Strategic Plan for the School of Liberal Arts
September 2009

In 2006, following Hurricane Katrina, Tulane University and the Board of Directors created the School of Liberal Arts (SLA). Based on Tulane’s Renewal Plan to enhance exceptional undergraduate programs, improve and expand service-learning opportunities, and bolster graduate research programs, SLA was organized into three divisions (humanities, fine arts, and social sciences) while two new interdisciplinary programs were added (Social Policy and Practice and Urban Studies). Currently, the school contains 15 departments and 21 interdisciplinary programs, as well as the Newcomb Art Gallery, the Shakespeare Festival, the Middle American Research Institute, the Murphy Center for Political Economy, and the Stone Center for Latin American Studies. For a summary of the departments and programs as well their major and minor enrollments, please see Appendix #1.

In the fall of 2008, in consultation with SLA’s Executive Committee, the dean’s office appointed the Strategic Planning Committee. Composed of a broad representation of faculty, staff, students, and alumni of SLA, it worked throughout the fall of 2008 and the spring of 2009 to identify the major strengths and challenges facing the school as well as develop goals and priorities for the next five years. To achieve these aims, it formed four subcommittees: Faculty Issues, Teaching and Learning, Staff and Infrastructure, and Community Involvement. The Committee also disseminated several surveys to students, faculty, staff and alumni and hosted public meetings. Co-chaired by Associate Deans Kevin Gotham and Jeremy Jernegan, the Strategic Planning Committee was composed of:

Sandy Chism, Art
Joel Devine, Sociology, Urban Studies
Shanshan Du, Anthropology, Asian Studies
Chris Dunn, Spanish and Portuguese,
Nghana Lewis, English, ADST
Vicki Mayer, Communication
Alice Pascal-Escher, Theater and Dance
Larry Powell, History
Jay Shimshack, Economics
Molly Travis, English and the Newcomb Institute
Linda McKee, Director, Teacher Preparation and Certification
Marie Davis, Administrative Secretary Communication Dept.
Derek Burdette, Art History and L.A.S. Ph.D. Program
Beatrice Mabrey, Undergraduate; English, Anthropology, Italian
Julie Silbert, Newcomb 1980, Tulane Law 1984

This strategic plan is the culmination of these efforts.
**Mission Statement**

The mission of the School of Liberal Arts is to foster and promote innovative scholarship, transformative research, and creative inquiry within the fine arts, humanities, and social sciences. By offering a rich array of undergraduate and graduate programs, SLA seeks to provide a diverse and engaged student body with an outstanding education founded on close working relationships between students and distinguished faculty. Our academic disciplines, programs, and centers strive to cultivate skills of research and analysis, critical thinking, and visual literacy, and encourage a commitment to individual and collective service to New Orleans and the global community.

**Summary of Goals:**

Recruit and retain a diverse and distinguished faculty and staff (Pages 8 – 9).

Use technology more effectively to enhance teaching, scholarship, artistic endeavors and administrative responsibilities (Page 10).

Adopt new approaches to creating, sustaining, and assessing interdisciplinary programs. Invest in developed and emerging interdisciplinary areas including Arts and the Community, Asian Studies; Environmental Studies; Global/International Studies; Latin American Studies; New Orleans Studies; Policy Studies; Urban Studies; and Women and Gender Studies (Pages 10 - 11).

Enhance SLA’s integration of the arts, humanities, and social sciences in the community and enhance our efforts to partner with the city and region in public outreach activities across SLA (Pages 11 - 12).

Expand and improve graduate education, drawing on the strengths of SLA's diversity and mix of academic departments, programs, and centers (Pages 12 - 13).

Capitalize on the research and teaching strengths of the arts, humanities, and social sciences to develop new sources of revenue and realize SLA's long-term funding potential (Page 13).

**Vision for Progress:**

By 2014, the faculty of the School of Liberal Arts will be more diverse, more productive, and more stable. It will maintain a balance between newly hired and more senior professors. Vigorous and targeted recruiting with higher retention will result in most departments staffed at optimal levels with a regular faculty selectively supplemented with Professors of Practice. Enhanced research and travel support, collegial support, mentoring, and transparent evaluation procedures will allow junior faculty to excel. An expanded staff will receive remuneration and training in accordance with the essential role they play in the school.

