




**From Excellence To Distinction:
A Strategic Plan For
The College Of Liberal Arts**

February 2007



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Introduction

At the heart of every great university you will find distinguished faculty, research, and academic programs in the arts, humanities, and social sciences. At the University of Minnesota, those people and programs reside in the College of Liberal Arts.

The research and creative work of CLA are pivotal to discovery, understanding, and practice in fields across the spectrum of human knowledge. There is hardly an intellectual or scientific question that does not draw upon the work of CLA faculty. There is no discovery without keen skills of observation and analysis; no dissemination of ideas without writing and communicating; no interpretation of established knowledge without strategies for informed reading of texts, data, and visual images; no ability to devise viable next steps without a profound and thoughtful understanding of the past; and no implementation of change without an appreciation for how people, communities, institutions, and nations make choices.

CLA's courses in the core fields of knowledge draw students from across the University. Our academic programs provide about half of all the undergraduate instruction on the Twin Cities campus and award nearly a third of the University's degrees.

The University of Minnesota can be one of the top public research universities in the world only if its largest, most comprehensive, most foundational college stays solidly on track toward greatness and if the core disciplines of knowledge that make up the liberal arts are marked by distinction.

"The liberal arts are the core, heart and soul, blood and sinew of great universities. They have been the backbone of universities in unbroken succession through more than 900 years. They have been the backbone of the University of Minnesota"

—Tom Keller
Attorney and University of Minnesota
President's Club member

Knowledge for the 21st Century

In their teaching and research, CLA faculty ask the hard questions that require broad intellectual reach. They tackle some of the great issues facing the world and our communities—issues related to war and diplomacy, democracy and citizenship, social and economic inequalities, clashes of faith and values, health care quality and access, immigration and the globalization of cultures, the changing environment, and the workings of the brain, to name just a few. The discoveries that grow out of CLA research endeavors address these tough issues head-on and generate strategies and solutions for creating a better world.

In their intellectual and creative work, CLA faculty also go beyond these issues to explore the concepts of justice, equity, and truth; belief systems and how they are shaped, challenged, and changed; the meanings of race, class, gender, and sexuality; the role and future of the arts in society; and much, much more. These are questions that drive the human search for meaning. These are the questions that help

- *What does the brain do when we think?*
- *How do we design stable and democratic institutions?*
- *How does language communicate cultural values?*
- *How do we reduce poverty?*
- *What are the causes of prejudice and discrimination?*
- *What are the human dimensions to global environmental change?*
- *What is beauty?*

us understand our place in the universe, our individual and collective histories, the art and literatures we create, the languages we speak, and the principles and values we embrace.

The broad reach of the College of Liberal Arts and our ability to bring diverse perspectives to critical questions are the hallmarks of CLA. The dynamic interactions that occur within the college and with researchers across the University enable our faculty and students to think about problems in new ways and to make the advances needed to solve complex problems.

Building Strategically on CLA's Momentum

CLA's transformation over the past decade has been dramatic and far-reaching. With half of our faculty hired over the past decade, the college's faculty is younger, more international, more diverse, stronger by every measure than ever before. CLA faculty bring fresh ideas and new perspectives to everything they do. Expectations for research and publication, creative work, teaching, and outreach are high, and accomplishments match these expectations.

We have dramatically transformed every aspect of the student experience: we have created innovative interdisciplinary majors and minors; expanded internships, research opportunities, and study abroad; instituted freshman seminars; redesigned student advising; reduced class size; and more. In response to these transformations, applications have soared, as have the quality and diversity of our students.

As we advance to the top tier of universities, the University of Minnesota's breadth and complexity give us a comparative advantage, allowing for exciting interactions across the disciplines that are not possible at many other institutions. We are also distinctive because of our location: In the dynamic Twin Cities urban environment, the local meets the global and the marketplace of ideas meets the marketplace of goods and services in everyday encounters. Our urban community serves our faculty and students not just as a home, but also increasingly as a learning laboratory and as a site of public engagement. CLA is uniquely positioned to model the future of liberal arts education.

This strategic plan identifies a bold set of targeted initiatives that build on our strengths, draw upon our comparative advantages, and honor our responsibilities as a land-grant university. We are focusing our investments where the opportunities are propitious for significant scientific advances that address pressing issues of human societies; where we can enable creative leaps in our understanding of the human condition; and where we can dramatically enhance the quality of the education we provide our students. These initiatives will build the excellence of our faculty, students, and staff in ways that will lead to breakthrough discoveries and provide students an extraordinary education that will prepare them to live and work in an increasingly diverse global community.

Priorities

1. ENSURE A DISTINGUISHED FACULTY WHO ADVANCE THE FRONTIERS OF KNOWLEDGE AND CREATIVITY.

We must make targeted investments in faculty support, in research infrastructure, and in five interdisciplinary research initiatives that will build upon disciplinary strengths to advance research and creativity in critical areas.

2. PROVIDE EXTRAORDINARY UNDERGRADUATE EDUCATION THAT ATTRACTS THE BEST STUDENTS, ENGAGES THEM WITH THE BREADTH AND DEPTH OF KNOWLEDGE, AND PROVIDES THE TOOLS THEY NEED TO UNDERSTAND AND SHAPE THE WORLD IN WHICH THEY LIVE.

Student engagement in the process of discovery, student connection to the community and the world, and effective communication by 21st century standards will be the defining features of a CLA education.

3. PROVIDE EXTRAORDINARY GRADUATE EDUCATION THAT ATTRACTS THE BEST STUDENTS, PREPARES THEM AS SCHOLARS AND EDUCATORS, AND LAUNCHES THEM INTO SUCCESSFUL CAREERS.

We must dramatically increase fellowship support, expand the opportunities for research, increase the possibilities for learning across disciplines, and prepare graduates to become effective academic leaders and educators.

4. BUILD AND SUPPORT DIVERSITY AND INCLUSIVENESS.

To prepare graduates to live and work in an increasingly diverse world, we must build understanding and advance teaching and research on diversity, difference, and inequality; recruit, retain, and ensure the success of diverse faculty, students, and staff; and become a community that values diverse cultures, experiences, and perspectives.

