

I. Aligning CAS priorities to the top 5 University Priorities (Facilitated by Mike Farmer)

(parentheses behind items indicate the number of endorsements as a high priority by participants)

A Distinctive Identity that Builds Campus Pride (10)

- CAS identity at the core
- Liberal Arts as identity (5)
- Disciplinary diversity of the liberal arts (combo of disciplines)
- Distinctive identity (2)
 - How do alumni describe it?
 - DEEP
- How to incorporate identity into governance
- Geographic location unique position w/ combo of disciplines in CAS (3)
- How do we define/develop distinctive?
 - Demonstrating relevance
 - Size and location
- Gen Ed linked to distinctive identity

Excellent Education and Scholarship Across the Institution (18)

- Strengthen Gen Ed (1)
 - Links to identity
 - Depth and breadth
 - Invigorate
 - Make it great
 - Make it relevant
 - Adds value
 - Intentionality
 - Unpack what it actually is
- Intentionality of Advising (3)
 - Stress importance of Gen Ed
 - Grouping course work together
 - How does Gen Ed link to human development?
- Recruit and retain faculty (1)
 - Excellence in CAS
 - Hold on to good faculty
 - Providing opportunity for development
- Strengthen/explore whole curriculum (7)
 - Connected and linked to Gen Ed
 - Budget linking to curriculum
 - Gen Ed subsidizing smaller upper level
 - Shrinking sources of outside funding
 - Deeply explore the entirety of the curriculum
- How does curriculum serve out UMF students?

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- Self-development, citizenship, skills (2)
- Whole person development
- Assessment of Gen Ed
 - Is objective being met
 - Are students demonstrating outcomes
- Encouraging exploration, intentionally of classes, discipline, etc.
- Whole curriculum, ties to everything. Relevancy and how things are bundled (Gen Ed, discipline, etc.)
- Interaction between budget and curriculum (4)
- How do we coordinate/explore intentionally based on student body (working, parents, part-time, etc.)

A Student-Centered Culture Focused on Retention and Success (19)

- Changing the way we teach/effective pedagogies for today's students (4)
 - Learning is reciprocal – we are also learners
 - Recognizing rapidly changing landscape
 - Digital, media sources
 - Reframing
- Building partnerships with community and field (1)
- Remove technological barriers for students
- What can we add to students as they come (1)
- Balance the modern with the traditional
 - Also in places like CAPS – allow even if not registered?
- Ongoing faculty development to adapt to changing environment
- Advising
- Promote/develop sense of community (4)
 - Space to relate to areas, faculty, staff leads to culture, retention
- Revisit FYE and its link to retention (2)
 - Goal of preparation
 - In summer prior?
 - Writing and reading
 - Cohort
 - Freshman seminar with group connection
- Build on department data to achieve retention goals (3)
- Writing across the curriculum
 - Linked to liberal arts
- Mismatched students w/ university structure
 - Not lower standards
 - Community based
- Books and papers don't work anymore (1)
 - How can we figure out how to get them to do this, given who they are?
 - Pedagogical development

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- How do we show them the value?
- How do we still make them do this?
- Get them excited about learning
- Learning is reciprocal
- How do we combine historically pedagogical methods and make it relevant to today's student? (3)
 - Junior faculty can help bridge gap?
 - All come together and continually learn
- Liberal arts is ageless (but is the structure?)
- Focus on major outcomes, commonalities across disciplines, e.g. writing
 - Strategic building of outcomes

Recruitment through High-Quality Programs and Campus Life (16)

- Flexibility doesn't mean fully online (2)
 - But high quality infrastructure for the offerings
 - Faculty driven
- Develop and exam center
 - Flexibility in structure
- Writing resources for international students (1)
 - Grad students
- Ways to support faculty time needed to develop/support clubs linked to areas (2)
- CAS diversity
- CAS identity/role in campus life (2)
 - Community engagement – CRIM, Back to the Bricks
- Resources (funds, time, energy) for initiatives for programs/infrastructure that is sustainable (2)
- Interdisciplinary programs (4)
- Using what we already have and be innovative (1)
- DEEP (2)
 - As identity dissemination and recruitment
 - Also faculty recruitment
- Promote university in community at events
- Financial questions to understand
 - Implications of here and there
- Fund resources like rec center and programs
 - Faculty participation
 - CAS link?
- Recognize campus life participation as a part of faculty contribution – P&T
- CAS – healthy mind, healthy body

A Vital Partnership with an Engaged Community (6)

- Alumni (1)

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- Liberal arts connection to engaged citizenship (4)
 - CAS is uniquely qualified to lead this
 - Citizenship is more than service
 - Critical thinking
- Senior citizen community engaged in classes
 - Free to take courses – audit
- Role of Community Advisory Boards?
 - Internships – ensuring they are strong and reflected on
- Coordinated K-12 efforts
 - If kids know us...be cool
- Coordinate CAS work with other offices on campus
- Utilize out students as ambassadors to their high school (1)
- University as good employer
 - Ways the university can invite community into the university in a low cost way
- Specialization vs. how the bureaucracy functions
 - Interactional function
 - Autonomous sub-units