By 2014, SLA classrooms will be widely equipped with up-to-date and well-maintained presentation technology, allowing all faculty to utilize optimal technologies in their courses. The specialized studios and labs in the visual and performing arts will be equipped to support high quality work in all our major disciplines, exceeding that in many of our peer institutions. SLA facilities campus wide will be accessible to all students irrespective of disabilities. The library will support the research and teaching needs of faculty and students.
By 2014 the interdisciplinary programs at SLA will reflect the real strengths of the faculty and will complement the departmental majors with courses that are offered with sufficient frequency to allow students flexibility and confidence in their scheduling.

Through greater integration with departments and support from SLA, interdisciplinary programs will enjoy a heightened visibility with established office spaces and staff support, freeing faculty to focus more on integrated teaching opportunities and the potential for new growth in their own research.

By 2014 SLA will be significantly integrated into the cultural community of New Orleans. Reciprocal involvement between SLA and local public and private schools, visual art and performance institutions, non-profit organizations and various service and social aid groups will allow our students to learn from and contribute to the larger community. Working in concert with CPS, SLA will broaden its relationship with the city and the partnerships formed with local universities furthering shared intellectual and service goals. Developing the potential for enhanced research areas, collaboration, and participatory learning, SLA will provide enriched opportunities for students while developing the identity for the school as part of a unique urban environment.

By 2014, SLA will recruit an enlarged and distinguished class of graduate students for existing and emerging MA, MFA and PhD programs of increasing prominence. Interdisciplinary PhD programs that are unique in their scope and capitalize on the existing and emerging strengths of SLA will attract a diverse group of students from around the country. Expanded 700-level course offerings, enhanced stipends, close faculty mentoring, limited graduate student teaching assignments, and assistance with external funding will result in a shorter time to degree and enhanced visibility of graduates in their respective fields.

By 2014, SLA will have expanded its base of private donors and alumni support to address a range of instructional and research needs. Heightened awareness of the identity and role of the school will facilitate participation by a broader base of alumni. Providing alumni with current information about faculty and departmental activity will promote closer relationships based on focused areas of interest and targeted giving. Through greater education, staff support, mentoring and incentive programs, SLA faculty will be increasingly active in soliciting and receiving grants to support their research and teaching mission.

Plan for implementation:

**Year 1:**

Develop an expanded Deep South Humanities Center as a locus for school wide interdisciplinary research and programming.

Initiate review of all interdisciplinary programs and implement recommendations

Enhance communication and information distribution with new SLA website, faculty handbook and departmental newsletters

Improve development efforts with new SLA officer, revised DAC by-laws, departmental articulation of goals and participation, and greater donor awareness and involvement.
Assist newly approved Ph.D. programs and work with those undergoing revision.

Address teaching infrastructure with four new technology enhanced classrooms, significant renovations in Newcomb Hall.

Years 2-3:

Address departmental hiring needs, shifting visitors into tenure track positions. Utilize cluster hiring to enhance diversity and build strengths that link strong departments with effective programs.

Address key areas of faculty salary compression.

Work to develop and implement transparent procedures for reviewing faculty for promotion and raises.

Implement Program Review Committee findings to in regard to space and curricular needs of interdisciplinary programs.

Utilize a variety of resources and development funds to increase travel and research support for faculty.

Enhance visibility, public involvement, and outreach of the visual and performing arts.

Continue the creation of additional technology-enhanced classrooms.

Increase the number of staff and their chronically low salaries.

**SLA Strengths**

**New Orleans Location**

The unique cultural, architectural, and environmental character of the city makes it distinctive, attractive, and memorable. Students come to New Orleans to become engaged in the city and draw on its history and culture. Through the university’s service learning center, as well as through the school’s numerous educational and cultural programs, they have the opportunity to become involved in the life of New Orleans.

**Excellent faculty**

The faculty of SLA are the core of the school, composed of outstanding teacher-scholars. As leaders in their respective professional fields, their work is nationally and internationally recognized; as outstanding teachers, they bring the excitement of their research into the classroom. Students at every level praise the faculty with whom they have worked and comment on the lasting impact they have had on their lives.