Strategies and Outlook

This plan both articulates a vision and calls for targeted investments in the research and education needed for the 21st century. We advance new models for teaching and research that bring together the best minds from across the college and University. The pieces of the plan are interrelated: Each initiative not only will advance knowledge around pressing issues but also will engage students and faculty in critical areas of discovery.

We envision a future built upon the most promising experiments undertaken by CLA's world-class researchers and renowned artists—"teacher scholars" and "teacher artists" who are pushing the boundaries of knowledge in their labs, studios, and classrooms. Implementation of our plan will stretch those boundaries even further. It will transform the lives of our students and our community. It will create a stronger Minnesota and a better world. It will help create a University whose greatness is uncontested.

By any measure, the University of Minnesota and the College of Liberal Arts are already global leaders in education and research. And we are poised for leadership in a new era of higher education. But to sustain and advance our eminence, we must prevail among formidable peers in an increasingly competitive higher education environment. The projects set forth in this document will ensure the College of Liberal Arts' international leadership in research, creativity, and education in the 21st century. Implementation of our plan not only will propel the college along a bold new trajectory but also will advance the University surely and swiftly toward its ambitious goals and secure its standing among the best in the world.

Ensure a Distinguished Faculty who Advance the Frontiers of Knowledge and Creativity

CLA's Goals

The College of Liberal Arts recruits, retains, and nurtures distinguished faculty engaged in innovative research and teaching that push the frontiers of knowledge and reshape the way people understand the world. CLA faculty lead their disciplines and embrace citizenship and a culture of excellence to serve students, the college, the University, and the community.

Maintaining Momentum

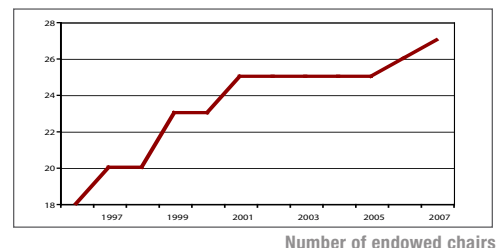
CLA's faculty has undergone a dramatic transformation. The college competes with the best universities in the world to recruit extraordinary scholars to advance innovative research, creative work, and teaching. As a result, CLA's faculty is the most international, most diverse, and strongest in the college's history. We have built a culture that inspires intellectual curiosity, experimentation, and a drive to discover. Expectations for research and publication, creative work, teaching, and outreach are high, and accomplishments match these expectations. We must take the following steps to maintain our momentum:

1. ENSURE COMPETITIVE FACULTY COMPENSATION AND RESEARCH SUPPORT.

Competitive salaries and research support are key to attracting and retaining distinguished faculty, to enabling breakthrough research, and to providing students an extraordinary education. The college will continue to invest aggressively in compensation and research.

2. DOUBLE THE NUMBER OF ENDOWED PROFESSORSHIPS AND CHAIRS.

Endowed chairs and professorships allow us to recognize, recruit, and retain world-class faculty by providing the margin of resources needed to compete with the leading universities. Over the next decade, the college will secure private funding to double its number of endowed professorships and chairs.



3. EXPAND SUPPORT OF INNOVATIVE INTERDISCIPLINARY RESEARCH AND CREATIVE WORK.

CLA has embarked on an unprecedented number of initiatives that strengthen the disciplinary research core and foster interdisciplinary research and teaching. New *faculty positions*, signature *interdisciplinary research centers* (such as the Institute for Advanced Study, the Institute for Global Studies, the Institute for New Media Studies, and the Center for Cognitive Sciences), and thriving *research collaboratives* are furthering both disciplinary knowledge and interdisciplinary explorations. These efforts must be sustained. Continued support of the *Institute for Advanced Study* will advance research and enable faculty and students from across the University to

"The important thing is not to stop questioning. Curiosity has its own reason for existing. One cannot help but be in awe when [contemplating] the mysteries of eternity, of life, of the marvelous structure of reality. It is enough if one tries merely to comprehend a little of this mystery every day. Never lose a holy curiosity."

—Albert Einstein

integrate new and disparate forms of knowledge. Priorities for new Institute investments include: increased funding of research collaboratives and graduate student participation in these endeavors; and renovation of the Nolte Center.

4. ENHANCE INTERNATIONAL EXCHANGE AND COLLABORATION.

CLA is distinctly more international than it was just a decade ago. New faculty have added expertise in human rights, immigration, democratic transition, environmental and agricultural policy, and more. Our centers, programs, and institutes in Global Studies, International Studies, Western European Studies, the Study of the Asias, Austrian Studies, German and European Studies, Human Rights, Population, and Immigration History pursue research that engages faculty and graduate students from throughout the United States and around the globe. CLA will build upon its international exchanges to forge strong research partnerships and, where relationships are deep and sustained, establish joint degree programs. Collaborative relationships with institutions in Africa, Asia, and Latin America are high priorities.

5. CULTIVATE GLOBAL PERSPECTIVES ON RACE, ETHNICITY, AND MIGRATION.

With more people on the move today than at any other time in human history, global migration poses profound challenges for people, nations, and the world, as manifested in debates over citizenship, nationalism, political violence, wealth, productivity, and electoral choice. Building on the expertise in CLA social science and humanities departments, the Immigration History Research Center, and the Minnesota Population Center, the college is moving to the forefront of research on emergent migrant networks and the impact of population movements on cultural, social, and political dynamics within nations and around the globe. With increased coordination of University resources and added faculty expertise on migration in China and Africa, the University of Minnesota will remain a national and international leader on these issues.

6. LAUNCH THE COLLABORATIVE ARTS PROGRAM.

Faculty and students from music, electronic media, art history, dance, studio art, theater, creative writing, and cultural studies are forging new forms of artistic practice and creative expression and an innovative model of arts education. CLA has recruited faculty whose creative work stretches beyond the confines of a single medium and has taken the bold step of teaming up with artists in New York's Center for Creative Research to imagine new creative forms of artistic collaboration. Over the next few years, we will continue to build the collaborative arts faculty, develop fresh creative and pedagogical models, and forge international partnerships. We must build a "black box" comprising supple and mutable spaces for creative work, performance, and instruction in multiple mediums and technologies. Two potential building sites have been identified in the heart of the West Bank Arts Quarter.

