York College of The City University of New York
School of Arts and Sciences

Strategic Plan Fall 2014 - Spring 2017

Introduction

Through its academic departments, programs and centers, the School of Arts and Sciences offers undergraduate liberal arts degrees in the arts, humanities, mathematics, behavioral sciences and natural sciences. Courses are offered to support major and minor programs of study; and, sustain the College's General Education curriculum to provide all students, including those in the professional and pre-professional programs, with a foundation in the liberal arts.

Courses and programs in the School provide a challenging education through classroom and laboratory work, together with internship and research experiences. Students are instructed and mentored by teacher-scholars to develop and broaden critical thinking, effective oral and written communication, problem-solving abilities, ethical decision-making and information technology skills that are the requisite for their success in an inexorably changing global environment. In response, the School is continually introducing new courses, new programs and new technologies to prepare students for prospective careers and personal accomplishment.

Students in the School are privileged to study with outstanding faculty members, nationally and internationally recognized, who are dedicated teachers committed to innovative and empirically supported approaches to instruction, research and creative work. Students will benefit from wide-ranging academic involvement that will prepare them for graduate school and the work place. Their experiences inside and outside of the classroom will enhance their appreciation and understanding of diverse cultures, ready them for meeting their career goals and help them in becoming educated, responsible citizens. Additionally, the School of Arts and Sciences provides courses to prepare students for admission to professional programs such as dentistry, education, medicine, law, pharmaceutical science, occupational therapy and social work.

The specific aims of the School include:

- To sustain the College mission;
- To support the general education core requirements for students that includes emphasis on writing across the curriculum, quantitative reasoning and literacy, critical thinking and multicultural issues;
- To foster degree programs that serve a diverse student body and community;
- To encourage and to promote research and creative works in the arts and sciences especially in areas consistent with the College mission;
- To provide service to the community, the College and the University through program development and outreach activities.

Background

The School of Arts and Sciences was created with the re-organization of the College in the Fall 2009 term. Needed adjustments were considered and evaluated to become effective Fall 2014. These involve bringing all of the liberal arts disciplines into Arts and Sciences. One adjustment is the transfer of the Department of Behavioral Sciences that includes the liberal arts disciplines of Political Science and Psychology bringing the number of academic departments in the School to nine (Behavioral Sciences, Biology, Chemistry, Earth and Physical Sciences, English, Foreign Languages ESL and Humanities, History and Philosophy, Mathematics and Computer Science, and Performing and Fine Arts). The discipline of Sociology will join the Department of Behavioral Sciences while Anthropology and Black Studies will join the Department of History and Philosophy. Affiliated with the School are the Cultural Diversity Program, the Women Studies Center, the Writing Center, the Writing Program, ESL (English as a Second Language), CLIP (College Language Immersion Program) and the York College/FDA Collaborative program. Housed in the School's academic departments are over 30 academic disciplines and degree programs. Among them are the traditional disciplines but also programs unique to the College and the University such as Biotechnology, Environmental Health Sciences, Journalism and Pharmaceutical Science. Appointed in the School of Arts and Sciences (Fall 2013) are 122 full time faculty and 245 adjunct instructors. The percentage of adjunct instruction is a central concern. As student enrollment has grown,

	Department-Program	FT Faculty	Non Tenured FT Faculty	Adj. Faculty	% FT Instr.	% Adj. Instr.
1	Behavioral Sciences	17	6	24	58.21	41.79
2	Biology	12	5	25	40.54	59.49
4	Chemistry	11	3	22	41.23	58.77
4	Earth & Physical Sciences	9*	4	14	43.72	56.28
5	English	23	11	45	39.63	60.37
6	Foreign Languages, ESL & Humanities	13	3	28	42.41	57.59
7	History and Philosophy	7	3	30	30.25	69.75
8	Math & Computer Sciences	19	8	23	46.81	53.19
9	Performing and Fine Arts	11	8	34	27	73
	Total	122	51	245		

Table 1. Full and Part Time Faculty Appointments and Percentage of Full and Part Time Instruction in the School of Arts and Sciences.

The full time faculty of the School of Arts and Sciences reported 97 (June 2010) and 125 (June 2011) publications, research, presentations, creative works and other scholarly activities. Of these only a small fraction approximately 1(0%) was peer refereed articles or books.

Faculty and staff of the School are involved in the education of all students through discipline courses for the majors, General Education courses and elective courses. Thanks to the reduction in General Education credits with the recently implemented Pathways to Degree Completion requirement, there is a greater opportunity for students to pursue a minor program of study to compliment their major fields. Analysis of enrollment trends and student tendencies since Fall 2008 indicates steady growth in course enrollment. There is an overall increase in course

enrollment of 17%. Although most disciplines experienced course enrollment growth (Table 2), there are disciplines with reported enrollment decline (Health and Environmental Science -7.5%; Chinese –14.3%; ESL -29.7%; Puerto Rican Studies –33.3%; Fine Arts -11%; Music -11%; Theater Arts -10.6%). The required English and mathematics courses serve the majority of students every term with over 2000 student enrollment and a demonstrated 4.8% and 13.4% growth respectively. Reflecting the growth of the college's allied health programs, the Department of Biology serves the highest number of students with a growth of 86.6% since the fall 2008 (from 1205 to 2249 students). The disciplines with the smaller number of student enrollment are in the foreign language courses.

There is also steady growth in students majoring in the degree programs offered by the academic departments (Table 3) from 1140 (Fall 08) to 1604 (Fall 11), approximately 41% increase. The largest number of majors is consistently reported for Biology (48% increase), Biotechnology (500%), followed by English (40% increase), Pharmaceutical Science, Journalism, Computer Science (29% increase) and Mathematics (9% increase). Largest growth is reported for the Pharmaceutical Science program (began in Fall 2008 with 0 students to the current 125) and Journalism (began in Fall 08 with 12 students to the current 113). Other programs experience growth ranging from 2-60% (Table 3). The French program shows declining numbers of majors for the same period.

There is a general increase in the number of students graduating during the last three academic years (Table 4, 122 in academic year 2006-2007 to 190 in 2010-2011). The biology and mathematics programs exhibited similar growth 120% (from 16 and 12 in AY 06-07 to 27 and 26 students in AY 2010-2011). The English and Interdisciplinary studies programs also have similar trends (21 and 24 students in 2006-2007 to 29 and 27 in 2010-2011).

Analysis of the preferences (Table 5) of the first time freshmen Fall 2008-Fall 2011 indicates that biology is the preferred major (74 Fall 2008 to 91 Fall 2011). Biotechnology, Pharmaceutical Science, Journalism, Physics and Computer Science are also favored. Mathematics, English and others do not show any significant growth or are declining. Similar analysis of the preferences of the first time transfers (Table 6) shows that biology is still the preferred major followed by biotechnology, pharmaceutical science English and journalism. computer science, mathematics and communications technology also attract transfer students. First time freshmen retention analysis (Tables 7, 8, 9) shows for the first year high retention rates. Biology for example increased from 73% (Fall 2008 cohort) to 81% (Fall 2010 cohort). Other programs however experienced declining retention for example health and environmental science (declined from 78% to 75%); physics from 80% to 70%; and journalism from 100% to 70%. Programs with smaller numbers of majors retained them at higher levels. The second year retention for the 2008 and 2009 cohorts is lower that the one year retention. Biology declined from 61% (fall 2008 cohort) to 57% (Fall 2009 cohort), the health and environmental sciences from 53% to 43%, and the journalism to 47% (fall 2009 cohort). The three year retention rate for the Fall 2008 cohort is 47% for biology; 39% for environmental health sciences; 35% for physics; 25% for English; 36% for computer science and 77% for mathematics. **[I would like to see some analysis of the distinction between A & S majors and professional majors, so that we could detect increases or decreases in the A & S *majors*, independent of uses of our disciplines as means to or parts of prof programs.]**

Analysis of the retention of the first time transfer students indicate similar results (Table 10, 11 and 12). Biology's one year retention (Table 10) increases from 48% (Fall 2008 cohort) to 59% (Fall 2010 cohort) and English also increases from 50% to 88%. Other programs have smaller student numbers. The two year retention rates (Table 11) for Biology is the same for both cohorts (Fall 2008 and Fall 2009). For programs with smaller numbers (students fewer than 10) the analysis shows retention from 25% to 100%. The three year retention for biology (cohort 2008) is 27%. The reported retention for the other programs ranges from 25% to 100% but there are very **[too]** few students to make the information useful.

