

**College: College of Liberal Arts
Academic Plan 2012-2017**

I. Introduction

College Mission

The College of Liberal Arts values quality teaching and learning; innovative research, scholarship, and creative expression; and committed service to local and global communities. We expect our students to think, read, write, and speak effectively; to acquire foundational knowledge in the humanities and social sciences; and to develop expertise in their chosen fields of study. We celebrate diversity in people and ideas. We foster civility, ethical behavior, and personal responsibility. And we embrace our role as citizens in an increasingly interdependent world.

College Vision 2012-2017

The College of Liberal Arts is home to a varied, dynamic array of students, faculty, and staff who gather at the heart of the campus to speak, listen, read, write, learn, and teach. We are the first point of academic contact for most freshmen and many transfers, with thousands of students enrolled each year in our core courses in communication, the humanities, the social sciences, and the natural sciences. We serve more than 6,000 undergraduate and graduate majors in nine departments. These departments, along with our three interdisciplinary centers, carry out the essential work of the college: to create and sustain an intellectually challenging and diverse academic environment in which teaching, research, and service may flourish.

Like the university as a whole, the College of Liberal Arts faces challenges over the next five years: continued enrollment growth, insufficient numbers of faculty and staff, and persistent space shortages. Despite these demands on our human and physical resources, we nevertheless remain optimistic. We are confident that we can meet the challenge, and we look forward to playing a leading role in advancing the quality of teaching, learning, research, and creative expression at Texas State.

Top Five Planning Priorities 2012-2017

Because of the unusually varied nature of the units in the college, we have given special emphasis to planning at the department level—a decentralized approach. Individual department and center plans will remain important blueprints for the college over the next five years. The following priorities do not displace those of departments and centers but rather capture shared concerns and delineate major initiatives that cut across units.

1. Ensure academic quality across programs by maintaining our current faculty-to-student ratios and by lowering selected faculty-to-major ratios. [1.2, 1.4, 1.5, 1.6, 1.8, and others]

- request new lines to address maintenance and growth, with special attention to graduate programs.
- hire to achieve an appropriate balance of tenure-track faculty, senior lecturers, lecturers, and GAs.
- in special situations, reclassify faculty to avoid overreliance non-tenurable faculty.
- manage enrollments in particular programs where excessive growth in majors compromises quality.
- employ non-continuing faculty only as necessary and appropriate.

2. Build on the university's emerging research status by strengthening existing PhD programs in geography and by adding new programs in applied anthropology and public administration. [1.5, 1.6, 1.8, 1.9, 2.3, and others]

- offer competitive doctoral stipends for PhD geography students in order to meet recruitment goals and completion rates; increase stipends in other graduate programs, especially those that compete nationally for applicants.
- hire key faculty and build infrastructure for doctoral programs in applied anthropology and public administration, with a goal of submitting proposals for inclusion on the THECB 2016 Table of Programs.
- strengthen departmental research centers, especially those in anthropology and political science, as a means of enhancing research productivity and increasing external funding.

3. Improve student success, retention, and completion rates by offering our undergraduate majors the best academic advising experience we can provide. [3.1, 3.2, 4.1, 5.2, 5.4, and others]

- reduce student-to-advisor ratio to 300 to 1; barring that, lower ratio to a level comparable to the average ratio in PACE and other advising centers on campus.

- improve service, especially phone response times, by adding an administrative assistant in the advising center.
- renovate advising center space in order to alleviate crowding and address privacy and accessibility issues.

4. Continue to lead the university in its internationalization efforts. [1.8, 2.4, 2.5, and others]

- capitalize on the success of the Center for International Studies by strengthening its ties with academic departments, and building faculty and staff resources
- maintain existing study abroad programs and develop new ones.
- create opportunities for faculty and student exchanges.
- continue to internationalize course offerings and curricula in the college.

5. Add departmental staff in critical areas. [1.5, 1.6, 2.5, 3.2, 5.2, and others]

- Add administrative staff to support enrollment growth and program development, especially in graduate programs.
- Add technical staff to support faculty research, to help manage web-based learning, and to direct computer labs.