7. PROMOTE FILM STUDIES.

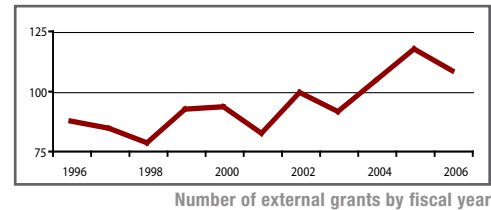
The College of Liberal Arts has assembled a remarkable group of faculty in film studies. A Film Studies Center and a renovated Bell Auditorium with state-of-the-art (HD video and Blue-ray) and conventional (35mm and 16mm) technology will advance scholarship and teaching on cinema; modernize an excellent film projection facility on campus; unify the

film holdings currently spread across academic departments and the libraries; and provide a hub for collaborations between CLA departments and the College of Design, and between the University and the Walker Art Center, Minnesota Film Arts, and the Minnesota Film and TV Board.

Next Steps

1. INCREASE SUPPORT FOR FACULTY RESEARCH.

To remain competitive with the best research universities in the world, it is essential that the College of Liberal Arts increase its support of faculty research and creative work.



Number of external grants by fiscal year

Provide a Research Semester for Assistant Professors.

To enable every probationary faculty member to excel, CLA will guarantee a research semester during his or her probationary period.

Create Second Startup Packages for Associate and Full Professors. Following promotion, CLA will provide faculty with seed packages designed to jumpstart their next research or creative project.

Increase Sabbatical Supplements. CLA will increase its support of the University's sabbatical supplement program to enable a larger number of faculty to advance their work.

2. INVEST IN FIVE STRATEGIC RESEARCH INITIATIVES.

CLA will invest in five strategically selected interdisciplinary research initiatives over the next five years. Each initiative builds upon current disciplinary strengths in ways that will lead to important scientific, intellectual, and creative breakthroughs.

Language, Culture, and Texts. Fundamental to the acquisition, production, and circulation of knowledge is the ability to read, interpret, and translate texts from different cultural-historical contexts and to apply this understanding to the formulation of new modes of viewing the world. The reading and interpretation of texts is grounded in a thorough understanding of the way language creates meaning and makes sense of human experience. The foundational role that language, culture, and texts play in expressing the human condition calls for several targeted investments.

Linguistics. New faculty in psychology, anthropology, English, foreign languages, and speech-language-hearing sciences have strong research interests in the evolution, development, structure, and use of language. They are poised to develop linguistics at the University of Minnesota into a premier program. In recent years, the field of linguistics has strengthened its grounding in neuroscience, cognitive science, behavioral genetics, bioinformatics, artificial intelligence, and child development—all areas of strength at Minnesota. With the targeted recruitment of faculty, we will quickly be able to compete with the strongest programs in the country.

Mediterranean Studies. CLA has recruited new faculty with abiding research interests in the Mediterranean (broadly defined as the area from the Atlantic Ocean to the Middle East and Southwest Asia) as the site for encounters between European and non-European cultures. A focus on the Mediterranean from ancient

times to the present will shed light on contemporary questions about the nature of European identity, the relationship between the Muslim world and the West, and the possibility for peaceful coexistence among diverse communities. Additional faculty with expertise in the eastern Mediterranean, the Middle East, northern Africa, and southwest Asia will significantly contribute to establishing Minnesota as a model for transnational research.

Religious Studies. The College of Liberal Arts has a long-standing commitment to research on and teaching of religions in antiquity, especially Judaism and Christianity, and CLA faculty have been increasingly engaged with the study of the social, political, historical, and philosophical aspects of religion. A deep understanding of religion and religious traditions offers insight into issues that divide nations, that challenge global peace and security, and that provide a spiritual dimension to people's lives. The college will broaden the scope of work on these topics to include the study of Islam, Asian religions (chiefly Hinduism and Buddhism), and the theory of religion.

Spatial Visualization and Analysis. The University of Minnesota has an opportunity to build upon existing strengths to lead in the emerging field of spatial visualization and analysis, a field that involves the theoretical conceptualization of space, modes of representation, and spatial reasoning. This field has broad applications. For example, geographers use visualization and mapping techniques to analyze complex interactions between people and place. Archaeologists employ global imaging to assess spatial patterns associated with archeological sites and artifacts. Epidemiologists rely on spatial mapping to track the spread of disease.

"I can't understand why people are frightened of new ideas. I'm frightened of the old ones."

—John Cage, composer

Sociologists use spatial analysis to understand patterns of racial discrimination. Statisticians and geologists use spatial and visual approaches to interpret complex patterns in data. And artists, filmmakers, architects, and designers turn to spatial visualization to imagine, represent, and create their work. Siting, mapping, and pattern analysis are integral to understanding movement, embodied space, and the interdisciplinary metaphors fashioned from real and imagined space.

A comprehensive understanding of spatial and visual thinking must draw upon the social sciences, humanities, and arts to make sense of the ways people occupy and transform space, and to theorize about the construction of place, space, and scale. Critical to this effort are new investments in spatial modeling, analysis, and statistics; computer vision and shape analysis (in collaboration with the Institute of Technology); spatial visualization and data mining; and a spatial analysis and computational laboratory.

Health and Society. The University of Minnesota is positioned to be an international leader in the field of health and society and to develop intervention strategies that promote health and minimize the onset of disease. The well-being of people and communities rests on complex interactions among biological, personal, social, cultural, and environmental systems as seen in the most pressing health issues of our time: the global obesity epidemic; emergent infections such as Avian flu; the ongoing challenges of AIDS; and disparities in health and access to health care. Researchers in psychology, anthropology, geography, sociology, gender and sexuality studies, history, journalism, and mass communication embed health in a broad social context to reveal how webs of

human relationships, differential access to resources, and cultural beliefs affect health and wellness. Social scientists provide insights into why some individuals engage in healthy behaviors whereas others do not, and elucidate how health is shaped by economic, social, political, and cultural forces. Humanists provide the cultural knowledge and interpretive tools to decipher narratives of health and disease. Analysis of these human factors is essential for improving health and well-being.