Strengths

The primary strength of every institution is the people who make the organization. In that respect the School of Arts and Sciences, its departments, affiliated programs and centers are fortunate to have excellent faculty and staff that are dedicated and committed educators. The diversity of faculty and staff and the diversity of the student body they serve enhance **[If the diversity "enhances," then something else must be the basis for the strength of the faculty. Has that been identified by the words "excellent," "dedicated," and "committed"? These are such abstract clichés that the reader will take them to mean only that he is reading an academic report of some kind. There was a time at York College when we thought of the faculty as preserving the institution in an environment of want, hostility, and instability. We were able, in those circumstances, to find words to describe the excellence of the faculty that were suitable and not standard issue, fitting all sizes. If that is no longer the case, perhaps we must be content with comparisons to standard measures.]** the educational opportunities and objectives from the individual course section to the program, department and college levels. Experiences from diverse cultures, backgrounds and heritages are shared in formal and informal ways that promote tolerance, understanding and commitment to the shared goal of completing successfully courses and programs and becoming educated contributing citizens. Student centered activities by faculty and staff promote student, department and program successes. Student centered activities include continuous student advisement,
mentoring, tutoring, research activities, student conference attendance, and internships.

A major strength is also the current composition of the faculty and staff body. With approximate 60% of the faculty at mid and senior ranks and 40% at junior ranks there is a unique opportunity for strategic targeted growth in programs and research. The enthusiasm and up to date expertise of the new faculty in traditional and interdisciplinary fields, new instructional technologies and methods coupled with the experience of the senior faculty will certainly introduce far reaching innovative courses programs and update existing. **[I am struck by the lack of interest in this draft in the history of the institution. The faculty now at senior ranks are the last of those brought in by those who pioneered the College, as you know well. This also connects with U. S. History and the story of post-war Queens, which gives us an excuse to footnote Bob Parmet's book. A brief history would also allow us to emphasize the transition of the College from Open Admissions to a more academically demanding posture, with an increase in high achieving students, etc. This would place our "student centeredness" in a context of demanding preparation for high skilled careers.]**

The facilities of the college are also a major strength. Research laboratories with current instruments complement and support faculty and student activities. Large and small conference spaces (Performing Arts Center, AC Atrium, Faculty Dining Room, lecture halls and center and department conference rooms) promote and support seminars, research presentations, scholarship, artistic performances and exhibitions. Meeting and affinity spaces incorporated in the design of the main building AC facilitate faculty and student exchanges and scholarly

collaborations. The YC is located at a transportation hub that includes the two major NY airports, major highways, regional subway and bus terminals, becoming easily accessible to students and faculty.

The improving preparation of students will contribute greatly to the academic endeavor. The student participation in research, other scholarly activities, conferences, presentations, performances and art exhibitions will promote a dynamic learning and educational environment impacting the college and the communities it serves. Strong support and collaboration with the local and regional political leadership, organizations and communities is also contributing to educational and outreach activities.

	Department-Program		Discipline	F 08	Sp 09	F 09	Sp 10	F 10	Sp11	F 11
1	**Biology**	1	BIO	1205	1120	1525	1804	1898	2067	2249
		2	BTEC	5	6	7	11	8	15	0
2	**Chemistry**	3	CHEM	1102	1061	1138	1323	1384	1414	1606
		4	PHS	0	0	0	0	0	11	27
3	**Earth & Physical Sciences**	5	ASTR	312	278	291	344	320	319	670
		6	GEOL	503	524	581	484	538	385	576
		7	HPEH	121	110	110	149	137	114	112
		8	PHYS	178	208	208	249	253	240	298
4	**English**	9	ENG	2116	1788	2272	1839	2218	1708	2219
		10	JOUR	36	83	88	111	133	155	162
5	**Foreign Languages**	11	CHIN	49	14	34	45	23	25	42
		12	CRE	15	0	14	0	15		
		13	ESL	138	124	125	106	66	70	97
		14	FREN	165	196	237	224	233	253	229
		15	HUM	78	59	73	47	80	25	80
		16	ITAL	81	124	115	137	110	119	122
		17	PRST	18	17	15	25	0	13	12
		18	SPAN	863	876	969	910	937	1048	955
		19	WLIT	11	0	15	0	33	0	26
6	**History and Philosophy**	20	HIST	795	785	962	790	951	837	974
		21	PHIL	323	425	420	483	513	451	552
		22	CLDV	1116	1152	1231	1273	1340	1246	1509
		23	IS	0	0	7	3	16	14	0
7	**Math & Computer Sciences**	24	CS	173	181	165	166	176	174	192
		25	MATH	2093	2025	2532	2122	2339	1998	2373
8	**Performing and Fine Arts**	26	CT	78	69	68	83	91	94	110
		27	FA	535	496	595	586	570	515	476
		28	MUS	521	510	572	576	494	461	464
		29	SPCH	636	659	828	844	771	951	867
		30	TA	188	194	156	218	222	203	168

Table 2. School of Arts and Sciences, Course Enrollment Report (Fall 08 - Fall 11)

	Department-Program		Discipline	F 08	Sp 09	F 09	Sp 10	F 10	Sp11	F 11

1	**Biology**	1	BIO	293	318	380	367	436	383	433
		2	BTEC	8	9	10	17	18	31	48
2	**Chemistry**	3	CHEM	44	55	52	67	55	55	45
		4	PHS	0	0	11	21	86	95	125
3	**Earth & Physical Sciences**	5	ASTR	0	**0**	0	**0**	0	0	0
		6	GEOL	20	19	15	21	23	22	27
		7	HPEH	88	80	42	21	13	14	12
		8	PHYS	45	45	67	50	56	41	53
4	**English**	9	ENG	111	125	139	156	146	147	156
		10	JOUR	12	36	69	70	100	88	113
5	**Foreign Languages**	11	CHIN	0	**0**	0	**0**	0	0	0
		12	CRE	0	**0**	0	**0**	0	0	0
		13	ESL	0	**0**	0	**0**	0	0	0
		14	FREN	5	3	4	3	6	7	4
		15	HUM	0	**0**	0	**0**	0	0	0
		16	ITAL	0	**0**	0	**0**	0	0	0
		17	PRST	0	**0**	0	**0**	0	0	0
		18	SPAN	62	58	69	72	75	73	73
		19	WLIT	0	**0**	0	**0**	0	0	0
6	**History and Philosophy**	20	HIST	38	50	44	50	51	52	50
		21	PHIL	3	5	4	4	2	3	3
		22	CLDV	0	**0**	0	**0**	0	0	0
		23	IS	102	94	91	83	84	82	76
7	**Math & Computer Sciences**	24	CS	104	100	132	121	133	120	134
		25	MATH	99	112	116	120	120	119	108
8	**Performing and Fine Arts**	26	CT	57	58	61	64	68	73	70
		27	FA**	26	25	24	34	32	35	32
		28	MUS	8	12	12	19	19	20	16
		29	SPCH	1	1	3	4	5	6	3
		30	TA	14	22	17	23	24	28	23

Table 3. School of Arts and Sciences, Number of Majors (Fall 08-Fall 11)

	Department-Program		**Discipline**	**AY 06-07**	**AY 07-08**	**AY 08-09**	**AY 09-10**	**AY 10-11**
1	**Biology**	1	BIO	16	15	12	23	27

