

## Model, Mission, Principles, Priorities

### **CLA Strategic Planning Model for 2010-16**

The detailed plan outlined below accompanies the document "College of Liberal Arts Strategic Planning Model for 2010-16," which provided a template for academic planning during the 2010-2011 academic year. Strategic priorities 1-6 reiterated below match the priorities listed in that document. These priorities are given form and substance in the extended outline, and this outline will provide the basis for year to year planning, projects, and assessment.

### **CLA Mission**

The College of Liberal Arts provides a foundation for the intellectual and cultural life of the University through its contributions to a liberal arts education for all students. Emphasizing excellence in teaching and learning, the College offers challenging curricula in diverse majors, disciplines, and interdisciplinary programs. CLA strives to impart a spirit of curiosity, creativity, and critical thinking; to promote integrity and tolerance; and to encourage students and faculty to be engaged and informed citizens. CLA is committed to improving our communities, our societies and the world.

### **CLA Decision-Making Principles**

1. A Thoughtful and Engaged College: CLA organization and governance will reinforce initiative, encourage civility, and support faculty and students in their individual and collaborative work
2. An Interdisciplinary College: CLA will encourage cooperative work across disciplines, colleges, and communities to build insight, explore complexity, and create resources to deal constructively with change and uncertainty
3. A Diverse College: CLA will seek out diversity as a source of intellectual richness, and it will promote understanding of diversity and a capacity for mutual tolerance
4. A Rigorous College: CLA will expect all members of its community to hold themselves and others to high standards, and it will combine challenge with creativity
5. A Metropolitan and Global College: CLA will promote citizenship and civility and will learn from and contribute to local, regional, national, and international communities

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## Strategic Priority 1: An Evolving Learning Organization

- 1.1 Define desired characteristics of the Liberal Arts college we seek to create and revise those practices or structures that do not support our continuing evolution.
  - 1.1.1 The College of Liberal Arts will work in pursuit of the following goals and the principles embedded in them.
    - 1.1.1.1 CLA will be a thoughtful and engaged College: CLA organization and governance will reinforce initiative, encourage civility, and support faculty and students in their individual and collaborative work.
    - 1.1.1.2 CLA will encourage an interdisciplinary College: CLA will encourage cooperative work across disciplines, colleges, and communities to build insight, explore complexity, and create resources to deal constructively with change and uncertainty.
    - 1.1.1.3 CLA will be a diverse College: CLA will seek out diversity as a source of intellectual richness, and it will promote understanding of diversity and a capacity for mutual tolerance.
    - 1.1.1.4 CLA will be a rigorous College: CLA will expect all members of its community to hold themselves and others to high standards, and it will combine challenge with creativity.
    - 1.1.1.5 CLA will be a metropolitan and global College: CLA will promote citizenship and civility and will learn from and contribute to local, regional, national, and international communities.
  - 1.1.2 The College of Liberal Arts will review its practices and structures and revise as needed to pursue its defined goals.
    - 1.1.2.1 Examine definitions for faculty appointments to ensure inclusion of responsibilities for Core courses, interdisciplinary programs, the Honors College, and graduate programs, either at the individual or departmental level, including consideration of joint appointments.
    - 1.1.2.2 Include in CLA PTRM documents provision for evaluation of faculty in joint appointments or faculty who are substantially committed to interdisciplinary program teaching and administration.
    - 1.1.2.3 Review the role of the CLA College Council and its possible areas of responsibility in relation to this strategic plan.

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- 1.1.2.4 Review structure of College committees and ask whether current definitions of responsibilities or current committee structures provide the best support for achieving CLA goals.
  - 1.1.2.5 Establish monitoring by CLA Council and Leadership Council of the ways steps specified in this strategic plan contribute to high standards across the College and how the results of such work may best be publicized.
  - 1.1.2.6 Establish monitoring by CLA Council and Leadership Council of College record on engagement with diversity as well as the College record on engagement with the metropolitan community.
- 1.2 Insure that the facilities housing CLA reflect CLA goals for teaching and the pursuit of a positive learning environment.
- 1.2.1 Monitor satisfaction with the new CLA building and the design of its classrooms and technology platforms.
  - 1.2.2 Maintain the academic atmosphere of active learning spaces, as established by students in Phase I of the building.
  - 1.2.3 Evolve, with faculty and student participation, guidelines for use of the building and its particular areas, including policies for programmatic use of active learning spaces, for receptions or events involving food, for displays or information tables in public areas, for activities that might interfere with classes, for allocations of space, and the like.
  - 1.2.4 Evaluate after two years of occupancy whether the building has changed faculty teaching patterns and whether the facilities are being used to their potential in relation to effective educational practices and the learning objectives of the college.
- 1.3 Explore two or three areas of collaboration with other Towson colleges, and across departments within CLA, that will provide opportunities for CLA students and faculty to expand connections and relationships to enhance learning.
- 1.3.1 Introduce a joint major between Anthropology and EMF to build upon demonstrable student interest in documentary film and the use of media in community building and advocacy, recognizing the metropolitan thrust of much of this work.
  - 1.3.2 Develop new and existing programs concentrating on the themes of metropolitanism, identity and diversity, sustainability, and security.

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- 1.3.3 In keeping with the President's commitment on behalf of Towson, expand the theme of sustainability in the curriculum, collaborate in strengthening offerings of the Environmental Sciences/Environmental Studies program, and integrate the sustainability theme with majors and interdisciplinary programs where possible. Seek to align a portion of new faculty positions with this goal.
  - 1.3.4 Develop at least an interdisciplinary minor in security studies that emphasizes multiple perspectives on domestic and global security, including attention to such issues as resource competition, environmental sustainability, labor migration, power and water supply, economic conditions, ethnic and religious tensions, military affairs, bio-security, information security, health, women's status, and education.
  - 1.3.5 Expand offerings in Metropolitan Studies, particularly in relation to the Core curriculum and to intersections with the themes of identity and diversity, sustainability and security.
  - 1.3.6 Sustain and strengthen curricular and programmatic attention to identity and diversity and integrate that attention with development of themes in metropolitanism, security, and sustainability (see 2010 comments on diversity in CLA curricula and programming below, pages 29-31).
  - 1.3.7 Strengthen and expand existing collaborations in interdisciplinary programs, in keeping with expressed student interest, Core curriculum needs, and University objectives. Asian Studies, Latin American and Latina/o Studies, African and African American Studies, and International Studies, for example, form a pattern of related programs that contribute to meeting objectives involving diversity and global awareness and that can add depth to explorations of sustainability and security.
- 1.4 Consider one or two programs, selective in identifying students for participation, that provide advanced or interconnecting learning opportunities.
    - 1.4.1 Identify programs available to Towson students that address this goal and develop strategies to prepare and select students for such opportunities. Example: the George Mason one semester program at the National Zoo site in Front Royal, VA, integrating courses on species preservation, public policy, and sustainability.
    - 1.4.2 Develop a CLA Scholars program for selected students in their junior and senior years that emphasizes the themes in 1.3, that includes work in consistent groups with an advisor over at least three semesters, and that culminates in a capstone challenge project during the senior year (see description below, pages 24-28).