Priorities for investment include: hiring faculty who work on issues at the intersection of health and society; building avenues for increased interaction among researchers in CLA, epidemiology, health services, medicine, genetics, and the centers for cancer, bioethics, and obesity prevention; providing seed grants to innovative collaborations that will garner external research support; and developing an interdisciplinary curriculum to train the next generation of scholars and practitioners.

The Brain and Behavioral Genetics. Two related developments have produced a fundamental shift in perspective away from groups, cultures, societies, tribes, and institutions, to biology as a core construct in the social sciences. First, the sequencing of the human genome now enables behavioral geneticists to identify the particular genes that contribute to perception and behavior. This development is particularly relevant for Minnesota's

Department of Psychology, home to one of the leading behavioral genetics programs in the world. Second, new technologies for measuring functional activity in the brain, including PET (Positron Emission Tomography), large-array ERPs (event-related potentials), and fMRI (functional magnetic resonance imaging), have made it possible to understand how the brain receives and processes information.

"The human brain is the last, and greatest, scientific frontier. It is truly an internal cosmos that lies contained within our skulls. The more than 100 billion nerve cells and trillion supporting cells that make up your brain and mind constitute the most elaborate structure in the known universe."

— Joel Davis, *Mapping the Mind: The Secrets of the Human Brain and How it Works*

Several steps are needed to leverage these advances.

We must provide cost-effective ways to access the technologies that enable genotyping and measure functional activity in the brain; hire faculty who are experts in harnessing these new technologies; and bring together, in dedicated research space, the relevant faculty and students from across the social sciences, biology, neuroscience, child development, and medicine to engage in workshops, forge new research initiatives, and build training programs.

Quantitative Methods and Modeling. Researchers across the social sciences utilize sophisticated computationally intense quantitative and analytical methods to assess the causes of human behavior and to predict social, economic, and political outcomes. Applications include the quantitative modeling of human social interaction, statistical analyses of social networks, and computational agent-based simulations of the foundations of cooperative behavior and the development of institutions.

The University of Minnesota enjoys a long history of excellence in quantitative methods and modeling and is home to an impressive cohort of researchers in these areas. Top priorities for new investment include: recruitment of faculty who work on the quantitative modeling of social interaction and social change, the dynamics of national and international political and economic systems, the structure and use of human language, and neuroimaging data and its relationship to affect, behavior, and cognition; seed grants

to nurture workshops and collaborations that will lead to externally supported research; advanced computing hardware and software to support innovative teaching and research; and greater coordination across the University on a curriculum to train the next generation of leading social scientists.

3. BUILD THE INFRASTRUCTURE WE NEED TO ADVANCE RESEARCH AND CREATIVITY.

Breakthrough discoveries require state-of-the-art facilities, technology, and instrumentation, as well as support staff and time. This infrastructure must be strategically deployed in pursuit of the most promising research and creative opportunities. It is essential that we renovate the *Nolte Center* to serve the Institute for Advanced Study, build a “*black box*” to house the collaborative arts program, and renovate the *Bell Auditorium* to advance the college’s film initiative.

Given the profound changes that have occurred over the past few decades, significant investments are also imperative in the social sciences. *The Social and Behavioral Sciences Laboratories* will provide essential research infrastructure to advance each of the University’s social science programs (economics, psychology, sociology, anthropology, political science, geography, and speech-language-hearing science); to further the work of social scientists in the Carlson School of Management, the College of Education and Human Development, the Humphrey Institute of Public Affairs, the College of Design, and the Law School; and to enable research on spatial visualization and analysis, the brain and behavioral genetics, and quantitative methods and modeling. These investments will help attract superb faculty and graduate students, multiply external support for faculty research, provide opportunities for graduate students and undergraduates, and move Minnesota’s social sciences from excellence to distinction. (For details, see the Appendix: the Social and Behavioral Sciences Laboratories.)

Provide an Extraordinary Undergraduate Education

CLA's Goals

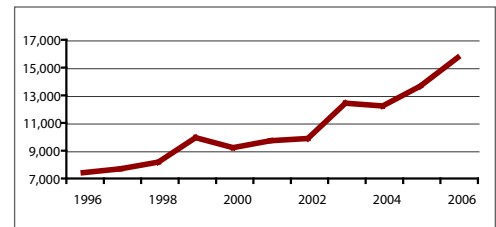
The College of Liberal Arts provides an extraordinary education that engages students with the breadth and depth of knowledge and develops the skills they need to understand and shape the world in which they live. A CLA education gives students a deep understanding of diverse perspectives and cultures and fosters their ability to communicate effectively across cultural and geographic boundaries. It engages students with the powerful learning opportunities available in our urban community. It encourages them to think independently, critically, and creatively and to apply knowledge to new problems and needs. It develops imaginative and resourceful human beings who are committed to service and leadership in every sector of society.

Maintaining Momentum

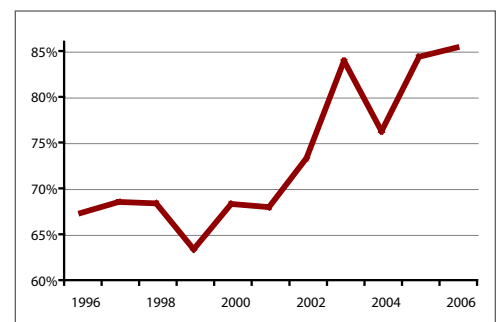
Over the past decade we have introduced sweeping changes in the undergraduate experience. Freshman seminars taught by CLA faculty now serve 1,000 students a year. We introduced innovative interdisciplinary majors and minors. We redesigned student advising, making greater use of information technology, integrating academic and career planning, and tailoring services to individual student needs. We reduced class size and invested in technology-enhanced instruction. We expanded service learning courses, internships, research opportunities, and study abroad, and forged new partnerships that connect students with organizations and mentors in the community. We renovated our facilities to create 21st-century learning environments.

In response to these dramatic changes, undergraduate applications have soared—more than doubling over the past decade—yielding increases in the quality and diversity of our student body. Four-year graduation rates are double what they were ten years ago. Over the past several years, CLA students have garnered the nation's most prestigious and competitive awards, including five Rhodes Scholarships, eight Trumans, a Marshall, and a Luce.