New Line Requests Year 1 (2012-2013) and Years 2-5 (2013-2017)

The number of new lines we intend to request over the next five years depends on enrollment growth. Our analysis of annual growth rates over the past five years (4.9% average) and of projected annual growth rates over the next five (3-5%) indicates that we will need between 50 and 80 new faculty FTEs to break even—that is, to sustain the same SCH/FTE ratio we had in fall 2011 (details available on request). For purposes of this plan, we are assuming a middle level of growth (4%) and are therefore requesting 65 faculty FTEs, a mix of tenure-track and non-tenure track faculty, configured as follows:

Year 1: 10 tenure track + 9 non-tenure track = 19

Years 2-5: 22 tenure track + 17 non-tenure track + 7 FTE GAs = 46

TOTAL: 65

(Note: Some of the new lines listed above would be created by converting faculty from one rank to another: 4 senior lecturers would become

assistant professors during Year 1, and 5 lecturers would become senior lecturers over the course of the planning cycle.

Total Amount of New Funding Year 1 (2012-2013) and Years 2-5 (2013-2017)

Year 1: TT lines \$367K + Non-TT lines \$303K + staff \$132K + advisors \$63K + other \$170K = \$1,035,000

Years 2-5: TT lines—\$1,250K + Non-TT lines \$605K + staff \$205K + advisors \$95K + other \$385K = \$2,540,000

(Note: The above costs are for initiatives listed in this document—the college plan. Department and center plans include additional initiatives and costs not listed here. The total estimate for the college plan—about \$3.5M—represents roughly 15% of the college’s total budget, or an average annual increase of about 3% over the next 5 years.)

Facilities Required for Anticipated Growth 2012-1017

1. **Advising Center.** The most critical facilities issue in the college is overcrowding in the Liberal Arts Advising Center in FH. Space is inadequate to accommodate advisors and students, does not meet confidentiality needs, and lacks sufficient access for students with disabilities. Our highest priority is a planned renovation of the existing space, with annexation of new space that is currently occupied by the Center for Multicultural and Gender Studies, which will move to LAMP.
2. **Other Facilities Issues.** Several renovation efforts are in the works or planned, and, if completed, these projects should allow units in the college to cope with anticipated growth over the next five years.
 - A. The new UAC will provide some relief, though Liberal Arts departments moving there will have no room to expand.
 - B. Space in ELA made available when Political Science moves to UAC will allow breathing room for Anthropology and Geography. Various renovations are planned. Geology research equipment currently kept in COLO will be moved to ELA.
 - C. The Writing Center, currently in FH, has been allocated space in ASBN, which will free space in FH for a seminar room, two group offices (which could later be converted to classrooms), and a small usability lab. Also, the English Department will gain several faculty offices in LAMP, which will free space for classrooms in FH.
 - D. Philosophy is moving temporarily to DERR and will return eventually to occupy its former space, slightly enlarged, in PSY.

These projects, along with ongoing improvements of existing facilities (e.g., the classroom renovation program) should help the college manage growth over the next five years. However, if growth is in the upper half of the predicted five-year 15 to 25% range, the college will

face significant challenges in finding both classroom and office space.

Other facilities issues: from the outset, Psychology will lack sufficient lab space in UAC, which may create challenges in hiring new research-oriented faculty; the Center for International Studies will need new space if it is to effect its ambition goals; and the History Department proposes construction of an annex to TMH to create seminar space.

II. Process

Process Used to Develop Plan

In fall 2011, the college reviewed university goals and initiatives and recommended changes to Institutional Effectiveness. Our planning process in spring 2012 was decentralized, involving a good deal of autonomy at the department level. Each of the college's thirteen units, spent January and February formulating plans, with involvement of faculty and staff. The dean then provided written comments on all draft plans (totaling 170 pages). At a subsequent meeting, the Liberal Arts Council (LAC) discussed the top ten priorities of each unit along with the dean's draft priorities for the college. Discussion at a subsequent meeting resulted in a final list of five priorities.

Departments then submitted revised plans to the dean (totaling 130 pages), who forwarded them to Institutional Effectiveness. The dean in turn assembled the college plan based on (1) departmental plans and priorities, (2) LAC discussions, and (3) insights garnered at the Deans' Open Forums on March 21 and 22. Finally, the dean submitted the college plan to Institutional Effectiveness, with a copy to the Liberal Arts department chairs and center directors, reminding them that the college plan is an evolving document subject to revision, and that the detailed department/center plans remain part of the overall Liberal Arts plan for the next five years.