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## Strategic Priority 2: Students and Graduates Who Exemplify a CLA Education

2.1 Identify traits in students--undergraduates and graduates--that will support successful learning in CLA; publicize these as a message about CLA identity to shape recruitment and expectations

2.1.1 Articulate that students will be most successful in CLA who share at least some of the following traits and who work to develop and embody these characteristics as learners:

2.1.1.1 CLA students are curious and open to discovery.

2.1.1.2 CLA students exhibit with particular strength traits associated with the Learning Outcomes of the University that emphasize writing, intelligent reading and analysis, persuasive and supported argument, the integration of ideas, critical thinking, global awareness, an appreciation of difference and diversity in ideas and in people, and the capacity for informed judgment.

2.1.1.3 CLA students have high expectations for themselves and for their learning; they seek and welcome challenge.

2.1.1.4 CLA students appreciate complexity--socially and culturally, intellectually and ethically.

2.1.1.5 CLA students develop their capacities for independent learning.

2.1.1.6 CLA students practice civility in the discussion of ideas and in interactions with peers, faculty, staff, and community members.

2.1.2 Create recruitment materials and internal messaging conveying these characteristics as marks of a CLA student and graduate.

2.1.2.1 Review and refine statements of characteristics and goals for students on CLA recruitment card, currently organized under Discover, Examine, Participate, Contribute, Choose, and Live.

2.1.2.2 Explore development of a statement for CLA comparable to the "Offer of Bowdoin College," conveying aspiration that does not settle for competence.

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2.1.2.3 Develop materials and strategies to communicate to students within the college what we mean by our statements on learning outcomes, to explain what we are doing to help develop such capacities, and to address directly the question of why such traits and abilities matter.

2.2 Emphasize CLA responsibilities for Core learning outcomes and define desired attributes for CLA graduates; review and redesign the formal and informal curriculum as needed to obtain these results, considering both scholarly and practical experiences

2.2.1 Contribute to strengthening writing instruction and student writing across campus, and emphasize writing within CLA.

2.2.1.1 Unify writing support programs in the Writing Center of the Liberal Arts building.

2.2.1.1.1 Hire a director for the unified programs who will lead the task of promoting writing services and encourage faculty engagement with writing across campus.

2.2.1.1.2 Make use of additional graduate teaching assistants, especially those from the Masters in Professional Writing graduate program, to expand tutorial and consultative services of the Writing Center.

2.2.1.1.3 Provide technical support to maintain and develop online writing resources for faculty and student use, building on the current Online Writing Support website.

2.2.1.2 Organize workshop opportunities for all interested faculty, from all disciplines, on assigning and evaluating writing within varying course settings.

2.2.1.3 Examine the type, number, and scope of writing assignments for CLA students within majors and programs, acknowledging the varying purposes of particular courses and the relationships of writing assignments to course size.

2.2.2 Challenge students to demonstrate curiosity and intellectual initiative, to be resourceful in tackling problems, and to develop tools for critical analysis and judgment.

2.2.2.1 Engage faculty in ongoing conversations about assignments and expectations.

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- 2.2.2.1.1 Frame faculty conversations across the college about expectations for student assignments that indicate reasonable challenge.
  - 2.2.2.1.2 Encourage faculty to exchange ideas about assignments that will require and encourage students to reach beyond assigned texts, search for additional information or evidence, and accept responsibility for providing insight and argument to the class.
  - 2.2.2.2 Collect and share (1) tools and techniques from varying disciplines for critical examination of evidence and issues (2) methods for helping students apply those techniques to bodies of argument or evidence.
  - 2.2.2.3 Ask each department and major program to identify courses or assignments within the major (perhaps normally at an advanced stage) that will present students with challenging scenarios, case studies, or other frameworks that require students individually and collectively to seek and evaluate evidence in order to develop responses, propose resolutions, or provide scholarly analyses of the problem presented.
  - 2.2.2.4 Tell students what we are doing and why. Make challenges and expectations explicit, and find means for discussing with students the question of what makes for good evidence, good conclusions, and good judgments.
- 2.2.3 Develop intellectual scope in students, and encourage the ability to see difference and complexity as sources of richer thought and fuller understanding .
- 2.2.3.1 Establish benchmarks for CLA contributions to the requirements addressing three levels of scope in the Core curriculum: metropolitan, national, and global.
    - 2.2.3.1.1 Determine appropriate levels of ongoing course contributions in each area, and monitor CLA offerings on an annual basis.
    - 2.2.3.1.1 Ask departments in CLA to identify and define their contributions in each area, with the expectation that all departments will offer courses in at least one of these areas.
  - 2.2.3.2 Emphasize diversity as a source of intellectual richness and a generative force for creative ideas.

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- 2.2.3.2.1 Examine CLA contributions to Diversity and Difference courses in the Core curriculum, considering the perspective identified in this section.
- 2.2.3.2.2 Promote discussion among faculty about ways that diversity--social, economic, sexual, ethnic, racial, religious, or global, or as a function of different abilities and commitments--generates insights and ideas; record how attention to such patterns is being incorporated into courses.
- 2.2.3.2.3 Periodically review and refine college and department statements on how diversity is being, and will be, included in the major, the curriculum, and co-curricular programs (see attached current statement).
- 2.2.3.3 Explore how intellectual complexity becomes a topic for student reflection through the curriculum.
  - 2.2.3.3.1 Consider Core courses offered in the Ethical Issues and Perspectives category, and evaluate the ways in which they frame and pursue questions that invite conflicting claims and multiple angles of approach.
  - 2.2.3.3.2 Identify through faculty discussion methods, tactics, and topics used to explore complex questions and to promote student thoughtfulness about those questions.
- 2.2.4 Cultivate student ability to learn independently, and create CLA graduates who demonstrate a capacity for independent work.
  - 2.2.4.1 Identify what is meant by independent learning; specify examples of course structures, assignments, or projects contributing to development of the ability to work independently.
  - 2.2.4.2 Ask each department to review major requirements and to specify how the sequence of courses and course structures within the major will contribute to the development of independent learning; identify how expectations of faculty guidance for first year students differs from expectations for the guidance provided upper-division students or seniors.
  - 2.2.4.3 Identify for each major through what assignments, courses, projects, or experiences student ability to learn independently will be evaluated and assessed.