CLA will not sustain this momentum in the years ahead unless we are able to deliver a truly exceptional education. If we want to educate students who have the capacities and know-how to get things done in the 21st century—students who will make a difference as knowledgeable, insightful, and effective citizens—we must provide an integrated and transformative undergraduate experience that engages every individual's strengths and aspirations. To maintain momentum, we must:



Number of applicants to CLA



Incoming freshman graduating top 25% of high school class

1. CONTINUE TO INCREASE THE ACADEMIC, DIVERSITY, NATIONAL, AND INTERNATIONAL PROFILE OF OUR STUDENTS.

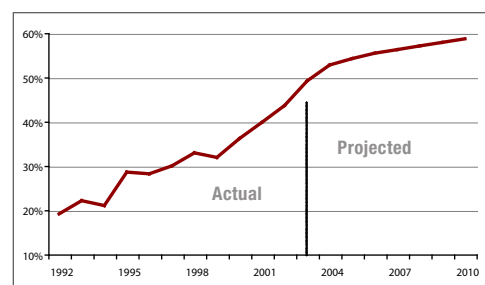
An academically talented and diverse student body is core to excellent education. We will continue to build a pipeline of diverse and talented students from all walks of life who are prepared to excel. We will ensure access and academic success for students by expanding the number of scholarships awarded on the basis of financial need and academic promise. And we will broaden our national and international recruiting efforts.

“Additional merit-based resources aimed at recruiting highly meritorious students with special talents and abilities (academic or otherwise) should be directed at students who also have financial need.”

—U of M Committee on Scholarships

2. SUSTAIN HIGH LEVELS OF STUDENT RETENTION AND CONTINUE TO IMPROVE FOUR- AND FIVE-YEAR GRADUATION RATES.

We will increase scholarship support so that students can remain in school and fully engage in curricular and co-curricular activities; guarantee opportunities for students to work closely with faculty, instructors, and academic advisers; institute proactive advising to help students cultivate their strengths and passions both inside and outside the classroom; and streamline and coordinate degree requirements to remove barriers to academic progress.



Actual and projected four-year freshman graduation rates

3. STRENGTHEN DISCIPLINARY AND INTERDISCIPLINARY TEACHING AND LEARNING.

CLA will continue to strengthen the curriculum in core disciplines and will also support interdisciplinary learning by expanding the opportunities for faculty to team-teach courses that bridge academic fields, by increasing the number of interdisciplinary courses, and by guiding students to sets of courses that make up interdisciplinary clusters of knowledge.

4. CONTINUE TO DEVELOP AND IMPLEMENT MEASURES OF LEARNING OUTCOMES.

We will measure, assess, and report the quality of the education we are providing and use these results to guide continual improvement and investment.

Next Steps

Student engagement in the process of discovery, student connection to the community and the world, and effective communication by 21st-century standards will be the three defining features of a CLA education.

A CLA education will provide opportunities for students to work closely with faculty who are experts and innovators in their fields. Faculty do much more than convey information and skills; they engage students in the process of creating new knowledge and discoveries. Learning in a research university is a dynamic, collaborative enterprise that involves and inspires everyone as both a teacher and a learner. Students will join with instructors and peers inside and outside the classroom in collaborative projects and co-curricular activities. Instructors and advanced students will serve as mentors in an active, inclusive community of learning. Faculty must model for their students the processes of discovery and innovation that

DISCOVER
COMMUNICATE
CONNECT

occur in their labs, in their studios, in the archives, and in the field. In CLA, research and discovery are the heart of effective teaching.

We are situated in one of the most vibrant, diverse urban environments in the world. Our setting enables learning to occur everywhere—not only in the classroom, or on campus, but also in the cities and beyond. The Twin Cities are a remarkable laboratory for civic-based projects, service learning, internships, and intercultural learning in partnership with Minnesota’s diverse communities. Connecting students to these communities and to the world beyond our state and nation is at the core of a CLA education.

1. REDESIGN UNDERGRADUATE EDUCATION TO ENGAGE STUDENTS IN RESEARCH AND CREATIVE WORK AND CONNECT THEM TO THE COMMUNITY AND TO THE WORLD.

CLA’s undergraduate degree programs will engage every student in research and creative work that connects them to the community and to the world.

Every undergraduate in CLA will have at least one opportunity to participate in an immersion experience designed to put knowledge and vision into action. This defining feature of a CLA education may occur through participation in collaborative research with a faculty member or a creative project with an artist, through a community-based service learning course or project, through an internship with a business or community organization, through study abroad, and much more.

To accomplish this objective, CLA will:

- Expand opportunities for collaborative research and creative work with faculty, advanced graduate students, and other instructional staff.
- Expand the opportunities for community-based courses and projects, service learning, internships, and mentorships.
- Increase international experiences through stronger bonds with Minnesota’s multicultural communities, semester or year-long study abroad experiences that are fully integrated into the curriculum, real-time international classroom partnerships via the Internet, and upper-division courses across disciplines taught in other languages.
- Increase the number and quality of upper-division studio courses, labs, and seminars that serve juniors and seniors.
- Offer semester clusters of courses on a common topic (e.g., “equality,” “power,” “truth”) taught by faculty teams from different disciplines.
- Create mentoring teams of faculty, graduate students, academic advisers, and staff to ensure that every undergraduate student has a meaningful research and/or creative capstone experience.

“There’s an old joke that the exam questions in economics stay the same from year to year—only the answers change. And it’s true! A lot of what I learned in advanced courses has been either moved to elementary courses, or found to be wrong. Teaching dies unless it is based on research. On the other hand, research is continually stimulated by probing questions in the classroom. The two offer a perfect example of symbiosis.”

—Edward Foster, economics

Introductory courses not only are a key part of the freshman experience, but also shape learning for the years ahead by providing gateways to core disciplines of knowledge. The

college will invest in technology, improve instruction, and provide other forms of support to ensure the excellence of these courses. Taught by outstanding faculty, these courses will engage students in the process of discovery through frequent encounters with data, texts, concepts, artifacts, creative work, problems, and examples that nurture reasoning, interpretation, analysis, synthesis, and the application of theories, concepts, and techniques. Classes will incorporate project-oriented research, creative work, and collaborative experiences as a distinctive CLA signature.

