



STRATEGIC PLANNING SUMMARY – MARCH 2017

The following activities were planned and executed to inform both future CAS strategic planning and the university's current strategic planning efforts. As CAS represents over half of the institution in credit hours and faculty numbers, a strong and unified CAS voice is necessary at both levels for the successful future of our institution.

CAS has endeavored to be transparent and inclusive during all steps of this process, and has encouraged faculty leadership to guide our priorities and efforts.

College of Arts & Sciences – SURVEY

College-wide strategic planning involvement began with a survey sent to all faculty and staff in February 2017. The CAS survey questions and process were decided at a meeting of CAS leadership – including Council of Chairs members, program directors, associate chairs, and Executive Committee members.

First, survey participants were asked to **choose and rank their five top priorities** from a list of 26 (developed at the CAS leadership meeting), with the option of adding and ranking an “other” entry. The second question asked: **what significant opportunities do we have ahead of us in the next 5 years?** Completed survey data, including ranking information for all options, were shared at two CAS open forums and by email to all College faculty and staff.

Survey results were used to decide the content and direction of the CAS Open Forums held on March 7 and 8, 2017.

Response rates to the CAS survey:

- Tenured & Tenure-Track faculty: 63%
- Staff: 67%
- Lecturer III or IV: 32%
- Lecturer I, II, or adjunct: 8%

QUESTION ONE INFORMATION:

Top priorities identified by the CAS survey:

- Address shortcomings in the current budget model
- Rethink general education and create standards for what constitutes a “gen ed” course
- Address salary gaps to improve recruitment and retention
- Strengthen professional development and pathways to promotion for tenure-track and LEO faculty
- Foster an inclusive and welcoming culture within CAS
- Cultivate understanding of CAS goals and the liberal arts

“Other” priority responses received:

- True Transparency across all aspects of CAS
- Advocacy on behalf of CAS to higher Administration
- Faculty governance.
- Improve faculty compensation more in line with being a University of Michigan (salary, fringe benefits, and work load).
- Strengthen pathways for tenure track and tenured faculty advancement and development (topic from the last strategic planning process).
- Improve consistency/transparency during the LEO major review process and improve support for lecturers preparing for review
- Support and Reward faculty research
- Improve respect for LEO faculty with professional expertise gained experiences outside of academia (in lieu of the terminal degree) that are so important to the student future careers. (We need a mix of both terminal degrees and on-the-job experience for best outcome of our students.)
- Support increased research activities
- Promote diversity among CAS leadership team. Split the college to two different colleges as CAS is too large that resulted inefficiency in operation
- Work with the assumption that all faculty are equally vested in the success of the college. That assumption should drive every decision, and every process. Situations where one faculty member exercises tremendous power over other faculty should be eliminated.
- Create/support a greater culture of literacy. So many of our students don't read...
- Fix disconnect in the broken system and timing of 1) student registration deadlines 2) departmental class scheduling & 3) the cancellation of classes by Dean
- Build a truly intentional, comprehensive, thoughtful system of advising all students every semester.
- Create a more logical, common sense, user-friendly survey. Drag and drop with this many options doesn't work well.

QUESTION TWO INFORMATION:

Common Themes from the “Significant Opportunities” Question:

- Defining and creating relevance of the liberal arts / Balancing STEM
- Viewing our place in Flint and the Water Crisis as opportunities; the CAS identity
- Examining curriculum, space, and learning styles to better suit student/retention needs
- Considering faculty, staff, and administrative needs and culture
- Reexamination of general education and the UM-Flint budget model

Next, find ALL RESPONSES to “**What significant opportunities do we have ahead of us in the next 5 years?**” organized by general categories related to the above themes.

Please Note: Although the items were organized into the category under which they *best fit*, we recognize that many items could have been included in multiple categories. All responses are included.

LIBERAL ARTS / STEM / CURRICULUM

- A major opportunity is better integrating liberal arts disciplines into the intellectual and academic life of the university.
- Opportunities to showcase STEM and involve liberal arts students in STEM activities.
- Developing signature programs (e.g., forensic science, environmental compliance, screenwriting)
- We should really be pushing STEM learning to move toward STEAM learning - where the A is a strong foundation in the Arts. It creates a more well rounded student, and provides current STEM students a new fresh perspective they may not have experienced.
- I think we can really improve our educational vision to provide students with a strong liberal arts background to improve their lives and employment opportunities.
- Showcasing the value of a Liberal Arts education + civically-engaged activity + appreciation of diversity + creative/imaginative/innovative thinking + keen interpersonal communication skills, for success in careers/employment/additional education. Society needs people with [knowledge]
- To create innovative and effective ways to provide access to education in fields and areas that will encourage creativity in the fields of technology and education.
- To develop ways that will incorporate the humanities and sciences in education through technological methods that are new and exciting.
- Traditional courses are changing rapidly and we need to keep up with what is relevant.
- Develop specialized programs based upon our location (urban renewal?) or targeted populations (energy studies).
- Increased research activities. Develop stronger community ties to support STEM research.
- Strengthen the foundational curriculum, not only for the most weakly prepared students but for all of our students: reading, writing, orientation to learning and the liberal arts and sciences. Strengthen all elements of general education. Think about deploying strongest faculty to lay the foundation of learning and match institutional needs and student potential: Who is teaching what, and what co-curricular programs are CAS faculty suited to leading?
- Online learning - opportunity to extend the UM brand nationwide; community engagement - opportunity to really show how well we can interact with and help further the resurgence of Flint and surrounding communities; Innovation in degree programs if we're responsive to the true needs of the state and region
- A Provost willing to invest in the College, its faculty, and research, who values and understands the liberal arts. We need to work with him, and not just utilize him, to spread that understanding across less in-tune administrators at the university level.
- How to make CAS and liberal arts seem relevant

OWNERSHIP OF PLACE / FLINT / WATER CRISIS / COMMUNITY ENGAGEMENT / CAS IDENTITY

- Community engagement for our students in Flint
- Rebuilding and rebranding both the university and the city of Flint after the water crisis. Also, Michigan's economy is slowly gaining steam after over a decade of stagnation, this could generate opportunities for our students and faculty members.
- Take advantage of negative Flint spotlight to distinguish ourselves on the national level. Be a force for good. We need to BE Flint.

