

Advancing Excellence

The College of Liberal Arts & Social Sciences Strategic Plan, 2017 - 2022

In 1997, the College of Humanities and Social and Behavioral Sciences was established in conjunction with a university-wide reorganization of academic units. In 2018, the college name was changed to the College of Liberal Arts & Social Sciences.

The goals and initiatives within the plan are interdependent and designed to adhere to CMU's [Core Values](#) of integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation adopted by the Board of Trustees, December 2, 2010.

Vision Statement

The College of Liberal Arts & Social Sciences is an intellectual, creative and inclusive community at the heart of the university. We are dedicated to furthering understanding of the human condition and to preparing students to engage with the societies and cultures in which we live.

Mission Statement

Our mission is to develop compassionate and engaged scholars who understand the human condition, communicate effectively, and appreciate the diversity of ideas and cultures in the world, in pursuit of meaningful lives and fulfilling careers.

Core Values

To achieve our mission, we are guided by the following principles. We strive to:

- pursue disciplined inquiry into ideas and values that grow out of the human experience;
- support diversity and intercultural understanding at the university and in the community;
- develop ethics and integrity in our students and the community in which we serve;

- promote the value of a liberal arts education in all courses of study;
- encourage interdisciplinary programs, projects, and events which promote understanding of our complex modern world nationally and internationally;
- promote excellence in research and creative activities by faculty, students and staff;
- develop partnerships and collaborative ventures which enhance cultural awareness, the natural environment, health and well-being, social responsibility and economic sustainability;
- collaborate with other colleges and units at Central Michigan University and external partners to advance our mission and guiding principles and those of the university.

Imperative I: Nurturing Student Success

Initiative 1: Transform programs to increase our reach to students and to prepare them for meaningful lives and fulfilling careers.

Strategies	Target	Action	Completion	Metrics
Emphasize engaged curricular and co-curricular high-impact practices ¹ that transform students.	Every graduate will have the opportunity to participate in at least one of the following: internships; supervised undergraduate research or capstone projects; community-based learning; simulations; and/or study abroad.	Use the Center for Student and Civic Engagement to promote, track, and market engaged pedagogies that support our college identity as public-minded scholars.	2018-2022	Data from Center for Student and Civic Engagement to establish a baseline Study Abroad statistics ²

¹ Liberal Education and America’s Promise (LEAP) outlines ten high-impact practices: first-year seminars and experiences; common intellectual experiences; learning communities; writing-intensive courses; collaborative assignments and projects; undergraduate research; diversity/global learning; service learning/community-based learning; internships; capstone courses and projects.

² Currently, 12% of CLASS majors study abroad, which represents 27% of all CMU students who study abroad. We would like to increase those figures to 20% and 35% respectively.

Review and modify undergraduate majors and minors as necessary to conform to the 120-credit maximum for degree programs.	100% of CLASS majors (with the exception of the BSW) will be attainable with a four-year, 120-hour plan.	Form subcommittee of the College Curriculum Committee to review all programs.	Fall 2019	Data from Curricular Authority website and Office of Academic Effectiveness
Reinvigorate teacher preparation programs in the college in collaboration with partners in the Professional Education Unit/School of Education.	Increase the number and successful completion/placement of secondary education majors/minors in English, English as a Second Language, History, Social Studies, and possibly a re-established World Languages program. Revise the elementary education curriculum to conform to changes in MDE certification standards and the evolving needs of Michigan's schools in the 21 st c.	Participate in the governance of the PEU to improve recruiting, admissions, advising, curriculum, assessment, and advocacy policies and procedures that promote the success of our teacher candidates, particularly those for whom we can provide unique access (e.g., first-generation, rural Michigan students).	2018-2022	Data from Major/Minor reports Assessment data provided by the PEU Curricular process documentation
Work with regional partners to develop pathways for transfer.	Create at least two new partnerships between two- and four-year transfer institutions that can be expanded across disciplines.	Continue discussions within the Michigan Transfer Network and the Michigan Center for Student Success to construct a transfer agreement between mid-Michigan community colleges and four-year institutions.	2020	Data on MOAs and transfer agreements from Office of Academic Effectiveness

Research and design new MA, MS or MSW programs for online, hybrid and/or accelerated delivery where opportunities for growth exist.	Create and shepherd at least three new programs that may be offered in accelerated, hybrid, or online formats.	A new online Masters in Public Administration program launched in Fall 2017. Accelerated hybrid MA programs in Teaching English as a Second Language and in Professional Writing and Rhetoric are under program development.	2017-2022	Market analyses from Academic Development Enrollment data from OIR
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Initiative 2: Help undergraduate students—particularly in their first year—thrive as they develop college-going identities through foundational experiences in the liberal arts and social sciences.