“The truly educated citizen must appreciate the interconnectedness of the sciences, social sciences, arts, and humanities with public policy. This should be our post 9/11 legacy.”

—E. Thomas Sullivan, provost, U of M

2. EVERY STUDENT WILL BE AN EFFECTIVE COMMUNICATOR BY 21ST-CENTURY STANDARDS.

To be effective communicators by 21st-century standards, students must be able to read and interpret words, images, sound, and movement; communicate cogently in ways that draw upon the latest digital technologies; and communicate effectively across cultural, racial, ethnic, historical, and geographic boundaries.

“Dancing in all its forms cannot be excluded from the curriculum of all noble education; dancing with the feet, with ideas, with words, and, need I add that one must also be able to dance with the pen?”

—Friedrich Nietzsche

CLA will lead the University’s implementation of the Baccalaureate Writing Initiative.

- A new Department of Writing Studies will bring together specialists in composition, rhetoric, writing, and technical communication. Additional investments will ensure that the department is a national leader in teaching and research in writing, composition, and rhetoric.
- Writing Studies will offer an integrated, comprehensive first-year writing program that reaches every undergraduate student on the Twin Cities campus.
- Writing Studies will work with departments across the Twin Cities campus to build effective writing as a central feature of every undergraduate major.
- The Center for Writing will help students on the Twin Cities campus hone their writing through individualized instruction, both face-to-face and online. It will help instructors incorporate writing in their courses.

“Writing is fundamental to critical inquiry, to analysis, and to thinking itself. How well our students learn to write—in every field, from anthropology to engineering, from biology to business and public affairs—bears directly on how well they learn, period. The writing initiative makes writing instruction and practice an ongoing part of every student’s education.”

—Laura Gurak, chair,
Department of Writing Studies

Develop Digital and Visual Literacy. Literacy now and in the future entails the ability to process, interpret, and critically analyze text, sound, images, and movement, and to employ a wide range of technologies to formulate messages that communicate across media and cultural contexts. To lead in communication education and research, we must engage a host of disciplines, including communication studies, cognitive science, computer science, rhetoric, cultural studies, art, and design. New investments will be made in faculty specializing in cognitive approaches to communication and information processing, the formation and interpretation of digital and visual messages, and the analysis of texts and creative work.

3. BUILD STUDENT ACADEMIC SUPPORT AND EMPOWER ACADEMIC ADVISERS TO PLAY A MORE INTEGRAL ROLE IN STUDENT LEARNING.

CLA will substantially increase its number of academic advisers to provide holistic support to students.

Advisers must do more than manage transactional processes, resolve problems, and address academic deficiencies. They will play active roles as students' mentors and coaches—as partners in a continuing, supportive dialogue with students about the nature and quality of their learning as it relates to long-range aspirations. They will help students unlock

their passions, drive, and abilities and take full advantage of the educational resources available across campus and the metropolitan area. As student services professionals, they will provide the continuity of support and mentoring that transforms undergraduate opportunities inside and outside the classroom into a distinctive CLA education.

“CLA buries the myth that large public universities are not concerned about undergraduate education. The combination of a lively intellectual atmosphere, commitment to undergraduate and graduate education, and commitment to the community at large—you can't ask for anything more from an institution of higher learning.”

—Eric Weitz, chair, Department of History

Provide an Extraordinary Education to Graduate Students

CLA's Goals

The College of Liberal Arts sustains graduate programs that attract, support, and educate the best students from around the world. We provide graduate students an education that enables them to master the core knowledge of their disciplines and to develop their capacity to produce distinguished research and creative work that addresses important and complex problems. We instill in our graduate students a deep and abiding commitment and capacity to serve and lead their field and provide them with the skills they need to teach and inspire future generations of students and professionals.

Maintaining Momentum

Recruiting outstanding graduate students and preparing them for successful careers are critical to ensuring the reputation of our departments, college, and University; to retaining top faculty, to advancing research, and to sustaining the quality of undergraduate education. Over the years, the stature of our graduate programs has risen with better fellowship packages, enhanced student diversity, and increased opportunities for collaborative research with faculty. This progress must continue.

1. FURTHER INCREASE THE DIVERSITY, ACADEMIC, NATIONAL, AND INTERNATIONAL PROFILE OF OUR GRADUATE STUDENTS.

Academically talented and diverse graduate students are critical to the excellence of our graduate programs. We will strengthen our national and international recruitment efforts by guaranteeing all students competitive fellowship packages, research and mentoring opportunities, access to interdisciplinary initiatives, and programs that develop effective academic leaders and teachers.

2. DRAMATICALLY EXPAND FUNDING FOR GRADUATE FELLOWSHIPS.

CLA will dramatically expand the size and number of graduate fellowships to remain competitive with the best programs in the world. *Every* Ph.D. student will be offered at least five years of support including at least two years of fellowship. Every M.F.A. student will be offered three years of support including at least one year of fellowship. Award packages will also include an increase in the base salaries for teaching and research assistants. To increase the number of graduate students from underrepresented groups, CLA will expand its support of students nominated for Diversity of Views and Experiences (DOVE) Fellowships (as described in the diversity section beginning on page 18).



3. PROVIDE EVERY PH.D. STUDENT WITH AN OPPORTUNITY TO ENGAGE IN A COLLABORATIVE RESEARCH OR CREATIVE PROJECT WITH A FACULTY MEMBER.

Hands-on research experience is at the heart of an effective graduate education. CLA will expand its extraordinarily successful Graduate Research Partnership Program, which provides summer funding for graduate students to work with faculty mentors on joint research and creative projects.



4. CONTINUE TO INCREASE PROGRAM SELECTIVITY, SHORTEN TIME TO DEGREE, AND IMPROVE PLACEMENT.

Increased fellowship support will enhance the quality of students who apply and enroll in CLA's graduate programs. It will drive greater program selectivity and allow students to concentrate more on coursework and research. These changes, along with stronger faculty mentoring of graduate research, will further improve time to degree and career placement.

Next Steps

1. EXPAND INTERDISCIPLINARY OPPORTUNITIES FOR GRADUATE STUDENTS.

Many important intellectual and scientific advances occur at the intersections of disciplines. To prepare graduate students to lead in research and teaching, we will increase opportunities for learning and research outside students' home disciplines. These interdisciplinary efforts will build upon excellent discipline-based graduate programs and faculty.