		2	BTEC	0	3	0	1	3
2	**Chemistry**	3	CHEM	9	6	7	9	13
		4	PHS	0	**0**	0	**0**	0
3	**Earth & Physical Sciences**	5	ASTR	0	**0**	0	**0**	0
		6	GEOL	1	1	2	6	4
		7	HPEH	2	2	2	1	0
		8	PHYS	0	**0**	0	**0**	0
4	**English**	9	ENG	21	16	24	27	29
		10	JOUR	0	0	0	0	5
5	**Foreign Languages**	11	CHIN	0	**0**	0	**0**	0
		12	CRE	0	**0**	0	**0**	0
		13	ESL	0	**0**	0	**0**	0
		14	FREN	2	4	2	0	0
		15	HUM	0	**0**	0	**0**	0
		16	ITAL	0	**0**	0	**0**	0
		17	PRST	0	**0**	0	**0**	0
		18	SPAN	8	7	10	13	12
		19	WLIT	0	**0**	0	**0**	0
6	**History and Philosophy**	20	HIST	9	2	15	7	12
		21	PHIL	0	2	3	1	1
		22	CLDV	0	**0**	0	**0**	0
		23	IS	24	**19**	25	**19**	27
7	**Math & Computer Sciences**	24	CS	4	4	6	5	8
		25	MATH	12	14	17	19	26
8	**Performing and Fine Arts**	26	CT	4	6	6	6	6
		27	FA**	3	11	3	4	9
		28	MUS	0	0	0	0	3
		29	SPCH	0	0	0	0	1
		30	TA	7	4	5	6	4

***"FA" includes Art History and Art Studio*

Table 4. School of Arts and Sciences, Number of Graduates (Fall 07-Fall 11)

	Department-Program		**Discipline**	**F 08**	**Sp 09**	**F 09**	**Sp 10**	**F 10**	**Sp11**	**F 11**

1	**Biology**	1	BIO	74	7	96	10	104	15	91
		2	BTEC	0	0	0	0	1	1	12
2	**Chemistry**	3	CHEM	5	0	2	0	0	0	2
		4	PHS	0	0	3	3	54	10	32
3	**Earth & Physical Sciences**	5	ASTR	0	**0**	0	**0**	0	0	0
		6	GEOL	0	0	1	0	1	0	**0**
		7	HPEH	36	6	28	0	**0**	0	**0**
		8	PHYS	20	1	34	4	27	3	26
4	**English**	9	ENG	4	1	2	1	6	0	3
		10	JOUR	1	4	30	5	40	4	30
5	**Foreign Languages**	11	CHIN	0	**0**	0	**0**	0	0	0
		12	CRE	0	**0**	0	**0**	0	0	0
		13	ESL	0	**0**	0	**0**	0	0	0
		14	FREN	0	**0**	0	**0**	0	0	0
		15	HUM	0	**0**	0	**0**	0	0	0
		16	ITAL	0	**0**	0	**0**	0	0	0
		17	PRST	0	**0**	0	**0**	0	0	0
		18	SPAN	0	**0**	0	**0**	0	0	2
		19	WLIT	0	**0**	0	**0**	0	0	**0**
6	**History and Philosophy**	20	HIST	1	0	1	0	1	0	2
		21	PHIL	0	0	1	0	0	0	0
		22	CLDV	0	**0**	0	**0**	0	0	0
		23	IS	14	**3**	8	**2**	5	0	2
7	**Math & Computer Sciences**	24	CS	22	5	42	8	40	1	32
		25	MATH	11	0	1	0	0	0	2
8	**Performing and Fine Arts**	26	CT	2	1	7	2	13	0	3
		27	FA**	0	0	1	1	1	0	1
		28	MUS	0	1	2	0	3	0	1
		29	SPCH	0	0	0	0	1	0	1
		30	TA	0	0	1	0	1	0	0

Table 5. School of Arts and Sciences, Number of First Time Freshmen Majors (Fall 08-Fall 11)

	Department-Program		**Discipline**	**F 08**	**Sp 09**	**F 09**	**Sp 10**	**F 10**	**Sp11**	**F 11**
1	**Biology**	1	BIO	33	36	35	30	34	25	47

		2	BTEC	1	1	1	1	2	4	9
2	**Chemistry**	3	CHEM	4	6	4	2	5	0	1
		4	PHS	0	0	5	4	15	13	20
3	**Earth & Physical Sciences**	5	ASTR	0	**0**	0	**0**	0	0	0
		6	GEOL	2	1	0	1	0	1	3
		7	HPEH	9	6	7	0	0	0	
		8	PHYS	2	4	2	0	1	0	1
4	**English**	9	ENG	4	7	7	3	8	5	15
		10	JOUR	1	9	11	4	7	4	12
5	**Foreign Languages**	11	CHIN	0	**0**	0	**0**	0	0	0
		12	CRE	0	**0**	0	**0**	0	0	0
		13	ESL	0	**0**	0	**0**	0	0	0
		14	FREN	0	0	0	0	0	1	0
		15	HUM	0	**0**	0	**0**	0	0	0
		16	ITAL	0	**0**	0	**0**	0	0	0
		17	PRST	0	**0**	0	**0**	0	0	0
		18	SPAN	3	2	3	5	6	4	2
		19	WLIT	0	**0**	0	**0**	0	0	0
6	**History and Philosophy**	20	HIST	2	1	1	4	1	4	4
		21	PHIL	0	1	0	0	0	0	1
		22	CLDV	0	**0**	0	**0**	0	0	0
		23	IS	9	**5**	6	**5**	5	6	12
7	**Math & Computer Sciences**	24	CS	11	7	9	6	9	5	11
		25	MATH	6	4	5	3	4	2	6
8	**Performing and Fine Arts**	26	CT	2	2	4	1	4	5	8
		27	FA**	0	0	0	1	1	0	0
		28	MUS	1	2	0	1	1	0	0
		29	SPCH	0	0	0	0	0	0	0
		30	TA	0	1	1	1	2	1	1

Table 6. School of Arts and Sciences, Number of transfer Majors (Fall 08-Fall 11

			Discipline	**Fall 08**	**1 Semester Ret**	**Fall 09**	**1 Semester Ret**	**Fall 10**	**1 Semester Ret**

	Department-Program			N	N	%	N	N	%	N	N	%
1	**Biology**	1	BIO	74	54	72.97	96	78	81.25	104	84	80.77
		2	BTEC	0	0	0.00	0	0	0.00	1	1	100.00
2	**Chemistry**	3	CHEM	5	4	80.00	2	1	50.00	0	0	0
		4	PHS	0	0	0.00	3	2	66.67	54	35	64.81
3	**Earth & Physical Sciences**	5	ASTR	0	**0**	0	**0**	0	0	0	0	0
		6	GEOL	0	0	0.00	1	1	100.00	1	1	100.00
		7	HPEH	36	28	77.78	28	21	75.00	0	0	0.00
		8	PHYS	20	16	80.00	34	21	61.76	27	19	70.37
4	**English**	9	ENG	4	3	75.00	2	0	0.00	6	4	66.67
		10	JOUR	1	1	100.00	30	22	73.33	40	28	70.00
5	**Foreign Languages**	11	CHIN	0	**0**	0	**0**	0	0	0	0	0
		12	CRE	0	**0**	0	**0**	0	0	0	0	0
		13	ESL	0	**0**	0	**0**	0	0	0	0	0
		14	FREN	0	**0**	0	**0**	0	0	0	0	0
		15	HUM	0	**0**	0	**0**	0	0	0	0	0
		16	ITAL	0	**0**	0	**0**	0	0	0	0	0
		17	PRST	0	**0**	0	**0**	0	0	0	0	0
		18	SPAN	0	**0**	0	**0**	0	0	0	0	0
		19	WLIT	0	**0**	0	**0**	0	0	0	0	0
6	**History and Philosophy**	20	HIST	1	1	100.00	1	1	100.00	1	1	100.00
		21	PHIL	0	0	0.00	1	1	100.00	0	0	0.00
		22	CLDV	0	**0**	0	**0**	0	0	0	0	0
		23	IS	14	**8**	57.14	**8**	7	87.5	5	4	80.00
7	**Math & Computer Sciences**	24	CS	22	19	86.36	42	32	76.19	40	31	77.50
		25	MATH	13	10	76.92	1	1	100.00	0	0	0
8	**Performing and Fine Arts**	26	CT	2	2	100.00	7	5	71.43	13	10	76.92
		27	FA**	0	0	0.00	1	0	0.00	1	1	100.00
		28	MUS	0	0.00	2	0	0.00	3	2	66.67	0
		29	SPCH	0	0	0.00	0	0	0.00	1	1	100.00
		30	TA	0	0	0.00	1	1	100.00	1	1	100.00