III. Program Maintenance

Note: This table summarizes three important maintenance needs in all units of the college. Details about specific needs and costs are included in Part IV.

| Maintenance Need | Reason for Need | Cost | Result of Funding |
|---|--|--|---|
| FACULTY. Addition of 50-80 faculty FTEs over next 5 years, depending on rate of | Anticipated annual enrollment growth of 3-5%. Numbers/costs in Part IV are based on 4% rate, which will | See Part IV, below: LA 1.01-1.20. | Maintenance of current SCH/FTE ratio of 386 (approximately 128 students per faculty FTE)--second highest at university. Returning to a ratio over 400 would undo gains made in the 2004-2012 planning |
| ADVISORS. Two additional advisors are needed (3 or more in subsequent years) to provide timely, quality service for LA majors. An administrative assistant is urgently | Current phone call response times and delays in securing appointments seriously compromise quality of academic advising; job stress has caused turnover of 9 advisors and 1 administrative assistant since 2009. | See Part IV, below: LA 3.01, 3.02, 3.03. | Improved service; improved student success and retention; improved efficiency with less employee turnover and therefore reduced hiring and training costs. |
| STAFF. Additional departmental staff are needed to cover shortages in critical areas. | Staff needed to address growth, esp. in graduate programs, and to cover badly needed technical support for research, online/distance education, and | See Part IV, below: 3.03, 5.01-511 | Improved efficiency and productivity in academic departments; more faculty time devoted to core teaching/learning mission, less to clerical and technical work. |

IV. Planning Categories

Note: Because of the varied nature of programs in the College of Liberal Arts, we gave special emphasis to planning at the department level. Many initiatives listed below reflect shared concerns and priorities. Others are representative; the list is not comprehensive. Individual department/center plans will be important blueprints for the college over the next five years, and those plans are incorporated into this document by reference.

| Dept. | Initiative | 1 yr | 2-5 years | New Resources Required | Cost | Source of Resources | Assessment Criteria | University Initiative |
|--|------------|------|-----------|------------------------|------|---------------------|---------------------|-----------------------|
| University Goal 1: Promote academic quality by building and supporting a distinguished faculty. | | | | | | | | |

| Tenure-Track Faculty—For Enrollment Growth and Program Development (32 FTE) | | | | | | | | |
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| LA 1.01 | ANTH: 3 tenure-track faculty (rank TBD) to address growth and build MA/PhD programs | | x | 3 new lines | \$54K-85K ea (depends on rank) = \$180K | Provost | Development/growth of graduate programs; SCH/FTE | 1.2, 1.5, 1.6, 1.7, 4.1 |
| LA 1.02 | ENG: 2 tenure-track assistant professors to address growth and quality (1 tech comm, 1 writing rhetoric) | x | | 2 new lines | \$51K ea = \$102K | Provost | Staffing of needed sections; program quality; SCH/FTE | 1.2, 1.5, 2.2, 2.5, 4.1 |
| LA 1.03 | ENG: 1 tenure-track assistant professor in tech comm to address growth and quality | | x | 1 new line | \$51K | Provost | Staffing of needed sections; program quality; SCH/FTE | 1.2, 1.5, 2.2, 2.5, 4.1 |
| LA 1.04 | GEO: 4 tenure-track assistant professors to address growth and quality (1 GIS, 1 climat- ology, 2 environmental) | | x | 4 new lines | \$62K GIS; others \$59 each = \$239K | Provost | Staffing of needed sections; program quality; SCH/FTE | 1.2, 1.5, 1.6, 4.1 |
| LA 1.05 | HIST: 2 tenure-track assistant professors to address growth and quality (1 British, 1 Mexican-American) | x | | 2 new lines | \$50K ea = \$100K | Provost | Staffing of needed sections; program quality; SCH/FTE | 1.2, 1.5, 4.1, 4.2 |
| LA 1.06 | HIST: 2 tenure-track assistant professors to address growth and program quality (1 Public, 1 Sub-Saharan Africa) | | x | 2 new lines | \$50K ea = \$100K | Provost | Staffing of needed sections; program quality; SCH/FTE | 1.2, 1.5, 4.1, 4.2 |
| LA 1.07 | ML: 1 tenure-track | x | | 1 new line | \$55K | Provost | Staffing of needed | 1.2, 1.5, 4.1, 4.2 |