**Loyal and Committed Staff**

The staff of SLA are often highly educated and experienced. They are clearly an essential part of the school, often working far beyond the level at which they are remunerated. Their concern for
the welfare of the students and the needs of the faculty contribute greatly to the success of SLA. Proud to be members of the university community, they report high job satisfaction.

**High quality undergraduate student body**

Coming from every part of the world, the undergraduates are bright and talented. In recent years, with the doubling of applications, test scores for accepted students have risen significantly as has the university’s selectivity. Those who are admitted are high achievers, often choosing to double major. Moreover, since Katrina, many are coming to Tulane dedicated to public service.

**A strong commitment to teaching and small class sizes**

Through Tulane’s 8 to 1 student/faculty ratio, SLA maintains a commitment to small class sizes that allows for close working relationships between distinguished faculty and students. Rather than being lost in large lecture halls, students are able to be active learners in the classroom, engaged in discussions with both faculty and peers. Students also note that faculty are accessible outside of the classroom and appreciate their willingness to direct independent studies and honors theses as well as meet with them during office hours. Moreover, they find that they are usually able to enroll in the courses of their choice.

**Beautiful residential campus**

SLA is a central academic unit in a historic campus with distinctive architecture and generous green spaces. The “art quad” on the Newcomb Circle creates a compact and identifiable center for SLA and provides access to on-campus performances and exhibitions. The physical environment, along with the mild weather, fosters a sense of being part of an academic community and allows for year-round interaction between students and faculty.

**Academic strengths**

SLA is committed to strong departments with a depth of offerings across the range of disciplines within the liberal arts. These include distinguished departments with a small but highly regarded number of scholars, such as Classical Studies, to departments with a rapidly growing number of majors such as Communication and historically large departments, such as History, English, and Political Science/International Relations, to departments such as Spanish and Portuguese and Anthropology that have been nationally recognized for excellence and productivity. In addition, SLA has a variety of strong interdisciplinary programs that draw faculty from numerous departments and provide students with the ability to major, double major, or minor in innovative fields. Some of these programs, such as Latin American Studies, Gender and Sexuality Studies, Linguistics, or Jewish Studies, have been in SLA for many decades; others, such as Film Studies, Environmental Studies, and African Diaspora Studies are more recent creations but all provide innovative teaching and research opportunities.

Moreover, both students and faculty profit through our connection with the professional schools and nationally recognized centers, such as the Stone Center, Middle American Research Institute, and the Murphy Center.
Developed and Emerging Interdisciplinary Strengths

Due to the school’s unique combination of departments, programs and centers, several substantive and thematic areas have emerged to give SLA its distinctive character. Across departments, faculty are involved in teaching and research in these areas and are recognized as leaders in their fields. Students are able to find a wealth of courses that link academic department providing opportunities for innovative research.

SLA Challenges:

Faculty retention and productivity

Following Hurricane Katrina a significant number of faculty members left, particularly in the senior ranks. Between 2005 and 2009, resignations and retirements have totaled 63, of which 30% were full professors and 33% were associates. Including administrators and most recent hires, in May of 2009 SLA had a total of 202 regular faculty. The school-wide distribution of faculty by rank is 36% assistant, 36% associate and 28% full. In some departments, an overwhelming majority of faculty are junior in rank; several departments possess few senior professors who can undertake departmental administrative roles or provide committee leadership. While much progress has been made in rebuilding the school and the city, there remain many challenges to attracting and retaining distinguished faculty, including concerns about education for school-age children, crime, spousal employment, and hurricane threats.

Although the school has many outstanding new faculty, issues of retention continue to be considerable. In contrast to many of our peer institutions, travel and research support, as well as faculty salaries, are not competitive. Based on a 2008 Colonial Group survey, averaging all ranks of regular faculty from 8 departments across the school, our faculty are paid just 88.6% of the 10 university average. The greatest disparity is still in the rank of full professor, who earn just 84.2% of the average, while assistant professors as a whole receive 94.3%. In addition to concerns about salaries and resources, faculty members frequently cite excessively burdensome administrative demands and service loads that they believe are interfering with their productivity as scholars and artists. They also believe that recently created curricular requirements, such as service learning, capstones, and TIDES courses, are causing them to have less time to devote to research activities.