Table 7. School of Arts and Sciences, 1year Retention of First time Freshmen Majors (Fall 08-Fall 11)

	Department-Program		Discipline	Fall 2008	2 Semester Ret		Fall 2009	2 Semester Ret	
				N	N	%	N	N	%

1	**Biology**	1	BIO	74	45	60.81	96	55	57.29
		2	BTEC	0	0	**0**	0	**0**	0
2	**Chemistry**	3	CHEM	5	1	25.00	2	1	50.00
		4	PHS	0	0	0.00	3	1	33.33
3	**Earth & Physical Sciences**	5	ASTR	0	**0**	0	**0**	0	0
		6	GEOL	0	0	0.00	1	1	100.00
		7	HPEH	36	19	52.78	28	12	42.86
		8	PHYS	20	6	30.00	34	9	26.47
4	**English**	9	ENG	4	3	75.00	2	0	0.00
		10	JOUR	1	0	0.00	30	14	46.67
5	**Foreign Languages**	11	CHIN	0	**0**	0	**0**	0	0
		12	CRE	0	**0**	0	**0**	0	0
		13	ESL	0	**0**	0	**0**	0	0
		14	FREN	0	**0**	0	**0**	0	0
		15	HUM	0	**0**	0	**0**	0	0
		16	ITAL	0	**0**	0	**0**	0	0
		17	PRST	0	**0**	0	**0**	0	0
		18	SPAN	0	**0**	0	**0**	0	0
		19	WLIT	0	**0**	0	**0**	0	0
6	**History and Philosophy**	20	HIST	1	1	100.00	1	1	100.00
		21	PHIL	0	0	0.00	1	0	0.00
		22	CLDV	0	**0**	0	**0**	0	0
		23	IS	14	7	50.00	8	6	75.00
7	**Math & Computer Sciences**	24	CS	22	11	50.00	42	23	54.76
		25	MATH	13	11	84.62	1	0	0.00
8	**Performing and Fine Arts**	26	CT	2	2	100.00	7	2	28.57
		27	FA**	0	0	0.00	1	0	0.00
		28	MUS	0	0	0.00	2	0	0.00
		29	SPCH	0	0	**0**	0	**0**	0
		30	TA	0	0	0.00	1	0	0.00

Table 8. School of Arts and Sciences, 2Year Retention of First Time Freshmen Majors (Fall 08-Fall 11)

	Department-Program		**Discipline**	**Fall 2008**	**3 Semester Ret**	
				N	**N**	**%**

1	**Biology**	1	BIO	74	35	47.30
		2	BTEC	0		
2	**Chemistry**	3	CHEM	5	1	20.00
		4	PHS	0		
3	**Earth & Physical Sciences**	5	ASTR	0	**0**	0
		6	GEOL	0		
		7	HPEH	36	14	38.89
		8	PHYS	20	7	35.00
4	**English**	9	ENG	4	1	25.00
		10	JOUR	1	0	0
5	**Foreign Languages**	11	CHIN	0	**0**	0
		12	CRE	0	**0**	0
		13	ESL	0	**0**	0
		14	FREN	0	**0**	0
		15	HUM	0	**0**	0
		16	ITAL	0	**0**	0
		17	PRST	0	**0**	0
		18	SPAN	0	**0**	0
		19	WLIT	0	**0**	0
6	**History and Philosophy**	20	HIST	1	0	
		21	PHIL	0	**0**	0
		22	CLDV	0	**0**	0
		23	IS	14	**5**	35.71
7	**Math & Computer Sciences**	24	CS	22	8	36.36
		25	MATH	13	10	76.92
8	**Performing and Fine Arts**	26	CT	2	2	100.00
		27	FA**	0	**0**	0
		28	MUS	0	**0**	0
		29	SPCH	0	**0**	0
		30	TA	0	**0**	0

Table 9. School of Arts and Sciences, 3year Retention of First Time Freshmen Majors (Fall 08-Fall 11)

	Department-Program		**Discipline**	**Fall 08**	**1 Semester Ret**		**Fall 09**	**1 Semester Ret**		**Fall 10**	**1 Semester Ret**	
				N	**N**	**%**	**N**	**N**	**%**	**N**	**N**	**%**

1	**Biology**	1	BIO	33	16	48.48	35	21	60.00	34	20	58.82
		2	BTEC	1	1	100.00	1	0	0.00	2	1	50.00
2	**Chemistry**	3	CHEM	4	2	50.00	4	2	50.00	5	4	80.00
		4	PHS	0	0	0.00	5	1	20.00	15	13	86.67
3	**Earth & Physical Sciences**	5	ASTR	0	**0**	0	**0**	0	0	0	0	0
		6	GEOL	2	1	50.00	0	0	0.00	0	0	0.00
		7	HPEH	9	7	77.78	7	3	42.86	0	0	0.00
		8	PHYS	2	1	50.00	2	2	100.00	1	1	100.00
4	**English**	9	ENG	4	2	50.00	7	5	71.43	8	7	87.50
		10	JOUR	1	0	0.00	11	7	63.64	7	5	71.43
5	**Foreign Languages**	11	CHIN	0	**0**	0	**0**	0	0	0	0	0
		12	CRE	0	**0**	0	**0**	0	0	0	0	0
		13	ESL	0	**0**	0	**0**	0	0	0	0	0
		14	FREN	0	**0**	0	**0**	0	0	0	0	0
		15	HUM	0	**0**	0	**0**	0	0	0	0	0
		16	ITAL	0	**0**	0	**0**	0	0	0	0	0
		17	PRST	0	**0**	0	**0**	0	0	0	0	0
		18	SPAN	3	1	33.33	3	3	100.0	6	4	66.67
		19	WLIT	0	**0**	0	**0**	0	0	0	0	0
6	**History and Philosophy**	20	HIST	2	2	100.00	1	1	100.0	1	1	100.0
		21	PHIL	0	**0**	0	**0**	0	0	0	0	0
		22	CLDV	0	**0**	0	**0**	0	0	0	0	0
		23	IS	9	8	88.89	6	5	83.33	5	5	100.00
7	**Math & Computer Sciences**	24	CS	0	**0**	0	**0**	0	0	0	0	0
		25	MATH	6	4	66.67	5	4	80.00	4	4	100.0
8	**Performing and Fine Arts**	26	CT	2	1	50.00	4	2	50.00	4	3	75.00
		27	FA**	0	0	0.00	0	0	0.00	1	0	0.00
		28	MUS	1	0	0.00	0	0	0.00	1	1	100.00
		29	SPCH	0	**0**	0	**0**	0	0	0	0	0
		30	TA	0	0	0.00	1	1	100.00	2	2	100.00

Table 10. School of Arts and Sciences, 1year Retention of Transfer Majors (Fall 08-Fall 11)

	Department-Program		**Discipline**	**Fall 2008**	**2 Semester Ret**		**Fall 2009**	**2 Semester Ret**	
				N	**N**	**%**	**N**	**N**	**%**