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2.2.5 Articulate expectations for integrity and civility within the College of Liberal Arts.

2.2.5.1 Make expectations of integrity a visible part of the college culture in CLA.

2.2.5.1.1 Ensure that students are well acquainted with the academic integrity policy of the university and with its rationale; draw attention to other relevant university policies involving integrity such as those on electronic mail and on discrimination.

2.2.5.1.2 Discuss among faculty how issues of academic integrity come to students' attention, not only matters of academic honesty but also those of accepting their responsibilities within courses and meeting obligations and promises; make explicit the implications of academic integrity for the quality of ideas, of arguments, and of the thinking community.

2.2.5.1.3 Consider how faculty serve as examples of integrity in meeting fully their professional responsibilities and maintaining high standards for their interactions with students.

2.2.5.2 Develop definitions and examples of civility appropriate to the varying interactions that characterize the college, and disseminate these as suggested guidelines for practice.

2.2.5.2.1 Examine with faculty ideas about civility in the classroom, and create common statements for potential faculty use.

2.2.5.2.2 Define what we mean by civility in the exchange of ideas or in debates or disputes over positions and beliefs; present such ideas both as ground rules for current practice and as contentions that themselves may deserve to be debated and discussed.

2.2.5.2.3 Maintain an environment conducive to examining issues of civility in interactions between students, faculty, staff, and community members, in any combination.

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### Strategic Priority 3: Excellent Teachers, Committed Scholars, Mentors

3.1 Identify characteristics of faculty members who will thrive in CLA and meet the needs of the College.

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- 3.1.1 The most successful CLA faculty will be committed to student learning and will evidence that commitment in their teaching and advising.
  - 3.1.1.1 Such faculty will honor the expectations of workload policy that the clear majority of their professional time will be devoted to teaching and advising functions.
  - 3.1.1.2 Such faculty will be available on campus to students and colleagues for a substantial portion of each week during any period when they are contracted for teaching.
  - 3.1.1.3 Such faculty will accept the responsibilities of assisting students as needed whether in the freshman, transfer, or graduate admissions process or in academic advising roles.
  - 3.1.1.4 Such faculty will acknowledge and will demonstrate in practice that teaching and advising occur not only in class periods or in formal advising sessions but also in everyday contacts with students and through informal conversations.
  - 3.1.1.5 Such faculty will provide models of intellectual commitment, curiosity, civility, and integrity that serve student learning, holding themselves to higher standards than those they expect of students or establish in their syllabi.
- 3.1.2 The most successful CLA faculty will be engaged with teaching as an intellectual and creative challenge, and they will welcome opportunities to reflect on their teaching effectiveness and to enhance their pedagogical depth and range.
  - 3.1.2.1 Such faculty will bring to bear in the classroom a set of high expectations for students, necessarily supported by a clear willingness to help students meet those expectations.
  - 3.1.2.2 Such faculty will welcome thorough and substantive peer evaluation as a valuable source of feedback contributing to their own reflections on teaching and their ongoing development.
  - 3.1.2.3 Such faculty will be open both to learning from others and to sharing their own experience and effective practices in teaching.

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- 3.1.3 The most successful CLA faculty will bring to their work superior professional preparation in their disciplines or fields, broad and lively interests in areas beyond their specialty, and a flexibility suitable to collaborative work (when appropriate), whether inside the college or beyond.
  - 3.1.4 The most successful CLA faculty will have a commitment to scholarship and a desire to contribute to professional discourse, combined with the discipline to complete the scholarly projects they undertake.
  - 3.1.5 The most successful CLA faculty will want to be constructive and contributing members of the communities to which they belong, from the department and college to the university and the larger metropolitan area.
  - 3.1.6 The most successful CLA faculty will remain conscious in their work of departmental, college, and university goals and will advance the achievement of institutional objectives and student learning outcomes.
  - 3.1.7 The most successful CLA faculty will demonstrate significant achievement in teaching, scholarship, and service not as a requirement but because they hold high expectations for themselves as professionals.
- 3.2 Define characteristics of the environment needed to acknowledge and enhance faculty achievements in teaching, scholarship, and service.
- 3.2.1 Strengthen processes for recording and evaluating faculty contributions, achievements, and performance as a basis for recognition.
    - 3.2.1.1 Require faculty workshops in peer observation to emphasize the role of peer reports in the development and evaluation of teaching effectiveness.
    - 3.2.1.2 Promote expanded reporting of teaching experiments and experiences among faculty, both through AR forms and through continuing exchanges within the college on teaching.
    - 3.2.1.3 Devise with departments methods for identifying and recording exceptional contributions to student advising and to advising effectiveness.
    - 3.2.1.4 Implement an effective system for recording faculty scholarly publications on an annual basis and make the results accessible on the CLA website.

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- 3.2.1.5 Use the permanent frames designed into the LA building main gallery to highlight leading faculty publications and special faculty awards.
- 3.2.1.6 Record, assess, and acknowledge instances of exceptional service to the college, through service to a department or program, in college governance or events, or through commitment to students.
- 3.2.1.7 Identify and recognize exceptional faculty contributions to Towson's engagement with the community, through courses and academic study or through direct service or interaction.
- 3.2.2 Create an appropriate structure of awards and recognitions to honor faculty in each of the primary spheres of responsibility: teaching and advising, scholarship, and service.
  - 3.2.2.1 Link the faculty Annual Review process to the goals of the University, the College of Liberal Arts, and the faculty member's department or program.
    - 3.2.2.1.1 Establish faculty self-reporting in the Annual Review process as an important evidentiary basis not only for required evaluations but also for acknowledgements and awards.
    - 3.2.2.1.2 Emphasize colleague assessments in the Annual Review process as a basis for nominations for available awards.
  - 3.2.2.2 Implement an annual teaching award or awards, based upon the materials submitted for the PTRM process, including acknowledgement of exceptional advising.
  - 3.2.2.3 Implement an award or awards within the college to support scholarly research and publication, based upon the quality of the proposal and the likelihood of successful completion.
  - 3.2.2.4 Implement an award for exceptional service consistent with 3.2.1.5 and 3.2.1.6.
- 3.2.3 Acquire or realign resources to support faculty projects and to recognize faculty achievements.