Staff support and pay

In many departments and programs, the lack of an adequate number of staff is a serious problem. Both faculty and staff state that too few people are attempting to do too much work. In 2005 SLA staff totaled 60; in 2009 the number had dropped to 51.

This problem is magnified by job descriptions that place multiple responsibilities on a single individual. Moreover, in the face of constantly changing technology, staff members report

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1 2008 CUPA faculty salary study included Boston U., George Washington U., Lehigh U., Northeastern U., Southern Methodist U., Tufts U., Tulane U., U. of Miami, U. of Notre Dame, Wake Forest U.. Departments averaged were Anthropology, Studio Art, Communication, English, Romance Languages (Spanish and Portuguese, French and Italian,) Philosophy and Political Science
insufficient training and time to master new programs and responsibilities. Throughout the school, staff salaries remain low and do not reflect the responsibilities of the individuals or their importance to the university.

**Classroom technology**

In spite of gains that have been made in the last decade, SLA lacks sufficient classroom and laboratory technology. Of the 66 classrooms in the general use pool, just 31 are considered technology enhanced. As a result, scheduling for classes has become particularly difficult. Nor, given our lack of laboratories, can students be guaranteed that they can properly access learning materials outside of class. For those departments especially dependent on current technology, such as Art, Theater and Dance, Music, and Communication, the lack of sufficient labs, as well as performance and production facilities, is an issue of considerable concern.

**Issues with infrastructure**

The adequacy of facilities for SLA departments varies widely as do the buildings in which they are housed. Deferred maintenance has been a long-standing problem and must be systematically corrected to provide a work environment adequate for faculty and students. As the center for administration and teaching, Newcomb Hall has numerous problems ranging from bad lightning, peeling paint, and compromised weatherproofing to cramped offices and classrooms that allow conversations and discussions in one room to be heard by all. The lack of a theater space for dance and theater performances undermines the potential of vigorous departments and their ability to engage a larger audience. Repeated maintenance issues at the Newcomb Art Gallery and the Carroll Gallery challenge their ability to be exhibition venues of the highest quality.

**Suspension of doctoral programs in the Humanities and Social Sciences**

As part of the Renewal Plan following Katrina, five PhD programs in SLA were suspended: English, Economics, French/Italian, Political Science, and Sociology. The loss of these programs had a notable effect upon the morale of the faculty in these departments as well as on their ability to recruit and retain faculty. In the fall of 2004 PhD. enrollments (in current SLA departments) totaled 284, and MA enrollments totaled 157. In the fall of 2009 those numbers had fallen to 190 and 107 respectively. Often, faculty members from these disciplines have sought employment elsewhere in order that they could continue to teach the brightest advanced students. Remaining faculty have often found that they had difficulty applying for grants as they are no longer associated with advanced graduate education. In the fall of 2008, the university began to address these concerns by calling for proposals for new and innovative graduate programs that would strengthen graduate education and improve their national visibility.

**Uneven strengths and support for interdisciplinary programs**

Over the years, SLA has developed 21 interdisciplinary programs of varied size, strength, and support. Students enrolled as majors or coordinate majors in these programs range in number from 1 to 84; one program reports no majors. While some of these programs, such as Latin American Studies, are highly regarded, many suffer from lack of funding, space, and support. Even for the most successful of the programs, the responsibilities of teaching and advising often fall to a single individual who must constantly beg chairs to lend faculty to teach courses.
times, this means that the necessary courses for students to complete a major are not available. Yet, despite the varied nature of these programs, once established by a vote of the curriculum committee and the general faculty, they have never been subject to review.

**Lack of diversity of faculty, students, and staff**

As reflected in the recent SLA Diversity Report, steps are needed to increase the diversity of faculty, students, and staff in the school. As of September 2008, the regular SLA faculty was 59% male, and 41% female. Of those, 84% were White, 3% Black, 5% Asian, 6% Hispanic and 2% other. In the last few years, a number of minority faculty members have sought employment elsewhere, concerned about the lack of support at Tulane. Our student body remains overwhelming homogeneous. This fall, each department in SLA was asked to discuss the school’s diversity report at a faculty meeting and initiate steps to improve recruitment, retention and mentoring. The dean’s office assisted this effort by providing additional resources to diversify the job pool and hosted lunch meetings with untenured faculty. Next year, a SLA faculty member will serve as mentor of the new Posse Program. As the diversity report notes, however, diversity is a "long-term process requiring improvements across multiple areas."