1	**Biology**	1	BIO	33	33	100	35	35	100
		2	BTEC	1	1	100.00	1	1	100.00
2	**Chemistry**	3	CHEM	4	2	50.00	4	0	0.00
		4	PHS	0	0	0.00	5	2	40.00
3	**Earth & Physical Sciences**	5	ASTR	0	**0**	0	**0**	0	0
		6	GEOL	2	1	50.00	0	0	0.00
		7	HPEH	9	6	66.67	7	2	28.57
		8	PHYS	2	1	50.00	2	2	100.00
4	**English**	9	ENG	4	1	25.00	7	3	42.86
		10	JOUR	1	0	0.00	11	6	54.55
5	**Foreign Languages**	11	CHIN	0	**0**	0	**0**	0	0
		12	CRE	0	**0**	0	**0**	0	0
		13	ESL	0	**0**	0	**0**	0	0
		14	FREN	0	**0**	0	**0**	0	0
		15	HUM	0	**0**	0	**0**	0	0
		16	ITAL	0	**0**	0	**0**	0	0
		17	PRST	0	**0**	0	**0**	0	0
		18	SPAN	3	1	33.33	3	3	100.00
		19	WLIT	0	**0**	0	**0**	0	0
6	**History and Philosophy**	20	HIST	2	1	50.00	1	0	0.00
		21	PHIL	0	**0**	0	**0**	0	0
		22	CLDV	0	**0**	0	**0**	0	0
		23	IS	9	6	66.67	6	3	50.00
7	**Math & Computer Sciences**	24	CS	0	**0**	0	**0**	0	0
		25	MATH	6	2	33.33	5	2	40.00
8	**Performing and Fine Arts**	26	CT	2	1	50.00	4	1	25.00
		27	FA**	0	0	**0**	0	**0**	0
		28	MUS	1	0	**0**	0	**0**	0
		29	SPCH		0	**0**	0	**0**	0
		30	TA	0	0	0.00	1	0	0.00

Table 11. School of Arts and Sciences, 2year Retention of Transfer Majors (Fall 08-Fall 11)

	Department-Program		**Discipline**	**Fall 2008**	**3 Semester Ret**	
				N	**N**	**%**

1	**Biology**	1	BIO	33	9	27.27
		2	BTEC	1	1	100.00
2	**Chemistry**	3	CHEM	4	0	0.00
		4	PHS	0	0	0.00
3	**Earth & Physical Sciences**	5	ASTR	0	**0**	0
		6	GEOL	2	1	50.00
		7	HPEH	9	4	44.44
		8	PHYS	2	0	0.00
4	**English**	9	ENG	4	1	25.00
		10	JOUR	1	0	0.00
5	**Foreign Languages**	11	CHIN	0	**0**	0
		12	CRE	0	**0**	0
		13	ESL	0	**0**	0
		14	FREN	0	**0**	0
		15	HUM	0	**0**	0
		16	ITAL	0	**0**	0
		17	PRST	0	**0**	0
		18	SPAN	3	1	33.33
		19	WLIT	0	**0**	0
6	**History and Philosophy**	20	HIST	2	**0**	**0.00**
		21	PHIL	0	**0**	0
		22	CLDV	0	**0**	0
		23	IS	9	**3**	33.33
7	**Math & Computer Sciences**	24	CS	0	**0**	0
		25	MATH	6	2	33.33
8	**Performing and Fine Arts**	26	CT	2	1	50.00
		27	FA**	0	0	0.00
		28	MUS	1	0	0.00
		29	SPCH	0	**0**	0
		30	TA	0	0	0.00

Table 12. School of Arts and Sciences, 3year Retention of Transfer Majors (Fall 08-Fall 11)

In addition to the scholarship and creative endeavors faculty dedication to department, college and university shared governance, enhances the College mission. Results from the faculty participation are indicated in successful committee work, standing ones such as Curriculum and Senate as well as the numerous ad hoc committees that are convened, advisement, program and curriculum revisions and development, event organization and participation. Highlights of their contributions include their continuing work on the General Education review at the college and university levels and the continuous work on curriculum development and implementation.

organization operational efficiency.

Weaknesses

Major challenges exist in
areas of the department and college operations. Many departments continue to rely on adjunct instructors to meet their instructional needs. Full time faculty office space is in great demand with 2-3 or more faculty sharing the same office. Support for adjunct faculty office space, and other resources for faculty and students are limited. Specialized support staff is also lacking with great impact on research and scholarship. Existing faculty and staff need training to become aware of current procedures or to become more effective and consistent in their responsibilities and duties.

As the student enrollment and faculty ranks grow these and other challenges will become more evident. Departmental tutoring spaces and programs/services need to be created and supported. Specialized classrooms (smart classrooms), research labs and learning centers need to be organized and integrated in the department and college educational programs. Research and their support spaces need to be created to accommodate increasing faculty and student numbers. Support and resources for the instructional activities need to keep pace with the increasing number of students. In addition existing curriculum weaknesses challenge student advisement and placement. For example there is a need for standardized placement exams in the foreign languages disciplines, streamlining of math placement, upgrading and making current course pre-requisites, co-requisites, and instructional time to apply best practices. Greater flexibility and learning opportunities need to be provided by strategically and intentionally increasing online course offerings. Other challenges include the need to increase on campus scholarly activities and events (seminars, conferences, presentations etc.) to enrich the educational and professional experiences and to increase retention of faculty and students. **[This may not be the place in the report to state this, but we need much more funding for tutoring. We seem to have focused what we have on certain crucial courses, such as Chem 101. How nice it would be if a few A students in Philosophy could be trained to tutor those taking 102 and 103.]**

Opportunities

The appointment of a large number of faculty recently and the increase in student enrollment provide a unique opportunity for course and curriculum revision and the introduction of innovative certificate, BS and MS degree programs. Existing degree programs can be reorganized and updated to meet current educational, instructional and professional requirements, while others can become accredited by their professional organizations. Interdisciplinary research and degree programs will create novel professional, scholarship and educational opportunities for students, faculty and staff. Novel instructional approaches including online and hybrid course and program delivery will introduce flexibility in scheduling and explore new possibilities. Collaborations among faculty and departments can expand and

support departmental and college activities to include local, regional, national organizations. Increased faculty activities will support and leverage sponsored research programs and contracts, and other funded activities in collaboration with local and regional organizations.

Faculty development programs will introduce junior and senior faculty to current department, college and university policies and procedures streamlining internal operations. Educational programs and mentoring will introduce new faculty to current and specialized department instructional methods and techniques. Outreach programs and collaborations especially with community colleges and regional high schools will increase the potential to develop joint programs and partnerships.

The increased student enrollment and the better prepared student body, a result of the recently introduced admissions standards, provides an unprecedented opportunity to strengthen and expand student research programs, the college wide honors program and the study abroad program.

Threats

The recent appointment of a large number of faculty is also a retention challenge. New faculty may choose for many reasons **[I think we need to identify the main reasons that afflict us and take them on directly in this plan. Perhaps it does below.]** to terminate their appointments. This will increase strain on the departments and the college in order to meet instructional needs and to appoint replacements.

Inadequacy of resources in the short and long term because of the student enrollment growth and the anticipated budgetary impact may force departments and faculty to reduce services and instructional materials, or to cancel classes leading to larger sections. Unbalanced programmatic growth may have a negative impact on some departments.