Create Interdisciplinary Graduate Student/Faculty Workshops. CLA will create interdisciplinary graduate student/faculty workshops, led by faculty from one or more departments or colleges. These workshops will forge intellectual connections and foster scholarly dialogue among graduate students and faculty from across the University. Workshops will explore broad themes—such as “Ethics and Society,” “Science, Technology and Society,” and “Equality”—that traverse the social sciences, arts, and humanities. The college will provide funds to support faculty leadership of the workshops and presentations by prominent invited speakers.

Create Interdisciplinary Fellowships. CLA will create four fellowships that will support students engaged in research and creative activities that bridge disciplinary programs: a) *Institute for Advanced Study Fellowships* will be awarded to students participating in research collaboratives housed in the Institute; b) *Social Sciences Fellowships* will support students engaged in research housed in the Social and Behavioral Sciences Laboratories (described in the Appendix); c) *Ethnic Studies Fellowships* will be awarded to students pursuing research in Chicano Studies, American Indian Studies, African American Studies, and/or Asian American Studies; and d) *Diversity Fellowships* will support students engaged in research on difference broadly defined (described in the diversity section beginning on page 18).

2. PREPARE GRADUATES TO BECOME EFFECTIVE ACADEMIC LEADERS AND EDUCATORS.

We not only must develop the capacity of graduate students to produce distinguished research and creative work, but also must prepare them to be effective teachers and academic leaders. To this end, the college will:

Create the Graduate Student Academic Leadership Program. In collaboration with the Graduate School, CLA's Academic Leadership Program will build communication, organizational, collaborative, and leadership skills; develop strategies to advance interdisciplinary and international collaboration; and instill broad ideals of academic citizenship and engagement.

Establish the Academy of Distinguished Teaching Fellows. CLA will create the Academy of Distinguished Teaching Fellows to recognize graduate students who complete workshops on teaching strategies for a diverse student body, who mentor other students, and who have demonstrated excellence as instructors. The program will provide advanced opportunities for teaching and mentoring that supplement those currently available from the Preparing Future Faculty Program. In addition, advanced graduate students may lead their own projects that engage talented undergraduates who seek deeper engagement in research.

Build and Support Diversity and Inclusiveness

CLA's Goals

The College of Liberal Arts values diverse cultures, experiences, and perspectives as key to innovation and excellent education. We recruit and retain diverse faculty, students, and staff; conduct research on diversity, difference, and inequality; develop educational and work experiences that recognize and value differences and enable students, faculty, and staff to transcend the boundaries of their own cultures, races, and identities; and ensure college access and academic success for talented students regardless of financial means. These commitments are essential to the excellence of CLA and the University as a whole as we advance knowledge around the pressing issues facing our state, our nation, and the world.

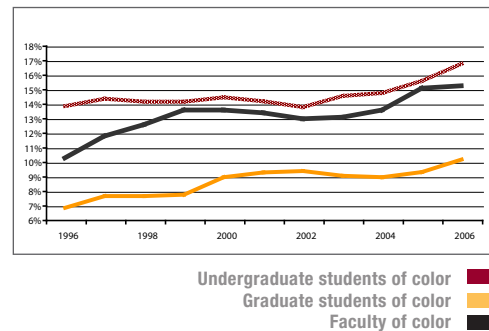
Maintaining Momentum

1. EXPAND K-12 COLLABORATIONS.

CLA's growing K-12 collaborations bring faculty, students, and staff together with community organizations and schools to increase the diversity of students prepared for higher education and to build sustainable pathways to the University of Minnesota. We must expand these efforts.

2. INCREASE UNDERGRADUATE SCHOLARSHIPS.

CLA has increased scholarship dollars for undergraduate students with academic promise and financial need and will continue to build scholarship support to advance access, excellence, and academic success.



3. MAKE OUTSTANDING AND STRATEGIC FACULTY HIRES.

A “diversity cluster” of five new faculty will join the college with research and teaching interests focused on inequality and diversity in social, cultural, economic, and political life. We will engage these faculty with colleagues across the college to ensure that CLA is home to a vital community of scholars who make issues of difference central to their work.



4. RECRUIT AND RETAIN DIVERSE FACULTY AND STAFF.

CLA will employ aggressive search strategies, provide support for research and professional development, and build stronger bonds among faculty and staff across the college.

5. DEVELOP GLOBAL PERSPECTIVES ON RACE, ETHNICITY, AND MIGRATION.

The phenomenon of global migration shapes 21st-century debates about such critical issues as citizenship, nationalism, political violence, and the distribution of wealth. We are building upon our faculty strengths, our research centers, our international

scholarly exchanges, and distance learning opportunities to offer students an unparalleled environment in which to study economic and social disparities, population movements, and public policy from local, national, and transnational perspectives.

Next Steps

1. DEVELOP AN INTEGRATED UNDERGRADUATE CURRICULUM THAT BUILDS UNDERSTANDING OF DIVERSITY AND DIFFERENCE.

Diversity is essential to the life of the college and reflects our commitment to provide a transformative education to our students. Accordingly, CLA will:

Build Diversity Across the Curriculum. We will invest in courses and programs that promote understanding of and cultural competence in issues related to diversity and difference of all kinds; teach listening around issues of difference as part of the freshman experience and in key introductory courses; promote advanced knowledge of different languages and cultures; increase participation in study abroad; and foster co-curricular activities that connect students to Minnesota’s diverse communities.

Launch the Undergraduate Interdisciplinary Minor in Comparative U.S. Race and Ethnicity. Students in our new minor will gain a sophisticated understanding of the history, culture, and experiences of diverse groups, particularly African Americans, American Indians, Asian Americans, and Latinos/as. They will learn about the social, historical, cultural, economic, religious, and political forces that shape the construction of race and ethnicity in America and the ways that racial and ethnic groups have interacted, both historically and today.

“Diversity equals excellence, [and] it is important and crucial in the increasingly multicultural state of Minnesota and beyond ... Many in the higher education community will look to see how we create new models ... to link theory and practice through scholarship ... We need to think of multiculturalism ... as a way to acknowledge and value everyone’s different experiences. All perspectives need to be at the table.”