**A need to expand funding streams for SLA needs**

Departments and individuals within SLA are significantly underfunded in comparison to peer institutions. Research and travel support is very limited and department budgets have not grown despite increasing costs in everything from travel to supplies. This deficiency has had a direct impact upon the faculty’s ability to complete their scholarship and artistic endeavors, as well to recruit outstanding new faculty. Although the development office works to bring gifts into the school, its efforts have been hampered by alumni confusion about the reorganization of the university and by the animosity of a small proportion of Newcomb alumnae angered by the elimination of Newcomb College. In addition, many in the school admit they have little knowledge of how to obtain grants, especially in the humanities and arts. Even for those who seek grants, they believe that the process is cumbersome, time-consuming, and often unrewarding.

**SLA Goals**

**Goal 1: Recruit and retain a diverse and distinguished faculty and staff.**

Without question, productive faculty and engaged staff are at the core of the school. Such individuals are central to the creation of a distinctive SLA identity. Since Katrina we have lost faculty and key members of our staff. In the fall of 2005 there were 210 tenure track faculty members in the new SLA; by the summer of 2007, we had experienced 43 resignations and retirements. These losses were not shared equally by all departments. While some experienced a considerable number of resignations, especially among the senior ranks, others were able to maintain their numbers. Since, 2007, we have once again begun to grow our faculty. In the fall of 2008, we had 187 tenure track faculty members and 58 Professors of Practice/Lectures and Post Docs. We seek to continue this growth by retaining accomplished faculty and staff and recruiting promising individuals at every rank.
Moreover, as we know that diversity nurtures and reinforces excellent scholarship and teaching and provides a broad range of experiences, we hope to attract and retain diverse faculty and staff members.

**Strategies for implementation:**

- Provide resources to enhance the recruitment and retention of faculty, including salary, research support, startup funds, computer resources, travel money on par with peer institutions.
- Use cluster hires to reinforce areas of strength and enhance the community of scholars.
- Increase the number of endowed chairs and professorships through fundraising and applications to the LA BoR. Use these endowments to bring outstanding scholar-teachers to SLA.
- Assure that faculty and staff with families can accept offers of employment. Continue tuition waivers and tuition exchange, expand the university’s relationship with Lusher and other New Orleans public schools, assist in finding housing, help with spousal hires and employment opportunities for non-academic partners.
- Retain new hires by providing better mentoring and communication. Create an SLA faculty handbook that provides useful and easily accessible information. Continue the practice of lunches with untenured faculty. Establish mentoring policies within departments.
- Clarify the third-year review, as well as the promotion and tenure process and timetable. Continue the practice of informational meetings on P & T for all faculty.
- Provide promotional raises to all faculty when promoted to associate and full professor.
- Encourage chairs to establish discipline-based metrics that allow department chairs and the dean’s office to evaluate and reward outstanding teaching, research, and service uniformly. Encourage chairs to meet yearly with their faculty to review their evaluation and their progress.
- Increase travel and research support through grants, summer fellowships, and travel funds.
- Avoid burdening faculty with excessive service or administrative projects. Establish unambiguous expectations of service for all ranks of faculty.
- Supply departments with a sufficient staff to meet the demands of the office and to assist faculty in their professional obligations. Provide staff with the necessary training and technology so that they can perform their jobs satisfactorily. Work to increase staff salaries to be commensurate with their complex responsibilities.
- Support venues for scholarly exchange and creative collaborations. Maintain a calendar of events and speakers on the SLA website and email it weekly to faculty. Provide social and academic events that contribute to both a departmental and SLA culture that promotes a supportive and inclusive environment.
- Diversify the faculty and staff by broadly defining positions, advertising them widely, enlarging candidate pools, and placing information on the departments’ websites.
• Partner with the Provost’s office to create a Teaching Center for the mentoring, training, and advising of all faculty and graduate student teachers.
• Work with Dean of Libraries to enhance library holdings in specified areas.