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| | assistant professor in Spanish to address growth and quality | | | | | | sections; program quality; SCH/FTE | |
| LA 1.08 | PHIL: 4 tenure-track lines for growth, program development, and better balance TT/ non-TT | x | | 4 lines created by conversion | \$10K ea = \$40K | Provost | Program quality; less reliance on non-TT faculty; SCH/FTE | 1.2, 4.1, 4.4 |
| LA 1.09 | POSI: 4 tenure-track assistant professors to address growth and build MA/MPA/PhD (2 MA POSI, 1 MPA, 1 MA LS) | | x | 4 new lines | \$55K ea = \$220K | Provost | Coverage of grad program growth; credentials built for PhD; SCH/FTE | 1.2, 1.5 |
| LA 1.10 | PSY: 4 tenure-track assistant professors in psychology to address growth/quality | | x | 4 new lines | \$54K ea = \$216K | Provost | Staffing of needed sections; program quality; SCH/FTE | 1.2, 1.5 |
| LA 1.11 | SOC: 1 tenure-track associate professor to address growth, support grad program, and increase external funding | x | | 1 new line | \$70K | Provost | Staffing of needed graduate sections; program quality; SCH/FTE | 1.02. 1.05, 1.06 |
| LA 1.12 | SOC: 2 tenure-track assistant professors to address growth, support graduate program, and increase external funding | | x | 2 new lines | \$52K ea = \$104K | Provost | Staffing of needed graduate sections; program quality; SCH/FTE | 1.2. 1.05, 1.06 |
| LA 1.13 | CIS/LA departments: 2 senior faculty to build Center for International | | x | 2 new lines | TBD (depends on rank, field, | Provost | Assignment of faculty to center/department | 1.02, 1.05, 1.06 |

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| | Studies (dept affiliation TBD). | | | | department); est. \$140K | | | |
| LA 1.14 | CIS: joint appointment of tenure-track faculty with LA departments | | x | Unknown; depends on departmental appointments | Unknown; funding in departments | Negotiated with dept / Provost | Assignment of faculty to joint status | 1.02, 1.05, 1.06 |
| Non-Tenure Track Faculty—Mainly for Enrollment Growth (33 FTE) | | | | | | | | |
| LA 1.15 | Senior Lecturers: ENG (1 con- version), POSI (2), SOC (1) | x | | 4 FTE | Total: \$138K | Provost | SCH/FTE | 1.02 |
| LA 1.16 | Senior Lecturers: ENG (4 con- versions), ML (2), POSI (2), PSY (2) | | x | 10 FTE | Total: \$292K | Provost | SCH/FTE | 1.02 |
| LA 1.17 | Lecturers: ENG (2), HIST (1), POSI (2), | x | | 5 FTE | Total: \$165K | Provost | SCH/FTE | 1.02 |
| LA 1.18 | Lecturers: ENG (6+), SOC (1) | | x | 7 FTE | Total: \$234+ | Provost | SCH/FTE | 1.02 |
| LA 1.19 | GAs: 14+ college-wide | | x | 7 FTE | Total: \$79K+ | Provost | Program/large class support | 1.02 |
| LA 1.20 | If growth exceeds annual 4% projection, more faculty will be needed | | x | FTE to address growth | Depends on rate of growth | Provost | SCH/FTE | 1.02 |
| Other Initiatives for Goal I | | | | | | | | |
| LA 1.21 | ANTH: Prepare PhD proposal in Applied Anthropology | | x | Faculty, GAs, staff, M&O | TBD; surplus projected end of 5th PhD yr | State and external | Proposal submitted 2016 | 1.5 |

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| LA 1.22 | POSI: Prepare PhD proposal in Public Administration | | x | Faculty, GAs, staff, M&O | TBD; surplus projected end of 5th PhD yr | State and external | Proposal submitted 2016 | 1.5 |
| LA 1.23 | PSY: Restructure MA program to emphasize psychological research and prepare graduates for PhD programs | x | x | None | None | NA | Increase (a) mean GRE scores of incoming students, (b) faculty-student publication rate, (c) matriculation rate of graduates to PhD programs | 1.5 |
| LA 1.24 | All Departments: Increase external funding from grants, contracts, with special emphasis on supporting departmental research centers in their activities | x | x | Administrative, faculty, and staff time | NA | Existing budgets; new resources, e.g., see LA 1.21, 1.22 | Funding totals from grants and contract | 1.6 |
| LA 1.25 | All Departments: Increase funding for faculty travel and other research-support in order to promote grant writing and scholarly/creative production | x | x | Funding of research accounts in departments | Requests vary by department | University | Increased external funding, publications, and papers | |
| <i>Note: More than 30 initiatives related to research/creative activity are listed in Liberal Arts department and center plans.</i> | | | | | | | | |
| LA 1.26 | All Departments: Increase development funding to build scholarships, support research, and fund | x | x | Administrative, faculty, and staff time | NA | Existing budgets | Funding totals from development | 1.6 |