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- 3.2.3.1 If granted the ability to use a portion of a future merit pool for this purpose, implement annual awards for faculty as part of the merit process recognizing commendable achievement in teaching/advising, scholarship, or service, or in the strength of performance across all three categories (in addition to 3.2.2 above).
  - 3.2.3.2 Seek endowment gifts to fund and to name the awards identified in 3.2.2.
  - 3.2.3.3 Seek and allocate additional support to fund faculty teaching innovations, research, and service learning or community engagement projects.
- 3.3 Build a faculty development program that supports continuing growth in all areas of professional responsibility.
- 3.3.1 Cooperate with emerging TU Center for Teaching and Learning, Cook Library, the Writing Center, and other offices or groups in developing and sustaining programs to engage faculty in continuing efforts to expand teaching effectiveness.
  - 3.3.2 Maintain within the College of Liberal Arts active programs for the sharing of ideas about teaching and learning.
  - 3.3.3 In cooperation with the Research Office, enhance information and funding to support faculty conducting research, seeking grants, or identifying contracts that will support scholarly research.
  - 3.3.4 Strengthen the culture of mutual collegial support for scholarship through writing or discussion circles, research talks, and, when appropriate, collaborative projects.
  - 3.3.5 Support faculty involvement at the university and at the college level in workshops that address service responsibilities (such as those associated with promotion and tenure committees or with curriculum) and make discussion of guiding principles for service an explicit part of college documents and dialogue.

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## Strategic Priority 4: Effective Educational Experiences

- 4.1 Identify current courses, programs, or practices characterized by their educational effectiveness; analyze them to determine why they work well and what goals they achieve.
  - 4.1.1 Using departmental goals as a guide, invite CLA faculty to suggest examples of effectiveness in current curricular and pedagogical practice, commenting on what works, why, and toward what ends. Connect these examples of effectiveness with Core learning outcomes as appropriate.
  - 4.1.2 Each department will identify one or two practices involving its courses, curriculum, faculty, programs, or activities that it believes are effective and comment on why these practices work and what departmental objectives they achieve.
  - 4.1.3 Each department as part of 4.1.2 will identify observations made, lessons learned, or conclusions reached through the processes of departmental or program assessment.
  - 4.1.4 Identify external research examining educational effectiveness that connects with current practices or that indicates greater potential consistent with Towson's resources and mission.
  - 4.1.5 Invite selected faculty from other colleges or other institutions to discuss evidence of effectiveness in relation to specific goals.
  - 4.1.6 Compile examples, research citations, testimonials, existing departmental assessment information, and other relevant materials as a compendium.
  - 4.1.7 Identify among materials from all sources which learning outcomes and goals are being addressed most regularly, systematically, and effectively and which have received less attention or have been addressed less effectively. Record results for use in 4.2.
- 4.2 Share this analysis and apply its principles to the development or redesign of other educational experiences.
  - 4.2.1 Sponsor a CLA conference/workshop day on effective educational practices and related scholarship: what works and why. Look for collaborative connections and potential research projects across disciplines.

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- 4.2.2 Provide incentives for faculty to participate in small groups or circles of five to critique one another's materials, assignments, or courses; to develop specific strategies and materials consistent with the analysis of effectiveness; and to apply these changes within the curriculum.
- 4.2.3 Provide modest funding in support of department or program projects to introduce or strengthen effective practices, to integrate learning goals across courses and assignments, and to design or implement new programs incorporating effective practices consistent with departmental learning goals.
- 4.2.4 Recognize faculty who have modified assignments and courses in ways clearly intended to implement more effective practices.
- 4.2.5 Provide funding in support of faculty scholarship based on the continuing examination of educational effectiveness.
- 4.2.6 Examine the results of this work over two or more years to gauge results for students and faculty through assessment and to monitor faculty and student experience.
- 4.2.7 Affirm or refine departmental learning goals based on the steps above; connect them with college and university goals.

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### Strategic Priority 5: Substantive Experiences in the Metropolitan Community

- 5.1 Maintain or develop notable metropolitan experiences through which students and faculty learn from and contribute to local, regional, national, and international communities.
  - 5.1.1 Maintain or add to curricular, volunteer and grant based relationships with communities.
    - 5.1.1.1 Maintain curricular and volunteer relationship with the Sharp-Leadenhall neighborhood developed through visual anthropology.
    - 5.1.1.2 Maintain CLA participation in the Cherry Hill neighborhood through a Family Life Education program: *Relationships and Parenting Support (RAPS) Program*.

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5.1.1.3 Sustain Family Studies and Community Development partnership with community agencies in the annual presentation of two workshops open to professionals in the metropolitan community.

-- Leukemia and Lymphoma

-- Supervisory Training

Also sustain FMST work with three community advisory boards to guide academic programming. Representatives come from agencies and hospitals in the region and meet once or twice a year.

--Child Life Advisory Board

--Nonprofit Leadership Alliance Advisory Board

--Human Services Advisory Board

5.1.1.4 Maintain the Baltimore Immigration Summit and its work in bringing together scholars, students, groups that work with immigrant communities, and community members.

5.1.1.5 Sustain the Metropolitan Dilemmas and Solutions mini-conferences at Towson.

5.1.1.6 Continue to pursue partnerships in support of social studies teachers in Baltimore City and Baltimore County

5.1.1.7 Maintain the White House Communication Course that uses teleconferencing technologies to connect White House officials and reporters with Towson students who question both about their work.

5.1.2 Continue and increase service learning opportunities in metropolitan Baltimore.

5.1.2.1 Continue Family Studies and Community Development service learning experiences for 70-80 students a year through the course Community Services for Families, with students working in 11 – 15 different agencies in the metropolitan community

5.1.2.2 Sustain Foreign Languages course, “The Literature of Immigration” that studies Italian and Italian-American literature on the topic of immigration to America while engaging students in direct service at agencies serving new Americans in Baltimore. Continue work of Spanish 409 (Translation) that cooperates with Black and Gold to provide human resources and training materials in Spanish to Spanish-speaking employees of the University.