Goal 2: Use technology and space more effectively to enhance teaching, scholarship, visual and performing art production, and administrative responsibilities; continue to invest in new technology and infrastructure to support and develop education and research.

While the liberal arts represent the life of the mind, the operation of our school is increasingly dependent on the physical facilities and electronic infrastructure we use. Our goal is to address facilities and infrastructure that inhibit excellent teaching and research and impede connections to the community. In addition, we must provide an attractive, safe, and professional environment for our faculty, staff, and students, while maintaining a respect for the historic nature of our college and its identity.

• Strategies for implementation:
  - Establish an adequate and standard level of technology in all classrooms, and devote resources to implement and maintain it broadly. Maintain up-to-date teaching facilities throughout the school that are usable and accessible for all students, including those with disabilities.
  - Provide necessary offices for all faculty.
  - Invest in necessary technology to support high quality work in the performing and visual arts.
  - Support the building of a new Performing Arts Center.
  - Restore, maintain, and enhance Newcomb Hall to optimize its function as the structural and administrative center of the school.
  - Create space for the interdisciplinary programs.
  - Support electronic grant and proposal submissions.

Goal 3: Adopt new approaches to creating, sustaining, and assessing interdisciplinary programs.

While SLA continues to support the departmental disciplines, the school has a strong history of interdisciplinary programs. Not only do they allow faculty from across the school to share teaching and research, but they also attract students who seek a means of studying and making connections among disparate academic fields.

Of the 19 active programs, 16 offer a degree major. As of April 2009, there were 485 declared majors in interdisciplinary studies, out of a total of 2925 declared majors in SLA. 6 of the 16 programs have 30 or more declared majors, while 5 have 8 or fewer. The new emphasis on developing innovative PhD and MFA programs brings additional importance to strong
interdisciplinary connections. As noted previously, however, while many of the programs are strong and thriving, others, even with large numbers of majors, lack the space and resources to support the student demand; a few are little more than programs in name alone.

**Strategies for implementation:**

- Charge each program to undertake a self-study to review its curriculum, faculty involvement, and student interest. This review should determine program needs in terms of staff, rotation of courses, and resources and examine how the program contributes to the mission of the school and its established or emerging strengths.

- Create an intra-school task force up to review the programs’ self-study reports and to make recommendations, including the elimination or consolidation of some programs, new procedures for the creation of additional programs as well as recommendations for needed resources, space, and staff.

- Support task force recommendations with the appropriate resources, including cluster hires throughout the school and necessary adjuncts as a “buy-out” to a department when a faculty member teaches in a program, as well as space for program offices.

- Invest in developed and emerging interdisciplinary areas. As identified by the Strategic Planning Committee these areas include: Arts and the Community, Asian Studies; Environmental Studies; Global/International Studies; Latin American Studies; New Orleans Regional Studies; Policy Studies; Urban Studies; and Women and Gender studies.

- Develop an expanded Deep South Humanities Center as a locus for school-wide interdisciplinary research and programming. Enhance the endowment base and utilize the Center as a vehicle through which to solicit additional resources and educate the public about important research unique to the region and the School.

- Employ and expand postdoctoral fellows programs to bring young scholars to campus whose work will enrich the course offerings of the programs.

- Work with Dean of libraries to enhance library holdings in areas of interdisciplinary strengths

**Goal 4: Emphasize SLA’s integration of the arts, humanities, and social sciences in the community in order to enhance our efforts to partner with the city and region in its growth and development.**

SLA is dedicated to exploring creative and innovative ways culturally to engage and integrate the school with the New Orleans community. It has a long history of connecting and serving New Orleans and the region through its performances and exhibitions. The recent creation of Jazz Studies and the transfer of Nick Spitzer’s *American Routes* to the campus highlight our commitment to the culture of the region. In addition, SLA remains a leader in public service and service learning. While this initiative has not been without its growing pains, SLA is now
particularly well positioned to expand its interaction with the city through its teaching, research, artistic, and public service mission.