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| | special needs (e.g., Dialogue Series, Model Organization of American States, Model Arab League) | | | | | | | |
| LA 1.27 | ANTH: Secure M&O budget for CAS and FACTS to support research, grant/contract funding and PhD development | x | | Accounts established | \$5K ea = \$10K | University | Increased accounting efficiency, accuracy, operations | 1.4, 1.5, 1.6, 1.8, 1.9 |
| LA 1.28 | ANTH: Secure funding for the Coordinator for Forensic Anthropology Center | | x | 1 FTE program faculty | \$38K | University | Increased assistance for forensic research and Willed Body Donation Program | 1.2, 1.4, 1.5, 2.1, 4.1, 5.2 |
| Goal 2: Provide opportunities for a public university education & contribute to economic & cultural development. | | | | | | | | |
| LA 2.01 | ANTH, ENG, GEO, HIST, ML, PHIL, SOC: Create new study abroad and international exchange programs in such locations as Cuba, Germany, Puerto Rico, UK, Korea | x | x | Assistance from Office of Extension and Distance Learning and International Office | Faculty time | Department | Successful launch of new programs; assessment through Office of Extension and Distance Learning | 2.4. 2.5 |
| LA 2.02 | ENG, GEO, CIS, and Other Departments: Host Fulbright scholar for full year; host other international scholars for shorter visits to conduct collaborative research | x | x | Support from university offices responsible for international activities | Year-long Fulbright = \$25K; others minimal cost | University; department; external | Favorable results, e.g., student learning, research collaborations, resulting from visits | 2.4. 2.5 |

Note: More than 25 international initiatives are listed in Liberal Arts department and center plans.

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| LA 2.03 | ANTH, ENG, HIST, ML, PHIL, POSI, PSY, CMCGS: Explore and/or develop online/distance learning degree programs and other curricula, such as BPA at Round Rock, web-based BA/BS in Psychology, and hybrid core courses | x | x | Assistance from campus offices that support online/distance learning | Faculty time; varies | University; Departments | Student evaluations, peer review, and other measures | 2.8, 5.5 |
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Note: More than 20 distance learning initiatives are listed in Liberal Arts department and center plans.

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| LA 2.04 | ENG and Other Departments: Increased GA stipends for master's students to offset tuition cost, especially in nationally competitive programs, such as MFA | | x | Stipends or tuition scholarships | Varies by program. In ENG, e.g., \$360K/yr. | University | Stipends increased, recruitment and program quality improved | 1.5, 2.3 |
| LA 2.05 | GEO: Raise PhD assistantship stipends to improve PhD recruitment and maintain completion rates in support of university's Emerging Research status | x | | \$5K added to each of 32 stipends | \$160,000 | University | Stipends increased, recruitment improved, 6-8 PhD graduates annually | 1.5, 2.3 |

Goal 3: Provide a premier student-centered, educational experience that fosters retention & success.

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| LA 3.01 | ADV CTR: Hire 2 academic advisors | x | | Advisor position | \$63K | Student fees/ university funds | Student/ advisor ratio lowered | 3.2, 4.1, 5.2 |
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| LA 3.02 | ADV CTR: Hire 3 academic advisors | | x | Advisor position | \$95K | Student fees/ university funds | Student/ advisor ratio lowered | 3.2, 4.1, 5.2 |
| LA 3.03 | ADV CTR: Hire additional administrative assistant | x | | Staff position | \$32K | Student fees/ university funds | Improved response time and service | 3.2, 4.1, 5.2 |
| LA 3.04 | All Departments: Explore/ develop new minors, tracks, certificates to broaden range of programs and enrich academic experience | x | x | Varies by project | Varies | Department, with support of other university offices | New minors, certificates, tracks in place | 3.1, 3.8, 3.9 |
| LA 3.05 | ENG, HIST, PHIL: Pilot alternative teaching approaches in core courses to enhance learning (ENG 1310, HIST 1310, PHIL 1305) | x | x | Faculty time | None | NA | Student and peer evaluation of courses | 3.1, 3.8, 3.9 |
| Goal 4: Enrich our learning & working environment by attracting & supporting a more diverse faculty, staff, & student body. | | | | | | | | |
| LA 4.01 | All Departments: Support HSI initiatives. E.g., grants to support Hispanic student success (PSY), HACU-based research projects (ANTH). | x | x | Varies by project | Varies | Department, with support of other university offices | Grants submitted, research completed, curricula and courses developed | 4.1, 4.2, 4.3, 4.4, and others |
| LA 4.02 | ML, PHIL, CMCGS, and Others: Diversify curriculum with new programs. E.g., | x | x | Varies by project | Varies | Department, with support of other university | New minors, certificates, tracks, courses in place | 4.1, 4.2, 4.3, 4.4, and others |