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- 5.1.2.3 Maintain Sociology, Anthropology and Criminal Justice service-learning courses that provide students with opportunities (1) to work with residents of urban Baltimore in their efforts to document and represent their neighborhoods to themselves and others; (2) to assist NPOs and NGOs in their efforts to provide a variety of treatment and counseling to different groups of people in urban Baltimore; and (3) to involve students in real-life examples of conflict resolution and restorative justice in the community.
- 5.1.2.4 Continue project that partners students enrolled in the FMST service-learning course (FMST 387) with the TU Center for Adults with Autism, where they serve as peer mentors and facilitate engagement in campus activities for college students with autism.
- 5.1.3 Maintain active internship programs and opportunities related to undergraduate majors and to graduate programs.
  - 5.1.3.1 Maintain the relationships Family Studies and Community Development has developed and sustained with 109 agencies in the region for student field placements that accommodate 95 student interns in placements of 120-240 hours each year.
  - 5.1.3.2 Support undergraduate and graduate students in the clinical specialty of Child Life who complete internships in regional hospitals required for certification of Child Life Specialists.
  - 5.1.3.3 Maintain internship course (PSYC 435) with its range of placements in the Psychology undergraduate program.
  - 5.1.3.4 Continue Law and American Civilization "Practicum," which allows students to work in the community in a legal environment, such as law offices or judges' chambers, while receiving credit.
  - 5.1.3.5 Maintain Political Science internships throughout the Baltimore-Washington region; include placements at the White House, the governor's office, Maryland General Assembly, federal and Maryland Government offices, political campaigns, and lobbying firms.
  - 5.1.3.6 Continue the large program of English internships in the metropolitan community.

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- 5.1.3.7 Support internships in Sociology, Anthropology and Criminal Justice that involve students in a variety of governmental and non-governmental organizations in Maryland and metropolitan Washington, D.C., including: the American Red Cross, the House of Ruth, local/regional circuit courts, local, regional and federal police and sheriff departments; Prisoner's Aid, Sheppard Pratt, the Smithsonian Institution, the FBI, the International Rescue Committee, and others.
- 5.1.3.8 Continue or expand History internships in metropolitan Baltimore museums and historical societies, as well as the archival internships offered in partnership with Cook Library.
- 5.1.5.9 Continue student research into the connections between the Baltimore area and global issues which is the focus of Political Science POSC 472: Civic Engagement and International Affairs. Students with the best papers present their work at national, regional, and local undergraduate research conferences.
- 5.1.4 Maintain field or clinical placements appropriate to student fields of study, both undergraduate and graduate.
  - 5.1.4.1 Continue to cooperate with the School of Education to prepare secondary school teachers across several disciplines.
  - 5.1.4.2 Maintain placement opportunities within the Clinical Specialization of the undergraduate Psychology major.
  - 5.1.4.3 Maintain internship and practica requirements for Psychology graduate students in the Clinical, Counseling, and School Psychology programs.
  - 5.1.4.4 Maintain the Political Science Department's partnership with the Washington Center in providing students with intensive Semester in Washington internships and seminar experiences.
- 5.1.5 Maintain and enhance partnerships for the benefit of academic programs and of local and larger communities.
  - 5.1.5.1 Support the partnership with NPR Labs in the International Center for Advanced Radio Technology (ICART), developing improved media access especially for those with limited hearing or sight.

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- 5.1.5.2 Explore opportunities of existing partnership with MSDE and county public school systems to continue offering a PBC in Family Professional Collaboration.
- 5.1.5.3 Work with community advisory board for Baltimore Hebrew Institute to expand opportunities for Towson students as well as community-based programs.
- 5.1.5.4 Encourage continued interest in Fulbright-Hayes grant opportunities to expand teacher knowledge and experience. Faculty from English and History have taken a teacher group to Africa and faculty from Foreign Languages and History have lead local high school teachers on a cultural-enrichment study experience in Mexico, where they meet with local artists, teachers, activists, social workers, academics, and health workers. Teachers later incorporate what they have learned into their own teaching in the Baltimore region.
- 5.1.5.5 Sustain the Political Science Department's partnership with the Baltimore County Public Schools in conducting an annual Model United Nations simulation for 10<sup>th</sup> graders.
- 5.1.5.6 Maintain the FMST department partnership with Johns Hopkins Children's Hospital, Department of Child Life, to teach an undergraduate/graduate course in the Hospitalized Child.
- 5.1.5.7 Maintain through ITROW the Pathways Program that provides an opportunity for parents with low-incomes and those receiving Temporary Cash Assistance to get an education that offers them a chance for a more economically successful and secure future; this program recruits students from the Baltimore metropolitan area and provides a poverty reduction strategy for the region by preparing recipients to enter the local workforce.
- 5.1.5.8 Continue involvement with Girls Taskforce of Baltimore City including board membership and organization of programs for the staff of the taskforce, the DJJ, and the DSS.

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- 5.1.6 Explore and develop additional metropolitan experiences and community connections, putting at least four or five of the following into practice. Identify the resources necessary to support such experiences.
  - 5.1.6.1 Provide in-service opportunities for teachers in disciplinary and subject areas matching CLA expertise.
  - 5.1.6.2 Create a Social Sciences Day or a Humanities Day for high school students, perhaps in alternating years, with a keynote talk and topical programs organized by departments (logistical support may be essential).
  - 5.1.6.3 Identify means to interact and develop useful relationships with language communities in Baltimore, possibly including translation and additional training for Towson students in interpreting.
  - 5.1.6.4 Develop relationships with retirement communities, carrying elements of CLA programming to their sites.
  - 5.1.6.5 Support and enhance community-based GIS informational maps and resource guides.
  - 5.1.6.6 Establish connections with middle school or high school clubs in different subject or career areas, with Towson students in roles as advisors, teachers, or leaders.
  - 5.1.6.7 Begin an Annual First-Year Writing Conference to acquaint local students, teachers, and parents with the scope, content, and pedagogy of writing instruction. Engage local schoolteachers as editors for a national journal to publish superior high school literature term papers.
  - 5.1.6.8 Begin a radio show that hosts literary debates, interviews, readings, and book reviews for the metropolis as well as the campus.
  - 5.1.6.9 Develop Maryland's Restorative Justice Conference into a Towson University event.
  - 5.1.6.10 Pursue deeper connections with institutions abroad through Maryland's sister-state partners in Asia, Latin America and South America.

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- 5.2 Seek opportunities to highlight CLA's faculty and student work--scholarly and practical--on campus and in local and national forums.
  - 5.2.1 Encourage and expand participation in the annual Towson Research Expo.
  - 5.2.2 Encourage faculty to present their scholarship at both regional and national professional conferences.
  - 5.2.3 Publicize success in the initiatives listed above.