The increase in student enrollment although welcome in budgetary terms needs to be managed with planning at the department and college levels. Faculty, departments and support units need to be trained and be well prepared to provide mentoring, advisement and support as needed to prevent the walk in and out effect, where students come for a semester or two and transfer to other colleges. Programs and activities need to be organized and implemented to increase student retention and recruitment. Support units need to improve their student interaction by enhancing the level of services and by providing current, accurate and precise information. Best practices need to be adopted and implemented from other colleges to resolve short and long term issues. Funding opportunities need to be exploited to increase departmental and college funds and resources to support ongoing and future activities. **[Perhaps this is a good place to speak of tutoring.]**

As the college changes its general education requirements and participates in the university general education review, planning, and implementation (Pathways), challenges and opportunities will become evident. Student transfer is expected to improve therefore making it easier for students to transfer in but also to transfer out. Programs, activities and services need to improve and become competitive to recruit and to retain students. Organizational changes (at the college, department and unit levels) need to be introduced to meet the challenges by the Pathways implementation.

Strategic Goals and Objectives

The overarching goal of the School of Arts and Sciences, its departments and affiliated centers and programs is to promote and to support faculty and student success in their scholarship and educational endeavors. Faculty and student success will be demonstrated by increased student retention and graduation rates, increased faculty research, publications and creative works, excellence in teaching, mentoring, and current state of the art courses and programs.

Specific objectives and activities to meet these goals are:

a) To improve and enhance educational and instructional efforts

1. General Education

Academic departments and affiliated programs will design, redesign or develop general education courses to conform with the college's new general education requirements and the university's pathways initiative. Following the course changes academic departments will adjust their programmatic offerings to the meet the new general education requirements, the existing liberal arts and science requirements and the individual programmatic needs.

2. Courses and Curricula

Academic departments and affiliated programs will implement appropriate pre-requisites and co-requisites for their course offerings to meet existing professional recommendations and needs. New courses will be designed, developed and implemented as needed to maintain cutting edge degree programs. Course reorganization has begun with the massive General Education effort. Other reorganization projects include the reorganization of the writing and composition courses, the introduction of the college algebra (MATH 104) course, updating of the chemistry courses and introduction of new biochemistry courses, introduction of cutting edge biology courses (neuroscience, genetics, introductory biology) and restructure of general biology; development of new courses in foreign languages related to faculty expertise; development of interdisciplinary courses to meet general education requirements; increase writing intensive mathematics and computer science courses; development of new mathematics and computer science courses to meet current requirements; reorganization of environmental science, physics and geology courses. **[Till now, interdisciplinary courses have been developed at the initiative of the few faculty interested or willing. The Strategic Plan needs to take into account that our reward system heavily favors specialization and works almost entirely through separate departments. If we are to benefit from interactions among the disciplines, it must be encouraged and promoted.]**

3. Programs and Program Accreditation

The academic departments will continue the cycle of the department review process as planned by the Office of Academic Affairs. The academic department and program review process will help departments in updating and reorganizing their courses and curricula (biology, biotechnology, environmental health sciences). Accreditation by professional societies and educational organizations will also demonstrate the high quality and competitiveness of the computer science (by CSAB - Computer Science Accreditation Board of ABET); of Spanish (by ACTFL); of chemistry (by the American Chemical Society). New degree programs and degree program options will also be designed, developed and implemented to enrich the existing and to increase the available educational and professional opportunities for the students. Targeted programs are: a neuroscience minor; a biochemistry minor, an environmental science minor; certificate programs in translation, Italian, French, major in world literature; major in energy systems science. **[Several of these majors would benefit from interdisciplinary connections. In the sciences, a history and/or philosophy of science course would help students to reflect on what they are doing in their other courses. In world literature (which was started at my instigation to support a literature requirement in the IS**

major, a course in the philosophy of art with an emphasis on literature would help students consider the critical assumptions involved in judgments of appreciation.] A major thrust in program design and development will be graduate certificate and master's programs in niche programs such as biotechnology and pharmaceutical sciences; and more traditional areas such as mathematics education and Spanish/French/Haitian education.

3. Research and Scholarship

Faulty and students will continue to engage in high quality competitive research, scholarship and creative activities. They will present their work at local, regional, national and international conferences and meetings and publish in books and journals as appropriate. Funded programs, special initiatives, participation in CUNY wide programs and partnerships with external organizations and public agencies will support and promote this objective. A target of publication/faculty/term will help focus the effort. Faculty appointments in endowed or distinguished professorships will be the result of outstanding and competitive research, scholarship and creative activities in the performing and fine arts. On campus scholarly events and exhibitions (seminars, conferences, presentations etc.) will increase in order to enrich and to support faculty professional growth and student educational experiences.

4. Centers and Institutes

Special programs and initiatives will be housed, supported and promoted by Centers and Institutes. In addition to the existing school affiliated centers and institutes (Women Studies, Cultural Diversity, YC/FDA) new institutes and centers will be introduced such as the translation center. Faculty and students will also be encouraged to partner with CUNY wide or other institutes and centers (NOAA CREST and Transportation Institute at CCNY, Haitian Studies Institute) in order to increase educational, research and fundraising opportunities.

b) To Enhance and Maintain Excellent Faculty

1. Faculty Recruitment

In order to sustain and enhance existing and to design, to develop and to implement new academic programs excellent faculty need to be recruited. Faculty recruitment needs to also target existing short comings such as high adjunct instruction rates in some departments, or the need for specific specialties. In addition targeted faculty recruitment needs to support the development of strategic college programs, institutes and centers. Faculty will be needed in the department of biology (2/year) to meet needs in developmental and molecular biology and anticipated enrollment growth. In the department of chemistry faculty (2-5/5 years) will be needed to meet the curricular needs and to support the development of interdisciplinary graduate certificate and MS programs. The department of Foreign Languages, ESL & Humanities will need faculty to meet its instructional needs (reduce adjunct instruction) in Spanish (2-3), Italian (1-2), French (1-2) and world literature (1-2). History (2) and Philosophy (2) faculty will be appointed to reduce adjunct instruction and to support online instruction. In the mathematics and computer science faculty will be needed to support and expand the mathematics discipline (5-8) and to re-energize the computer science program (3-5). Faculty in the Performing and fine arts will be needed to support the speech program (3-5), the music program (3-5) and the communications technology program (1-2). The earth and physical science department will need faculty to support its new initiatives in environmental science (2-3), energy systems science (2-3) and the existing geology (1-2) and physics programs (2-3). The English department will need to hire (2-3) writing specialists to reduce the adjuncts in the writing program. **[These additions would be welcome. This may be the time to think about emphasizing teaching, after several years in which emphasis has been placed on scholarship. Some of our new hires can be excellent teachers with modest (not non-**

existent) research activities. The adjunct conversions helped several disciplines in this way, but they were limited to consideration of our adjuncts, obviously, whereas these would be open searches for outstanding instructors.]

2. Faculty Retention

The recent and anticipated faculty appointments will require that appropriate support mechanisms and training programs will be in place to retain and to promote faculty professional success and accomplishments. Formal faculty training programs on CUNY and YC policies and procedures will be complementary to departmental and discipline training and professional development. Training on instructional technologies and new pedagogies will sustain their interests and professional growth. Professional development workshops to become successful grant writers and to publish in peer refereed journals will promote and support their scholarly engagement. All faculty will be expected to participate in appropriate workshops and professional development activities. Mentoring by other faculty will be promoted in order to provide alternative support and mechanisms of recourse. Cross departmental/disciplinary will be encouraged to promote best practices, and cross fertilization, and interdisciplinary collaboration. Each new faculty will be assigned tenured faculty mentors. Support for mid rank and senior faculty will be provided to participate in professional development workshops, design and develop research programs, courses and degree programs. **[Nothing retains faculty like respect for the institution and its practices, including its practice of respect for faculty.]**

3. Research and Scholarship

Programs to support faculty scholarship and research will be implemented. All faculty (non tenured and tenured) will be trained to become competitive grant writers. Institutional programs will promote the development of degree programs (certificate, BS and MA/MS), the development of research centers and institutes to house special initiatives and the implementation of training programs to support and to promote student and faculty success.
Faculty scholarship and research activities will increase (5% annually) as evident by peer referee and book publications at the department and school level. Faculty and student engagement will also increase with participation at the CUNY graduate school and student mentoring (1student / faculty member).