Strategies	Target	Action	Completion	Metrics
Continue to lead the university in teaching foundational skills and knowledge—in multiple formats and using active pedagogies—through our University Program and competency courses.	80% of MCSs and course syllabi will include LEAP ³ essential learning outcomes.	Departments and interdisciplinary programs will provide a scan of their current syllabi and program review data on student learning in General Education.	Spring 2020	General Education assessment data
Promote understanding of diverse cultures, and perspectives through enhanced diversity education.	Create or convert one course per department for acceptance into new UP Subgroup IV-D.	Department and College curricular committees will process course proposals.	2020	Academic Senate curricular authority website

³ These outcomes form the basis of the *LEAP Employer-Educator Compact*, which outlines what employers and institutions of higher education agree are the areas of “broad knowledge and the high-level capacities that students will need both to navigate a fast-paced economy and to contribute to the future of our democracy” in the 21st century. The four essential outcomes are 1) knowledge of human cultures and the physical and natural world; 2) intellectual and practical skills (including critical thinking and analytical reasoning; complex problem solving; written and oral communication; and innovation and creativity); 3) personal and social responsibility (including civic knowledge and engagement; intercultural knowledge and competence; and ethical reasoning and action); and 4) integrative and applied learning in real-world settings.

Participate in shaping the new BA and BS degrees by providing relevant coursework and adequate staffing of requirements.	Contribute to improving the four-year graduation rate from 27% to 33% and the first-to-second-year retention rate from 77% to 80%.	Work with departments to create multi-year schedules and staffing plans for the implementation of new requirements.	2018-2020	OIR data on retention and graduation rates
Develop a sense of belonging and growth mindset in our students.	Scale up the use of successful teaching and advising strategies across "gateway courses."	Assess RFY gateway projects in ENG 101, HST 101, and PSC 105 and make recommendations to DAC.	2020	First-year retention data Results from RFY assessment surveys

Initiative 3: Enhance structures that support engaged teaching and learning.

Strategies	Target	Action	Completion	Metrics
Encourage faculty professional development for high-impact teaching in all modalities	% of faculty and staff participating in professional development activities	Determine baseline in FY 2018 and provide annual updates. Use CLASS Excellence in Teaching Committee and the Center for Student and Civic Engagement to create programming and incentives for faculty and staff participation.	2017-2022	Data from academic units and the Center for Student and Civic Engagement
Provide resources to enhance both the on-campus and online Writing Centers	Increase level of service (# of consultation sessions and classroom visits)	Determine appropriate levels of GA and undergraduate-consultant support	2018	Data from Writing Center annual report and budget
Support students' career and life planning from recruitment through graduation and beyond.	Number and quality of advising and student success sessions will increase.	Train advisors to use CRM's capabilities to recruit new students and to implement changes proposed by reorganization (e.g., mandatory advising and training of faculty advisors).	2018-2020	OIR data on retention and graduation rates CRM statistics

Imperative II: Fostering Scholarly Activity

Initiative 1: Enhance the culture of discovery to support creative and scholarly work across disciplines.

Strategies	Target	Action	Completion	Metrics
Review the college infrastructure to support high-quality research and creative activity.	Create a centralized research and development fund to promote high-impact research and creative projects.	Form a budget subcommittee of the DAC to make recommendations regarding models for funding seed grants, released time, grant writing support, and research support.	2019	Baseline of college-funded projects and tracking of new initiatives
Incentivize and support faculty research and creative activities—particularly those which include mentoring undergraduate and graduate scholarship and performance.	Increase percentage of research active faculty by 5% and increase grants and contracts awarded. Increase supervised student research and creative activity by 5-10%.	Establish baseline in FY 2018, establish incentives with DAC input, and provide annual updates.	2018-2022	OFIS data Number of submissions and award amounts for grants and contracts Publicity campaign via CLASS website and social media
Continue to seek major gifts and naming opportunities for units in the college.	Meet or exceed fundraising goals set by University Development	Work with VP Martin to identify a Development officer for the college.	2018	Data from University Development
Insure that Bylaws requirements for reappointment, tenure and promotion in the area of scholarly and creative activity define quality standards for each discipline in ways that	All departments will have approved Bylaws that include rigorous quality standards for scholarly and creative activity.	Complete the Bylaws review process.	2018	Faculty Personnel Services documentation

represent best practices in the field.				
Foster interdisciplinary and multidisciplinary research collaborations within the college and university.	Identify # of multidisciplinary project teams to prioritize.	Through the School of Public Service and Global Citizenship, CARRS, and Critical Engagements, target for support innovative scholarship that cuts across disciplinary boundaries.	2018-2022	OFIS data Publicity campaign via college website and social media

Initiative 2: Celebrate achievements in advancing knowledge and creativity through engaging with the big questions in our communities and in the world.

