

- A. Strategic new certificate and degree programs
 - Develop and launch undergraduate science degree (e.g., Applied Meteorology)
 - Partner with institution that has Teacher Education programs to offer K-12 licensure
- B. Targeted faculty research groups
 - Secure faculty internships and residential research opportunities
 - Pursue targeted growth of research partnerships, coordinated with strategic faculty hiring
 - Expand Human Security Faculty Initiative
- C. Enhanced student experiences
 - Develop and implement emerging technologies: Learning Glass, Digital Humanities, and Virtual Science Labs
 - Create robust orientation experience for new students (especially FTIC), conducted by faculty
 - Establish student scholarships, internships, and capstone experiences
 - Increase communication from COAS to new students—especially FTIC students—including collaboration between career services, enrollment management, and COAS faculty.