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### Strategic Priority 6: Resource Development

- 6.1 Advocate within the University for resource distribution that recognizes credit hour production as one basis for equity.
  - 6.1.1 Seek recognition of data by college of resources invested in relation to student course units completed.
  - 6.1.2 Seek recognition of data on average class size (adjusted for the number of faculty teaching units associated with each course).
  - 6.1.3 Seek recognition of the work expectations associated with the regular assignment of writing and with non-lecture pedagogies in the liberal arts as potentially comparable to the work expectations for laboratory, clinical, studio, or off-site supervisory instruction.
  - 6.1.4 Seek support for creative ways of structuring faculty workload, adjunct support, or graduate assistant support to allow larger classes with greater student attention, team teaching efforts, or assistance with writing evaluation in larger courses.
- 6.2 Seek College-based development staff as an essential step toward identifying and cultivating individuals and organizations that can help CLA benefit from external sources of funding.
  - 6.2.1 Emphasize the importance of regular prospect identification and reports, provided to the deans
  - 6.2.2 Emphasize the importance of a development staff member spending time regularly within the college, developing prospect strategies with the dean or chairs and coordinating logistical issues.

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- 6.2.3 Emphasize the importance of development staff having dedicated time for specific colleges.
- 6.2.4 Emphasize the importance of making college contacts and cultivation a central part of alumni and friends events, or the importance of funding separate events for the colleges.
- 6.3 Develop recruitment and retention efforts to attract and retain students who will be successful in CLA and strengthen the tuition base of the University.
  - 6.3.1 Consider ways to involve current engaged students in recruitment efforts, including the possibilities that follow.
    - 6.3.1.1 Hold an annual or biennial contest for student to produce a short recruitment video for Towson or CLA.
    - 6.3.1.2 Seek institutional support for such ideas as a Humanities Day or Social Sciences Day (see 5.1.6.2) as, in part, recruitment events.
    - 6.3.1.3 Seek interested teachers at the secondary level and invite them and their students to specific events or speakers who may expand their scope or study.
  - 6.3.2 Encourage greater attention to the liberal arts Core in recruitment and marketing efforts, emphasizing emerging strengths (such as the Towson Seminar or Metropolitan Perspectives) and Towson's limited class sizes. Compete purposefully for strong students.
  - 6.3.3 Hold CLA recruitment events as much as possible in the new LA building, making use of its capacities and cultivating an identification of the college with that facility.
- 6.4 Encourage development of CLA's human resources through programs for faculty and staff.
  - 6.4.1 Continue development of teaching sessions with the program to be run by a faculty team.
  - 6.4.2 Develop frameworks within the college to foster discussions at the college or department level on managing responsibilities and shaping outcomes, including at least some of the following.
    - 6.4.2.1 Promote discussions of balance in the work of faculty, including the management of such matters as patterns of assignments, patterns of scholarly engagement, and patterns of service.
    - 6.4.2.2 Engage with questions of faculty response to challenging students and to exceptional students.

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- 6.4.2.3 Promote departmental conversations about such questions as how the structure of curriculum and assignments within the major promotes independence or targeted learning outcomes.
- 6.4.3 Develop programs addressing useful knowledge and challenging situations for both faculty and staff, considering at least the following possibilities.
  - 6.4.3.1 Explore issues of language, tone, and approach for interacting with people in different situations; for example, "How to talk to a parent," or, "When to say no."
  - 6.4.3.2 Explore legal issues that may arise for staff or faculty involving student records, questions of access and accommodation, or job responsibilities.
  - 6.4.3.3 Explore issues associated with emergency response in a variety of health or safety related situations.
- 6.5 Seek University support and flexibility in allocation to allow programs and awards described elsewhere in this plan.

## CLA Scholars:

### A Selective Academic Program Constructed Around CLA Themes

#### Themes:

The academic strategic plan of the College of Liberal Arts emphasizes four themes for particular attention in strengthening existing programs and developing new ones: metropolitanism, sustainability, security, and identity and diversity.

- *Metropolitanism* directs attention toward engagement with and analysis of the linked communities that make up a major urban area and its surrounding region. Internships, service learning, civic engagement, and courses or projects that connect students with human services, community groups or institutions, public needs, non-profit organizations, or business and government, especially in the Baltimore metropolitan region, will be part of the metropolitan emphasis. Metropolitanism may also entail examination of metropolitan challenges and opportunities on a national or global scale and will encourage comparative analysis of dilemmas and solutions. The topic of labor migration, for example, might be raised from either a metropolitan or global perspective and might intersect with the themes identified below.
- *Sustainability* examines local and global environmental issues and confronts the challenges of maintaining healthy people and communities into the indefinite future. In the Baltimore metropolitan region, such issues as the health of the Chesapeake Bay; industrial, agricultural, and domestic pollution; energy production and use; development, automobiles, and services; food supplies and quality; water supply and sewage treatment; recycling; and green space present on a small scale many of the environmental issues of global concern. Sustainability includes as well economic issues ranging from employment to the survival of arts organizations within frameworks of resource allocation that may require rebalancing. For many topics essential in the study of sustainability, such as a consideration of climate change and global warming, a world perspective must inform local and regional analysis,
- *Security* analyzes threats to safety and stability and explores contexts, strategies, and resources that may alleviate the more dire consequences of such threats. Geopolitical analysis will be one major part of such studies (1) by examining existing political, economic, and military challenges to the security of the United States and of other nations and peoples, (2) by exploring those conditions that may generate future conflicts, (3) and by investigating those conditions and circumstances most conducive to stability and peace. The range of threats must include such issues as a lack of potable water in

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specific regions of the world or a pandemic such as was feared in the case of "swine flu." In the case of all major disruptions, the study should ask: whose security is most affected? what groups are most at risk? Security also has powerful local dimensions, whether the question might be one of blowing up key points on an electrical grid, a poisoned water supply, a mass medical crisis, or a violent storm coming up the Chesapeake requiring evacuation on a major scale.

- *Identity and Diversity* cuts across the other themes as well as having a substance of its own. Identity emphasizes the ways in which individuals, communities, groups, and nations come to define and understand themselves--how they emphasize elements of connection and commonality even as they may recognize among their defining features many facets of identity and collective multiplicity. Diversity rests on recognition of difference and of varied outlooks, behaviors, and assumptions, even as diversity may become a part of individual, community, or national identity. Metropolitan and global perspectives cannot escape engagement with identity and diversity. Considerations of topics in both sustainability and security must ask how ethnicity, religious identity, or gender (for example) lead to differential experiences or outcomes.