Strategies	Target	Action	Completion	Metrics
Create a public relations plan to better advertise the scholarly accomplishments of the faculty and students—and market these along with our programs in targeted recruiting campaigns.	Extend the external visibility of CLASS programs and the successes of students and faculty through traditional media, CRM, and social media.	Work with college and University Communications, college staff, and CLASS faculty to create an updated media and recruiting plan.	2020	University Communications statistics Recruitment statistics

Imperative III: Strengthening Partnerships in Michigan and Beyond

Initiative 1: Strengthen existing community partnerships and create additional mutually beneficial relationships, especially those that provide for the public good.⁴

⁴ The Carnegie definition of “community engagement” as a collaboration between the university and its partners summarizes the core of our college mission: “to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”

Strategies	Target	Action	Completion	Metrics
Recognize partnerships that “contribute to the public good,” especially in Michigan ⁵ .	Create a database of partnerships and reward participation.	Use the Center for Student and Civic Engagement (under the School of Public Service and Global Citizenship) to track and publicize these efforts.	2018-2022	Program assessment data and program annual reports Awards for departments and/or faculty
Nurture the existing relationship between the college and the Saginaw Chippewa Indian Tribe.	Increase # and impact of shared speakers and scholars of Native American History, Culture, and the Arts to educate the university, tribal, and Mt. Pleasant communities.	Use the Olga J. and G. Roland Denison Visiting Professorship in Native American Studies Steering Committee to identify programming enhancements.	2017-2022	Program assessment of the Denison endowment Curricular documents (including evaluations of courses offered through the program)
Create mutually beneficial partnerships among the five participating colleges and with the community through the Interdisciplinary Center for Community Health and Wellness (ICCHW).	Complete ICCHW-led projects (e.g., establishing a Michigan Higher Education Trauma-Informed Workforce Workgroup and summit)	Identify champions in key programs like Psychology, Social Work, Sociology, and Cultural & Global Studies to plan collaborative research and outreach programs.	2018-2021	ICCHW data Research publications and presentations (OFIS)

⁵ CLASS has a long history of embedding the values of public service and community engagement in our teaching, research and service (e.g., partnerships with public schools through the Chippewa River Writing Project and our MATESOL and ESL minor programs; a service learning project in Political Science focused on refugees in Grand Rapids and Lansing; clinical outreach and to parents and children through our clinics in Psychology; and so on).

Initiative 2: Create curricular and co-curricular learning experiences that partner students, the institution, and the community in discovering answers to address critical societal issues.

Strategies	Target	Action	Completion	Metrics
Develop in students the values of public service and civic engagement.	Double participation in the CLASS Public-Spirited Scholars in Residence program in two years.	Establish Public Spirited Scholars in Residence and Fellows Program, where students are not only required to participate in community organizations and registered student organizations as part of their co-curricular experience, but are expected to serve as leaders in these organizations.	2018-2020	Assessment data from learning community
Recognize faculty whose courses include engaged learning experiences that connect students to community partners.	Create an award ceremony where engaged faculty are recognized and celebrated.	The Center for Student and Civic Engagement will implement a fall and spring CLASS Induction Ceremony for new majors/minors that will emphasize our college identity as “public-minded scholars” and highlight engaged learning.	2018-2019	Induction Ceremony documents and related publicity
Establish learning experiences specifically designed to cultivate, sustain, and highlight the reciprocal relationships between CMU and the community.	The Deliberative Service Learning Initiative and Advisory Board will be established and will make recommendations.	Under the direction of the Center for Student and Civic Engagement, Develop a CLASS Deliberative Service Learning Initiative, where students, faculty, administrators and community can deliberate to provide input into the selection of CLASS annual Critical Engagements theme ⁶ .	2019-2020	Center for Student and Civic Engagement annual report Database of engaged learning

⁶ This process would provide the college with a high-visibility example of reciprocal decision-making with community partners (to guide voluntarism, service learning and philanthropy) and in community research that would meet the Carnegie Foundation for the Advancement of Teaching’s definition of community engagement and community engaged research.