—Nancy “Rusty” Barceló, Vice President and Vice Provost for Equity and Diversity

2. GUARANTEE STUDENT SUCCESS.

Retention and graduation rates of students in underrepresented groups lag behind those of other students. We need to understand the reasons and forge a comprehensive, effective response in collaboration with the Multicultural Center for Academic Excellence, Athletics, the Department of Post-Secondary Teaching and Learning, the Office of Equity and Diversity, the Center for Teaching and Learning, and the Smart Learning Commons.

3. EXPAND THE NUMBER OF GRADUATE STUDENTS FROM UNDERREPRESENTED GROUPS AND STUDENTS WHO STUDY DIVERSITY AND INEQUALITY.

Graduate students—the nation’s future professoriate—must be drawn from the full breadth of our population and must be prepared to educate students of the 21st century.

To accomplish this goal, CLA will:

Increase support to students nominated for the Diversity of Views and Experiences (DOVE) Fellowship. CLA will provide fellowship support, summer stipends, and Graduate Research Partnerships for outstanding nominees.

Create fellowships for graduate students interested in the study of difference and inequality.

Two new fellowship programs will recruit outstanding graduate students to CLA, foster collaboration and intellectual community across the college, and expand the pipeline of future faculty with expertise on issues of difference and inequality. The *Ethnic Studies Fellowship* will be awarded to CLA graduate students with interests in Chicano Studies, American Indian Studies, African American and African Studies, and/or Asian American Studies. The *Diversity Fellowship* will support graduate students in any CLA program pursuing research on issues of diversity and difference broadly defined.

Appendix: The Social and Behavioral Sciences Laboratories

The Social and Behavioral Sciences Laboratories will provide the space, research infrastructure, and programmatic support needed to facilitate leading-edge research in the behavioral social sciences. The Laboratories will serve as the center of gravity for dozens of research projects, ensure efficient coordinated sharing of resources among researchers, and foster collaboration and intellectual synergies across the disciplines. These investments will directly advance the research of faculty and students in economics, psychology, sociology, anthropology, political science, geography, statistics, and speech-language-hearing sciences as well as the work of social scientists in the Carlson School of Management, the College of Education and Human Development, the College of Design, the Humphrey Institute of Public Affairs, and the Law School.

Research Infrastructure

Experimental Networked Computer Laboratory. Opened fall 2006, this state-of-the-art facility houses a networked computer laboratory that handles up to 40 subjects and uses highly reconfigurable computers and space to accommodate a variety of experiments on everything from economic decision-making to the dynamics of collective action.

The Psycho-Physiological Laboratory will include instruments designed to measure physiological responses: galvanic skin response meters (GSR) to measure emotional response, electroencephalogram recording systems (EEG) to measure electrical activity of the brain, electrocardiogram (EKG) to measure activity of the heart, and eye trackers for reproducing subject eye paths.

The Biophysical Laboratory will enable the preparation, analysis and cleaning of tissue, sediment, soil, tree, and bone samples and will accommodate research that requires biological samples (e.g., blood draws, raw tissue samples for genotyping, and cortisol samples). The laboratory will require appropriate ventilation, sinks, walk-in refrigeration, chemical storage, worktables to prepare samples, microscopes, and individual chamber systems to examine water and ion transfers across epithelial tissue. Though designed as a research facility, the laboratory will also provide space needed for undergraduate and graduate student coursework.

The Spatial Analysis and Computational Laboratory will provide state-of-the-art computing resources to faculty and students engaged in research on spatial visualization and analysis as well as quantitative methods and modeling. This laboratory will build upon existing strengths in the Minnesota Population Center, the Department of Geography cartography and GIS laboratories, and the nascent 3D imaging facilities within the departments of anthropology and art to provide the research infrastructure needed to support the development of new visualization and analysis techniques.

Enhanced Access to fMRI and MEG brain imaging is essential to advancing social science research on the neural basis of perception, cognition, decision-making, and language. We will collaborate with the Center for Magnetic Resonance Research and the Veterans Administration Hospital to increase access to this instrumentation.

Programmatic Initiatives and Support

Faculty Fellows, in residence for one semester, will be able to advance promising new programs of research.

Graduate Fellows and Research Assistants will help attract the top talent to our social science graduate programs. They are essential to the advancement of research, to the training of the next generation of researchers, and to the intellectual life of the laboratories.

Undergraduate Fellows and Research Assistants will provide our most promising undergraduates a powerful opportunity to engage in research as members of research teams.

Seed Grants for faculty and graduate student projects will stimulate new research initiatives and provide researchers with the opportunity to launch high-risk research ventures. The preliminary results generated from these seed grants will make grant proposals for federal funding more competitive.

The Social Science Seminars will be a powerful catalyst for advancing research through the sharing of research results, strategies, and analytic methods. The seminars will provide the setting for researchers from across the social sciences to work together around common issues.

Visiting Scholars will contribute in critical ways to the intellectual life of the laboratories, to the vitality of the seminars, to launching of innovative research initiatives, to understanding of new research methods, and to training of graduate students.

A Director and Steering Committee will advise on the annual allocation of space and the awarding of fellowships and seed grants.

Facilities

Approximately 25,000 square feet will be needed to house the four laboratories and seminar rooms and to provide space for faculty fellows, graduate and undergraduate fellows, and laboratory and support staff. In addition, waiting areas for subjects and a common area are needed to enable and facilitate interactions among faculty, students, and staff. CLA's expectations for the Social and Behavioral Sciences Laboratories are ambitious and will require expansion of facilities on both the east and west banks. On the east bank this will be accomplished by enclosing the plaza on the ground level of Elliott Hall, providing approximately 6,000 additional square feet. The west bank will require an expansion of either Anderson Hall or Blegen Hall, which will provide an additional 19,000 square feet.

In summary, investment in the Social and Behavioral Sciences Laboratories will greatly strengthen the University of Minnesota's social science departments; will build the infrastructure and intellectual climate necessary to retain our best researchers and attract future stars; will provide world-class graduate training; will strengthen undergraduate education; will enhance our ability to secure external support for research projects and graduate education; and will enable social scientists from across the University to collaborate in ways that will lead to scientific breakthroughs.