The four themes each involve links between the local and the global that range from potential correlation to unavoidable interconnectedness. Ideally, study informed by these themes will help students recognize the importance of multiple perspectives, probing questions, and flexible thought. CLA strongly affirms the relevance of all disciplines in the college to the development of critical perspectives useful to students. Some may cover the longer time spans necessary for fuller cultural understanding; others may explore the varying dimensions of human behavior, self-conception, and change. CLA also recognizes the importance of disciplines housed in other colleges to the exploration of these themes and will be open to collaboration in their pursuit.

### Pedagogical Objectives:

CLA majors and programs will pursue the learning outcomes of the University at all levels of student learning. In the case of its selective program, the college will build upon the development of analytical abilities, effective expression, critical thinking, and the appreciation of complexity to confront students with a significant intellectual challenge and to extend the effort to promote independent learning.

- CLA will address the development of intellectual independence across a range of college courses and implement conscious strategies within individual majors. One of the hallmarks of such independence is the ability to take personal responsibility for designing and pursuing research challenges and substantive projects, which we may identify as the quality of self-direction, one of the areas in which an AACU survey of 2008 found

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employers least satisfied with college graduates. For its selective program in particular, CLA will emphasize a culminating experience requiring substantial independence of effort on the part of students to complete a designated interdisciplinary challenge.

- The capstone challenge will set before a class of students (perhaps 20 per faculty member) a problem or project idea and ask the students to evaluate the issues, design the strategies of approach, identify the knowledge and resources needed, apportion the work, complete a report or reports, and deliver presentations that provide a through and unified response to the challenge. Faculty will provide general guidance, ensure students remain respectful of scholarly standards or University regulations, and assist with suggestions or resource contacts as needed. The problem or project set will avoid disciplinary definition, and students will define the directions of pursuit.
- Faculty will seek to identify at least some capstone challenge topics that will engage students with an issue of immediate contemporary import and that will stimulate the development of evidence, argument, and critique. The aspirational goal of such challenges will be for student work to help shape public conversation on the issues at hand.

### Selective Opportunity:

CLA envisions a selective program that students are invited to join during the first semester of the junior year. The program may start with one group of twenty or so students and may expand to as many as 50 or 60 per year if the program proves compelling. Each cohort of approximately twenty students would have a program advisor with whom students would meet individually and collectively on occasion. (Preferably, more than one faculty member would work with a group of students. One goal for students in the program is that they have explicit academic experience addressing the four CLA themes: metropolitanism, sustainability, security, and identity and diversity. Most would have had a course or courses identified with two or more of these areas through the Core curriculum or departmental courses. The advisor would work with each student to identify a minimum of two additional courses the student would take in the second semester of the junior year or in the senior year either to ensure experience with all four themes or to deepen the experience of the student with one or more of the areas if all four had been minimally addressed. The objective would be to explore connections between the four areas whenever possible. In the senior year, the cohort of students would together take on a capstone challenge.

The program requirements would involve twelve credit hours of course work in addition to meetings with the advisor in the semester when the invitation to join is accepted. The requirements would thus include:

- Meetings with a program advisor in the semester of selection to learn as a cohort about the structure and expectations of the program and to identify as individuals courses to be taken (no credit).

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- A minimum of two courses approved by the advisor to ensure intellectual engagement with the themes of metropolitanism, sustainability, security, and identity and diversity, or seeking the fuller development of connections between them (six credits).
- A one credit hour course in the second semester of junior year and a one credit hour course in the first semester of senior year during which the cohort(s), working with faculty advisor(s), would explore theories, materials, or connections that might cut across the themes; explore a range of available data, information, and resources; and identify by the fall of the senior year the specific topical challenge for the capstone course. Students would be asked during these courses to report their varying discoveries relevant to program themes from the coursework completed and the coursework underway (two credits).
- A capstone challenge course taken as part of a cohort of students with collective responsibility for designing and carrying out a project idea or the analysis of a problem (four credits).

Students completing the requirements for the selective program would be designated CLA Scholars. Ideally, a donor might offer program support in return for having the program carry a specific name: i.e., CLA Ambrose Bierce Scholars. Some recognition of this accomplishment would be part of CLA graduation activities.

Ideally, faculty advisors would work in teams and would accept a cohort of students and remain with them through the two years of the program. Thus, the advisors of the first semester would also teach the two one credit courses and the capstone challenge course, building a deep relationship with the particular group of students with greater capacity to prod, encourage, and assist students both as individuals as a team to do their most committed work. CLA would expect to maintain a ratio of about 20 enrolled students for each faculty teaching unit as the basis for workload assessment.

A few possible topics centered on the metropolitan theme may stand as examples of a capstone challenge:

- Design a new city, defining the principles on which it is being built, the objectives being addressed, the mix of people to be served, the sources of employment, the strategies for providing utilities and disposing of waste, the possibilities for recreation, access to stores and services, sustainability provisions, safety, security (of resources, information, and people), global connections, tax structure, costs, and so on. Explain the basis for all decisions and provide references and data.
- Select a neighborhood with a distinctive identity and tell the story of that neighborhood's history, development, and present culture. How do you make contacts and create relationships that would allow exploration of a neighborhood? How do you ensure

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respect for residents? Are there ethnic or religious issues to which you must attend? Will people tell you their stories? let you take pictures or share their own? Should you collect oral histories, gather photos? What holds a neighborhood together or drives it apart? Can the neighborhood be sustained? Is it safe? Is it politically conscious or powerful? What are its key institutions?

- Greater life expectancy will increase the number of people over 65 in a metropolitan region by several times over the next forty years. What challenges does that represent for the community and what should we be doing to prepare for those challenges now? Remember that those over 65 can all vote, how are the area's politics likely to be affected? Will there be a willingness to sustain taxes in support of strong schools, for example? What changes in services might be needed? What questions of access might arise if more people have challenges with mobility, hearing or sight? Who will provide care for the elderly? Can the society continue to expend large amounts of money to sustain life for a few more weeks, months, or years?
- A suddenly hazardous situation threatening the lives or well-being of the majority of people in a metropolitan area has a reasonable probability of occurring within ten years. This might occur through natural disaster (Cf. hurricane Katrina or major tornados), through hostile action (World Trade Center; destruction of electrical grid), or through medical crisis (pandemic). The capstone challenge defines one such emergency and demands a response plan that considers all elements of resource planning, emergency communication, relocation, ethical choices, cultural preservation, avoidance of contamination, and the like.
- Population growth in the metropolitan corridor continues at a rapid pace. People want houses, roads, parking, stores, and recreation, and they also want clean water, ample energy, big yards, and low taxes. Assuming growth will happen (as in the case of BRAC in Harford County), design the rules for controlling the negative impacts of growth and establish the requirements for moving the region toward sustainability in the face of growth. Remember, you have to make your rules work politically. What facts, data, campaigns, and appeals might help you accomplish your goals? What are the key dilemmas?
- How well does the Towson campus function as a community? Does it have neighborhoods? politics? group identities? How well is the campus prepared for an emergency or disaster? Is attention to sustainability substantive or merely window dressing? How would you change the campus to make it a more effective, responsible, or prepared community?