Fundraising is critical (for some disciplines more than others) to sustain competitive levels of research and scholarship. Individual faculty, departmental and interdepartmental proposals will be developed to support research programs, and other initiatives. In collaboration with the Office of Sponsored Research and Programs grant applications to the appropriate agencies will be developed and submitted. It is anticipated that each department will create a grant writing committee to mentor and encourage grant applications with the objective of at least two major (departmental or institutional) applications per year. Faculty will be anticipated to submit at least one grant application annually.

4. Fundraising and Grants

The introduction of new programs, centers and institutes will provide the opportunity and background for the School of Arts and Sciences and the College in general to aggressively raise funds from individuals and organizations. In collaboration with the appropriate College Offices (President's, Institutional Advancement, Grants Office, etc.) funds to support faculty and student scholarships can be a main objective. These should be competitive scholarships established and named after the sponsoring individual, organization or agency. In a similar approach endowed

professorships and chairs can be funded to foster faculty scholarship and service. The creation of new institutes and centers needs to and should become associated with major funding from external organizations, agencies or individuals with the appropriate naming opportunities. A more challenging task will be to raise funds to name the School of Arts and Sciences. As the goals and objectives of this plan are achieved it is expected that each department will meet a modest target of one endowed professorship/chair/center or institute.

c) To Improve and to Enhance the Student Experience

1. Recruitment

The school of Arts and Sciences and its affiliated departments, centers and institutes will update and disseminate all their information. New brochures and informational materials describing programs and degree requirements, professional and career opportunities, special activities and funded programs, and highlighting faculty and student engagement, research and accomplishments will be designed, produced and disseminated to interested organizations, students, and their families. The school and its departments, institutes and centers websites will be maintained and kept current. Faculty web pages will describe their specialties, research interests and accomplishments. Support will be provided that the process is streamlined and efficient. In collaboration with pertinent college offices

Partnerships and joint programs with regional feeder high schools and community colleges will promote recruitment of qualified students especially in unique programs. Review and updating of articulation agreements and introduction of new ones will facilitate student transfer. Joint and dual registration degree programs with community colleges will further strengthen student recruitment. Joint faculty professional development programs, seminars, research activities will support and promote student recruitment. Each department and program will be supported to establish an annual cycle of activities to increase its enrollment 5% annually.

[For years, a certain registrar encouraged faculty to recruit in high schools, but no help was ever given to establish them. If we have faculty who draw students to their courses in the College, why wouldn't they have the same effect on prospective students, in high schools or community colleges? Can we develop such a program of recruitment?]

2. Retention

Student retention should increase at comparable levels (5%annualy). Activities and programs will be implemented to increase student retention. Unique high quality competitive programs will be designed and implemented. Courses will be redesigned and updated as needed. Current and accurate information will become available on the web site and brochures. Recommended four year and six year academic plans for each degree program will be created and disseminated to students, and posted on the web site. Similar plans two year and four year grounded in updated articulation agreements will be created for transfer students. Students will be advised to take advantage of winter and summer sessions to meet degree requirements.

In addition specific activities will enhance the college and university wide efforts. Faculty student mentoring using independent study courses, research fellowships, and internships will be encouraged and supported through grant sponsored programs. Departmental learning centers will also be established and supported to promote academic achievement, peer and faculty mentoring. Advising centers (pre-med) for professional programs and graduate schools will be organized, undergraduate and graduate departmental advisors will be designated to spearhead the process. Support for professional (MCAT, PCAT, LSAT) and graduate (GRE) tests will be provided

through grant funded programs. Monthly (or more frequent) departmental seminars with invited speakers for faculty and students will be organized and supported.

Smart classrooms, state of the arts conference rooms and learning centers will support these activities improving the college image and reputation. Scholarly and related events, programs and exhibitions will be encouraged and supported to enrich the student and faculty experiences.

3. Graduation

Success in recruitment and retention of qualified students will impact the graduation rates. Proper advisement, mentoring, academic planning and other engagement activities will keep students on track to complete a 4-year degree program at the prescribed time. Therefore the graduation rates should be increasing approximately 3% annually.

4. Research and Scholarship

Research and scholarship is and should be an essential component of every student college experience. Existing programs (independent study courses, honors program) will be updated to incorporate current research and scholarship trends. Qualified students will be recruited and encouraged to pursue independent study programs, fellowship and internship opportunities. Faculty will be encouraged and supported to mentor students and create appropriate programs to support student scholars and researchers. Conference attendance and presentations at local, regional and national meetings will become part of the experience. Support through competitive grant awards, programs and partnerships will sustain and increase student and faculty engagement. The high quality of the faculty and student research and scholarship programs will be recognized by national awards, prestigious fellowships, admissions to graduate and professional schools, and competitive job placement. Examples of recent and current programs are the MBRS, MARC, LS AMP, GEP, YC/FDA and YC Honors Program. A requirement for a two independent study course sequence in the junior and senior year (or earlier) will increase student engagement. Introduction of graduate programs will enhance the research and scholarship environment by providing much needed support and resources. Department research and honors program advisors and liaisons will be designated to recruit, to guide and to place students, and to promote scholarship, internship and other opportunities.

5. Outreach Programs

Outreach programs are critical in strengthening the institutions partnerships and collaborations and ensuring competitive student and faculty recruitment. The School of Arts and Sciences will strengthen and grow the existing outreach programs (SEMAA, JSHS, YC Math & Science Expo) and create and promote additional partnerships and with local and regional organizations. Opportunities exist via College Now and the affiliated high school program (QHSS@YC) to create summer high school research programs, to continue the specialized HS test preparation program. In addition a recent opportunity to partner with CCNY on application of GIS on malaria studies will provide opportunities to engage with the local communities. Geology faculty regularly make presentations to the community on local underground water contamination.

York College
School of Arts and Sciences
Strategic Planning 2010-2015

Goals	Overall Objectives	Specific Objectives and Activities	Timeline
1. **Enhance Quality of Instruction**	**a) Departments will keep current courses**	1. Update the general biology sequence 2. Restructure lower division chemistry sequence 3. Restructure writing sequence 4. Restructure environmental courses 5. Revise foreign language courses to meet new criteria from the MLA 6. Strengthen CLDV 101 7. Designate permanent upper division writing intensive courses for mathematics and computer science. 8. Restructure math and CS course scheduling to increase offerings in the evening, Fridays and weekend. 9. Create more writing intensive performing and fine arts and speech courses at the 100 level. 10. Restructure upper division art history, speech and music courses. 11. Develop, introduce and schedule online and hybrid courses 12. Adopt smart classroom technology 13. Design or redesign courses as needed to comply and to implement the college's and the university's general education initiative	1. To be completed by 2013 2. To be completed by 2013 3. To be completed by 2012 4. To be completed by 2013 5. Continuous 6. To be completed by 2012 7. To be completed by 2013 8. To be completed by 2012 9. To be completed by 2013 10. To be completed by 2013 11. Continuous 12. Continuous 13. To be completed by 2013