II. Why engage in CAS Strategic Planning? What do we hope to achieve through this process? (Facilitated by Sarah Rosaen)

- Identify common goals and how to achieve those goals
- Who are we?
- Respond to the perceived sense of chaos within CAS – from outside
- Because we need to engage in the conversation
- Participation in the process leads to successful implementation
- Help us to determine why CAS is unique and what do we bring to the whole
- Plan could be an advocacy for resources
- Revive intellectual stimulation – this is exciting stuff!
 - Rally around the engagement
- So that we aren't the passive recipients to change
- We need to be active agents of change
- If we can define our story...
- We need a unified vision of the UMF educational experience across schools and colleges
- We need a common definition of engaged citizens
- We need to understand each other in CAS

How will we be different?

- We will be better positioned in the institution
- We will know our strengths and weaknesses
- We will be more cohesive – “more college knowledge”
- We will have a sense of the collective good

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- We will have a plan to advocate for what we need
- We will embrace similarities and break down barriers between departments
- We will have time and space to create collaborations and relationships / we will be stronger together
 - Incentive, reward, recognition, P&T
 - More even distribution of services
- We will have a consistent message and consistent experience

How will student success be enhanced because of the process?

- CAS student will become engaged citizens
 - Recognize identity from CAS – core values
- CAS will have a definition of student success beyond just getting them graduated
- Our story and values will promote passion in students
- We can deliver a more consistent experiences – deep, meaningful
- Could be more internally motivated
- Promotion of love and learning

Student Success

- Connected mentorship
- They become engaged citizens
 - They understand and articulate they are transformed
 - Have the ability to reflect

III. Processes – Defining our overall timeline and component steps – planning September 8 retreat (facilitated by Shelby Newport)

Barriers to successful CAS Strategic Planning

- Lack of engagement
- Cynicism
- Time
- Not a priority
- Reflexive oppositionalism
- Not a habit
- Traditional
- Experience
- Competition
- Lack of trust
- Disagreement with process (even later down)
- Rushing

Who are our Stakeholders

- Faculty
 - Each discipline
 - Tenure, lecturers
- Committees
- Staff
 - Admin
 - Non-admin
 - Tech
 - Facilities
 - Executive
- Students and alumni
 - International
 - Domestic
 - Online
 - Graduate
 - FITIAC
 - Transfer
 - Student government
 - DEEP
 - Majors vs. gen ed only
- Community
 - City of Flint
- University
- University system: A2, Dearborn
- Each Unit
- Regents
- State of Michigan
- Industry reps
- Executive officers
- Labor reps

September 8th

- Planned by interim working group
- Good food and drinks (e.g. whiskey) (4)
- What could the September 8 retreat look like?
 - Role of various stakeholders
 - Emphasize how much we want to hear from everyone

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Three major components:

- 1) Recap – summarize work already completed by University and in CAS, including today's retreat
- 2) Present models of planning
 - Decide on model and involvement opportunity
- 3) Learn about each of the departments?

Prompts for departments to introduce themselves at September 8 retreat

- Identify 2 or 3 ways your department could intersect with other departments
- Identify 2 or 3 ways your department is unique
- ??
- Invite Julie Peterson to plan/facilitate

- Decide on process
- Elect committee?
- Planned feedback before or during meeting
- Book room

Possible Steps in Strategic Planning

- Departmental buy-in through agenda
- What are the meetings we will have, what is the progression (clear structure)
- Ability to amend process
- Flexibility of process (balance)
- Build in reflection
- Role of stakeholders
- What are final working groups
 - 1,2,3...stages of these
- Summarize university strategic planning and CAS data and announce commencing
- Present models of strategic planning and vote or voice
- Widespread consultation before starting
- Community building
- Potential models
 - All
 - Department level
- Learn about all departments
 - Exploratory – interim working group
 - Research
 - Planning
- September 8th committee
 - How can other stakeholders contribute?

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- After meeting longer term process implemented
- Models

Themes (* = highest votes from section 1 – Mapping CAS priorities to the University Strategic Priorities)

- *Identity – liberal arts and sciences
- *Whole curriculum and how it connects to gen ed and resources
- *Promote and develop sense of community, culture, atmosphere
- *Interdisciplinary programs
 - Innovation
- *Citizenship
- Cohesion
- Resources

Volunteer Committee for Summer Planning of September 8 all-college retreat

- Jennifer Alvey
- Rajib Ganguly
- Roy Barnes
- Mike Farmer
- Shelby Newport
- Consultant: Julie Peterson

Large Group Forums (Sept 2017 – April 2018)

- Topics
 - Learning about departments
 - Stakeholders
 - Student input
 - Celebration
- How many large group forums make sense in the coming year?
 - 3/sem
 - Fall/winter/final
 - Gov. faculty meetings
 - Standing committees

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Parking Lot (things we want to remember but do not want to take up in conversation at this moment)

- Make all faculty enroll at rec center to build resources and encourage community building
- Wed/Thur alternate CAS meeting

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- P&T to change and adapt
- What should me
- What is good and then what is possible