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## The College of Liberal Arts and Diversity 2010

The College of Liberal Arts, consistent with University initiatives in recent years, defines diversity broadly to include race, ethnicity, and culture; social/economic class or status; religion; ability differences (inclusive of disabilities); gender; sexual preference; and national/international/global identities and distinctions.

### Curriculum:

The College of Liberal Arts makes by far the largest contributions within the University to diversity within the curriculum. In current General Education category IIC3 Western Heritage: Cultural Pluralism and Diversity, CLA offers 33 of the 43 courses approved for the category. In category IID Global Awareness: Non-Western Cultures, Traditions, and Issues, CLA offers 46 of the 58 approved courses. (In the two categories combined, CLA provides 78% of the approved courses.) Perhaps neither of these categories addresses diversity issues as effectively as the new Core category, Diversity and Difference, will do, and too high a proportion of the options are Foreign Languages courses. Nevertheless, nearly every CLA department provides diversity courses for general education as well as for their majors. The Psychology Department is the chief exception in relation to general education, in large part because of demand within the major. The major has a diversity requirement, most often met through cross-cultural psychology, and with more than 1000 majors the demand for these courses absorbs available staffing.

All chairs in summer 2010 provided a statement on how their departments addressed diversity. We will follow up with special attention to the new Core as part of a continuing process, not a new idea. The decision to strengthen Religious Studies, taken by the Leadership Council three years ago, was understood to address at the same time the need for greater global understanding and for a fuller comprehension of diversity both within the United States and globally. We have also been engaged in a process of revitalizing interdisciplinary programs, many of which concentrate on international issues, global regions, or cultural groups reflecting American diversity. CLA faculty, in many cases, have been well aware of the directions taken in the new Core Curriculum and are in the process of designing or redesigning courses that will enhance offerings in relation both to the Core and to existing objectives.

At least five new courses came to the University Curriculum Committee in Spring 2010 relevant to the Core and to diversity. The Religious Studies program conducted an internal planning process and determined to provide a set of courses at the introductory (and Core) level offering access to major religious traditions; proposals for an Introduction to Buddhism, an Introduction to Hinduism, and an Introduction to Judaism have come before the UCC. The Political Science Department adds two proposed courses: African American Politics and Ethnic Politics (attending especially to ethnic conflicts around the globe). CLA will continue to develop curricula that reflect diversity for both departmental majors and general education.

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### Programs:

As in curriculum, programs related to diversity become effective through work over time more than through one time hits or sudden inspiration. Developing a richer and stronger set of campus programs sponsored by the College of Liberal Arts has been one of our quiet targets. A set of major programs are now quite well embedded in CLA planning (some originally promoted by individuals or departments) that address elements of diversity from a number of angles:

- The Baltimore Immigration Summit, founded by Beth Clifford (SOAN) is now held every other year and will occur again in November 2010. The last Summit was held at the Burkshire with co-sponsorship from PNC Bank and the Jewish History Museum; earlier summits had involved the Mayor's Office. The 2010 Summit will be held at the Museum of Visual Arts. The Summit functions as a day-long conference with plenary sessions and multiple overlapping presentations, with sessions as targeted as health care for particular immigrant groups and as general as shared characteristics of immigrant experience. In addition to representatives from various community groups, the last Summit included a specially invited group of high school students.
- The Metropolitan Issues and Perspectives program had its third iteration in spring 2010. The first such program focused on housing issues and brought a strong group to campus from Sharp-Leadenhall neighborhood, the second emphasized transportation issues, and the third is exploring the criminal justice system, all with particular attention to the African American communities of Baltimore.
- The Department of Family Studies and Community Development created and has continued to develop a Disabilities Workshop that involves students enrolled in departmental general education courses as well as others, filling the combined Chesapeake Rooms. The day long program begins with a panel of Towson students who have varying disabilities who talk about their experience of being a student with a disability and answer questions, from issues of physical access to questions about dating and relationships. In fall 2010, additional funding from the College will help support an outside speaker who is himself physically disabled and who has demonstrated his effectiveness as a presenter.
- The Department of Women's Studies and the Institute for Teaching and Research on Women (ITROW) have sponsored a cluster of programs annually concentrating on issues of gender and sexuality. These programs are especially prominent during Women's History month and have included speakers, films, and discussions across a considerable breadth of topics. One program on women's use of cooking as a form of political commentary and activism in the early American republic, for example, included both a lecture by an art historian and a presidential cake-baking context. Other programs have focused on the images of

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women created in advertising and popular culture, international/global issues, peace and security, and issues of diversity among women.

- What began as the CLA International Film Series has grown into an annual series of films and related program--almost a college theme for the year. We have also cooperated with others when there was interest, from COFAC to Student Affairs, to extend the reach of the program. The 2009-10 year emphasis was Latin America, and the programming included Sonia Nazario's highly successful visit in the fall as well as the Brazil programs in the spring, with four films (two with directors present) and two speakers. The emphasis for 2009-2011 is Africa. Assuming current plans and commitments are sustained, we expect to have a major younger African writer visit the campus in the fall, we will have several African films in the spring, and we will build other programs on the African theme.
- CLA also seeks other opportunities to extend learning beyond the classroom by sponsoring programs that will interest students and the campus community. As an example, the 2010 program built around the documentary film *Shooting Beauty* drew attention to a project that put cameras into the hands of people with cerebral palsy and brought out their individuality and humanity. In addition to a showing and discussion with thirty five to forty students interested in film in the afternoon, the program in the evening filled Van Bokkelen Hall to standing room capacity. CLA shared sponsorship of this program with COFAC (Electronic Media and Film), strengthening a growing relationship between Anthropology and EMF.
- The College also offers regular opportunities for students interested in specific cultures associated with the languages offered in the Towson curriculum to participate in cultural activities associated with the language group.