	b) Departments will continuously introduce new courses	1.New course in introductory biology, experimental genomics, genetics 2. New biochemistry lecture and lab courses 3. Design and develop foreign language courses to meet faculty needs and developments in the field 4. Develop new interdisciplinary courses to comply with the revised general education requirements (Hist. and Phil.) 5. Design advance computer science and mathematics courses to meet current standards	1. To be completed by 2013 2. To be completed by 2013 3. Continuous 4. To be completed by 2013 5. Continuous
	c) Departments will continuously maintain and introduce new Curricula and degree Programs	1. Restructure the BS in biology 2. Restructure the BS in biotechnology 3. Introduce a biochemistry minor 4. Introduce an environmental science minor 5. Design, develop and implement a BS in energy systems science 6. Develop certificate programs in Italian and French 7. Introduce French/Haitian bilingual program 8. Develop a language, literature and culture sequence in Arabic, Bengali and Chinese 9. Develop a World Literature major 10. Plan for an MA/MAT in Spanish and French Haitian 11. Develop translation certificates 12. Design and develop graduate programs in pharmaceutical sciences/biotechnology 13. Design and develop graduate programs in math education	1. To be completed by 2013 2. To be completed by 2013 3. To be completed by 2013 4. To be completed by 2013 5. To be completed by 2015 6. To be completed by 2015 7. To be completed by 2015 8. To be completed by 2015 9. To be completed by 2015 10. To be completed by 2015 11. To be completed by 2013 12. To be completed by 2015 13. To be completed by 2015
	d) Departments will maintain standards through periodic reviews and external Program Accreditation	1. The Departments will follow the OAA 5-year plan for Academic Program review 2. The BS in chemistry will be accredited by the American Chemical Society 3. The BA in Spanish will attain ACTFL accreditation 4. The BS in computer science will attain accreditation by the Computer Science Accreditation Board of ABET (CSAB ABET)	1. Continuous 2. To be completed by 2013 3. To be completed by 2013 4. To be completed by 2013

2. Recruit and retain excellent faculty	**a) Departments will recruit faculty to meet instructional needs**	1. Appoint 2 faculty in developmental biology and molecular evolution (2010-2011) 2. Additional 8 biology faculty 2/year (2011-2015) 3. Appoint 2-5 faculty in chemistry and pharmaceutical sciences 4. Appoint faculty in environmental science (2-3), energy systems science (1-2) and the existing geology (1-2) and physics programs (2-3) 5. Appoint writing and composition faculty (2-3) 6.Appoint faculty in Spanish (2-3), Italian (1-2), French (1-2) and world literature (1-2) 7. Appoint faculty in History (2) and Philosophy (2) 8. Appoint faculty in mathematics (5-8) and in computer science (3-5) 9. Appoint faculty in speech (3-5), music (1-2) and in communications technology (1-2) and theater arts (2)	1. To be completed by 2014 2. Continuous (2 every AY) 3. Continuous (1 every AY) 4. Continuous (1 every AY) 5. By 2014 6 Continuous (1 every AY) 7. Continuous (1 every AY) 8. Continuous (2 every AY) 9. Continuous (2 every AY)
	b) Faculty Support and Retention	1. Institute departmental faculty mentoring programs 2. Provide guidance via formal and informal meetings with the chair and P&B members 3. Diversify faculty mentoring with mentors in instruction, service and research 4. Provide support to recruit undergraduate and graduate student research assistants 5. Provide support for research, scholarship and creative works programs 6. Institute annual faculty teacher excellence award 7. Institute annual faculty research/mentor excellence award 8. Institute annual faculty service excellence award 9. Improve office space and technical support 10. Institute endowed professorships 11. Institute distinguished professorships	1. Continuous, 1 mentor/fac. 2. Continuous, every term 3. Continuous 4. Continuous 5. Continuous 6. By 2013 7. By 2013 8. By 2013 9. Continuous 10. by 2015 11. by 2015

	c) Faculty Support and Development	1. Support faculty to attend professional conferences 2. Institute faculty development programs for instruction (CETL), for instructional technology, for online and hybrid courses 3. Institute faculty development service training 4. Institute faculty development grant writing workshops 5. Institute faculty development course and curriculum design workshops 6. Institute an academic affairs fellowship program	1. At least one/term 2. Continuous 3. Continuous 4. Continuous 5. Continuous 6. By 2013
3.. Improve Student Recruitment Retention Graduation	**a) Student Recruitment**	1.Continously update and maintain department websites with accurate course, program and faculty information 2. Design, and publish department and program brochures with updated course and program information 3. Collaborate closely with the Office of Admissions, Advisement and Student Affairs to provide updated program and course information 4. Develop partnerships with regional high schools and community colleges 5. Develop program articulation agreements with community colleges 6. Develop dual registration joint degree programs with qualified community college programs 7. Develop high school and community college research and internship programs 8. Develop summer institutes for high school students 9. Collaborate with College Now to support high school initiatives 10. Design and develop graduate programs 11. Organize and host high school competitions	1. Continuous 2. by 2011, Continuous 3. Continuous 4. Continuous 5. Continuous (1/dep./AY) 6. Continuous (1/dep./AY) 7. Continuous 8. Continuous 9. Continuous 10. Continuous

	b) Student Retention	1. Develop and mentor department and discipline student clubs 2. Publish (website, brochures, posters) a 4-year academic plan to complete degree programs 3. Designate undergraduate faculty advisors 4. Institute undergraduate research programs and fellowships (GEP, Brown) 5. Promote undergraduate and graduate student presentations and participation in local, regional and national conferences 6. Institute weekly/biweekly/monthly department or discipline seminars with invited speakers for students and faculty 7. Institute department mentorship programs 8. Expand and support study abroad program 9. Institute department learning (tutoring) centers 10. Improve department conference rooms 11. Improve laboratories and classrooms 12. Create more smart-classrooms including dedicated specialized classrooms 13. Institute graduate and professional school advisement center (Pre-Med, Pharm., MA/MS, Ph.D.) 14. Institute preparatory programs for the graduate and professional school tests (MCAT, PCAT, GRE) 15. Increase office and staff/CLT support	1. Continuous/fac. Mentors 2. by 2011, Continuous 3. By 2012 4. Continuous 5. Continuous 6. Continuous 7. Continuous (1stud./fac.) 8. Continuous 9. One per AY, Continuous 10. One per AY, Continuous 11. Continuous 12. Continuous 13. By 2011, Continuous 14. By 2011, Continuous 15. Continuous
	c) Student Graduation	1. Advise students on professional opportunities 2. Create student employment placement programs 3. Institute student excellence awards for students graduating in 4-years with the highest GPA	1. Continuous 2. Continuous 3. By 2013
4. Support and Enrich the Academic Environment	**a) Research and Scholarship**	1. Institute departmental honors research programs 2. Institute internship programs 3. Designate department honors, research and graduate advisors and liaisons 4. Institute minimum requirements of independent study and honors courses 5. Support faculty mentors	1. By 2013 2. By 2013 3. By 2013 4. By 2012 5. Continuous

		6. Institute research and internship partnerships for students and faculty (GEP, Brown, DEP, FDA, etc.) 7. Support faculty and student conference participation, presentations and publications 8. Design and introduce graduate programs 9. Institute a student excellence in research award 10. Publish an online student research journal 11. Support grant applications for faculty and student research engagement 12. Encourage and support faculty and students to apply for prestigious research and scholarship awards.	6. Continuous 7. Continuous 8. Continuous (one/AY) 9. By 2013 10. By 2015 11. Continuous 12. Continuous
	b) Centers and Institutes	1. Reorganize the existing centers and institutes (Writing Center, YC/FDA, Cultural Diversity, Student Art Gallery) 2. Support the existing centers 3. Seek out new partnerships and create research centers and institutes (Genomics and Biotechnology, neuroscience, Translation Center, GIS and GPS application center)	1. Continuous 2. Continuous 3. Continuous
	c) Outreach	1. Promote and support existing initiatives (SEMAA, JSHS, College Now, YC Math and Science Expo, Affiliated HS, etc.) 2. Institute HS teacher and student summer institutes and research programs 3. Develop partnerships with local and regional organizations to promote the college mission.	1. Continuous 2. By 2012, Continuous 3. Continuous
	d) Fundraising	1. Develop department faculty teams to seek external funding and to promote partnerships and department strategic goals 2. Set faculty and department targets for grant applications 3. Seek partnerships with other institutions and organizations (FDA, DEP, DOE, NOAA CREST, etc.) for larger scale proposals and programs	1. By 2012, Continuous 2. By 2012 3. Continuous