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| | Diversity Studies, Latino/ Latin American Studies, European Studies | | | | | offices | | |
| <i>Note: More than 30 HSI and other diversity initiatives are included in Liberal Arts department and center plans.</i> | | | | | | | | |
| LA 4.03 | PHIL: Interdisciplinary BA Religious Studies to enrich students' academic experience and to foster understanding of diverse beliefs and religious practice | | x | Existing resources | Faculty time | Existing resources | Proposal developed and submitted | 4.4, 2.2, 3.1 |
| LA 4.04 | All Departments: Attract diverse faculty by supporting pre-doctoral fellowship program | x | x | Departmental resources | Faculty time; minimal M&O funds | Department | Relationship with fellows established; possible job candidacy or target of opportunity hire | |
| Goal 5: Develop & manage human, financial, physical & technological resources effectively, efficiently, and ethically to support university's mission. | | | | | | | | |
| LA 5.01 | ANTH: Hire grant specialist | | x | 1 FTE staff | \$35K | University | Increased external funding from contracts, workshops, grants | 5.2, 4.1, 1.6, 2.1 |
| LA 5.02 | ANTH and HIST: Hire Technical Support Person | | x | .5 + .5 = 1 FTE staff | \$15K | Departments, using online course fees | Increased support for research, web-based learning, labs | 5.2, 5.7, 1.4, 2.8 |
| LA 5.03 | ENG: Hire administrative assistant for Writing Center | x | | 1 FTE staff | \$30K | University | Improved efficiency, productivity, and support for student learning | 5.2, 1.4. 1.6 |
| LA 5.04 | ENG: Hire administrative assistant | | x | 1 FTE staff | \$30K | University | Same as above | 5.2, 1.4. 3.5, 5.10 |

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| | for graduate programs | | | | | | | |
| LA 5.05 | HIST: Hire half-time administrative assistant for department support | | x | .5 FTE staff | \$15K | University | Same as above | 5.2 |
| LA 5.06 | POSI: Hire administrative assistant for graduate programs | x | | 1 FTE staff | \$40K | University | Same as above | 5.2, 1.5, 1.6 and others |
| LA 5.07 | POSI: Hire administrative assistant for CRRTP to energize center, increase external funding, and build toward PhD | | x | 1 FTE staff | \$40K | University | Center energized; external funding increased | 5.2, 1.5, 1.6 and others |
| LA 5.08 | POSI: Hire half-time assistant coordinator of LA Computer Lab | x | | .5 FTE staff | \$15K | University | Successful management of technology in UAC: digital signage, new computer lab, high-tech moot court | 5.2 |
| LA 5.09 | SOC: Hire administrative assistant for graduate programs | | x | 1 FTE staff | \$32K | University | Improved efficiency, productivity, and support for student learning | 5.2, 1.5, 1.6 and others |
| LA 5.10 | CIS: Designate current advisor as program coordinator and transfer duties to LA Advising Center when new advisor is available; designate faculty member as associate director | x | | NA | Cost of advisor listed earlier; replacement cost for associate director | NA | Enriched partnerships across university; increased CIS activities in support of university's internationalization efforts | 5.2, 2.4, 2.5, 1.5, 1.6, and others |

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| LA 5.11 | CIS: Hire half-time administrative assistant to address program growth | x | | .5 FTE staff | \$15K | University | Improved efficiency, productivity, and support for student learning | 5.2, 2.4, 2.5, 1.5, 1.6, and others |
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