Strategies for implementation:

• Assist the Newcomb Art Gallery and the Carroll Gallery in their efforts to expand their visibility in the city. Reactivate the Committee on Visual Culture of the Newcomb Art Gallery to further its goal to reflect the strengths of the school through lectures, symposia, and discussions.
• Insure that performing arts productions that involve the faculty and students of Tulane are well supported and publicized throughout the city. Continue to support the Shakespeare Festival and Summer Lyric Theater with necessary resources and fund raising.
• Support efforts to enhance courses that incorporate public service, collaborating with the Center for Public Service to help form partnerships in the city. Encourage both established and new tenure-track faculty, as well as Professors of Practice, to consider integrating the service component into their courses.
• Develop student internships throughout the city and region. Continue to use our relationship with schools such as Lusher to enrich public service projects.
• Make the activities and accomplishments of the faculty, staff, and students more visible to the public through an updated website.

Goal 5: Expand and improve graduate education, drawing on the strengths of SLA's diversity and mix of academic departments, programs, and centers.

As noted above, following Katrina, SLA had five PhD programs suspended. During the intervening years since the establishment of the Renewal Plan, most of the students in these programs have completed their studies or left Tulane. For faculty in departments in which the PhD was suspended, as well as others throughout the school, the reinstitution of graduate education remains a top priority. The recent call for proposals for new graduate programs has led to productive and exciting discussions both within departments and across disciplinary lines. As outlined in the RFP, we now have the opportunity to create and support new graduate programs that will attract the best students and faculty to Tulane. At the same time, we must continue to sustain those existing successful graduate programs that are nationally recognized for their quality and contribute to the identity of SLA.

Strategies for implementation:

• Establish PhD and MFA programs of excellence that draw on the strengths of SLA’s departments and programs. These new programs should develop identities that will attract students to Tulane as their first choice for graduate education.
• Identify and implement new strategies to recruit, retain, and graduate outstanding students. Allocate sufficient financial support by increasing the number and amount of
the stipends, establish summer and dissertation fellowships, encourage peer and faculty relationships, assign appropriate teaching responsibilities that provide useful experience without delaying the time to degree.

- Diversify the graduate student body through innovative programs and faculty mentors and an environment that is supportive, rewarding, and inclusive.
- Support annual workshops and presentations to educate graduate students in ways to obtain external funding. Provide assistance in the development of grants and budgets and incentives to reward graduate students for writing and receiving external grants.
- Provide resources for graduate students to complete their dissertations in a timely manner.
- Create a graduate student handbook that provides students with important information.
- Increase the number of 700-level courses.
- Develop a university-wide graduate center or space that connects students from different departments and schools.

**Goal 6: Develop new sources of revenue and realize SLA's long-term funding potential.**

As the School of Liberal Arts strives to fulfill the goals set out in this plan, we must work to increase its funding. Whether in terms of support for faculty, recruitment of graduate students, adequate infrastructure, or new and innovative programs, we cannot succeed without attracting and obtaining additional sources of revenue. To expand our resources, we should build on the strengths of SLA. We must create an identity for SLA that can be marketed to the alumni, the community, and foundations.

**Strategies for implementation:**

- Define and promote the identity of SLA through the school’s website, marketing materials, and development trips. Inform alumni of the accomplishments of its faculty and students and of upcoming events. Provide frequent and timely updates on the use of funds and on faculty work and curricular needs.
- Identify and package specific funding priorities and goals for SLA and articulate their significance within our strategic plan.
- Support department efforts to connect to their alumni through updated alumni lists and web assistance. Provide departments with a template and staff to create newsletters.
- Develop proposals for special projects facilitated through in-kind and targeted alumni support.
- Nurture relationships with alumni specifically related to key areas of their interest.
- Provide faculty with updated information about appropriate grants for research, teaching, and programmatic development.
- Establish workshops that focus on strategies to obtain grants in the humanities, social sciences and arts. Streamline the process for faculty to pursue funding with updated technology and support. Reward those who seek outside grants.
Appendices:

1. SLA majors and minors by departments and programs, 2008 – 09

2. SLA Organizational Flow Chart

3. SLA Faculty Resignations and Retirements 2005 - 2009

4. SLA Faculty Hiring 2005 – 2009

5. SLA Diversity Task Force Report

6. SLA Graduate Program Enrollments 2004 – 2008

7. SLA Administrative Unit Outcome and Assessment Plan