- Hopefully Flint can receive upgrades to its infrastructure, which would be appealing to new businesses, potential residents, and future students. Keeping the campus well-maintained along with the repair of Flint's water system could be an attractive feature for incoming students. Promoting the university's potential for research would also be a significant opportunity. Flint could become a center of social science research in Michigan - it is within roughly 60 miles of three of the largest archives in the state; it has numerous valuable archives of its own with the Genesee Historical Collections, Perry Archives, and Kettering University Archives; and in light of the water crisis, Right to Work, and Emergency Management issues, Flint could be a valuable center for academic advancement in political science, sociology, philosophy, history, psychology, and others
- Connection with community, integration of technology to support education
- The opportunity to become leaders in modeling campus-community engagement
- Supporting immigrants in our community and leading community engagement and programs that support diversity and health
- to reassert/reorient CAS as central/foundational to the university; to take full/greater ownership of the "Flint" in UM-Flint; to ensure our faculty, staff, and students are supported and welcomed
- Joining Flint in its recovery from the water crisis and continued revitalization of the city.
- Maintaining our presence in competition with other regional schools and also as influential voice with UM-Ann Arbor
- We have the opportunity to assert ourselves as the largest unit in the institution as new units are being created, budgets reassessed, etc. It's a critical time to be more proactive than we have been in the past. Also, as we face enrollment threats on several fronts, it's a time to rethink strategies in terms of the types of programs we offer and the kinds of students we attract.
- Opportunities to attract donors given people know about water crisis.
- water
- Create two separate colleges: College of Arts and College of STEM. Some disciplines in CAS do not belong to liberal arts.
- Opportunities to engage outside of the university (in a range of different ways) in a town that is working hard to re-invent and re-imagine itself. University involvement in this process has paid off for other similar mid-western towns (e.g., Cleveland, Pittsburgh).
- There are a number of great resources and a desire for community-collaboration in Flint, that are just starting to be more inter-connected.
- Taking advantage of the new opportunities for space with the Murchie Expansion, University Towers, etc.
- Overcoming the water crisis
- Re-defining Flint
- Outreach beyond Genesee County
- Increased outside interests (from researchers, foundations, etc.) in response to the Flint water crisis, increasing interest in graduate and professional degree programs, especially those that feature significant online learning opportunities, Increasing interest in online courses at all levels
- Many chances to be LEADERS of the university—the College is where outside sources and university offices look when they need expert response to things happening in our world. We need to own that.

- Intact and clear-headed leadership for the first time in many years. Having dean who will own our direction and make tough decisions will go a long way to right things in CAS
- A city on the map—maybe less of a negative if we can harness the large amount of work being done very thoughtfully in the community. We need to own our unique role in making Flint a better place while keeping its FLINT identity intact.
- We have the opportunity to realize there is no magic fix to the things that are wrong. We have to have the guts and the follow through to face those problems and come up with realistic solutions. Let's develop our online programs, make sure that we have equipment that serves the student needs, have our financial aid guidance in line so we aren't losing people for something that should be easily fixed, and when we graduate someone, let's be confident they can go out and DO in the world.
- A revival after the water crisis

STUDENT NEEDS / RECRUITMENT / ENROLLMENT / RETENTION

- Increase student enrollment; SOME HOW provide more space for certain departments; work on morale issues in CAS
- International educational partnerships
- Opportunities to increase students enrollment, expand research activities and collaborations among faculty
- Trying to increase enrollments within CAS by broadening our geographic reach and marketing the liberal arts as better preparation for individual fulfillment, citizenship, and economic success through the cultivation of flexible, durable, and transposable skills for lifelong learning
- Develop relationships with area K-12 schools to give students in those schools a better awareness of "liberal arts" career paths and what general skills and abilities students need to develop to be successful in college.
- The growth of our DEEP programs and the untapped potential that they provide (on campus activities/classes, recruitment streams, marketing, etc.); the rebranding of the University in the face of the water crisis as an anchor institution,
- Targeting non-traditional students such as retirees who just want to take a course to learn (not earn a degree). The kind of students who take classes at the Flint Institute of the Arts.
- Michigan has one of the highest percentage of adults who have some college but never finished out of all the 50 states. We should develop much better back to college paths that allow the people to use the credits they acquired and also devise a way to count some truly relevant life experiences for credit
- Recruitment and retention
- Opportunity to truly serve local community that is finding it harder and harder to afford college.
- Increase student enrollment. At the same time, gen. ed. must be addressed to benefit CAS. CAS is the money maker, but CAS is not properly rewarded.
- I think we have the opportunity to maintain our enrollment. Stop trying to grow all the time and maintain. Then we know our needs from year to year.
- Recruiting and retaining students as well as staff. Proving to the community that the cost of education will truly enrich their minds as well as provide them with a career that would not on eliminate any debt accrued due to studies but, will keep them out of poverty. SOME CHANGES IN EDUCATION HAVE TO BE MADE.

- Expanding the DEEP program in area High Schools
- Developing partnerships with feeder high schools should be more important than ever.
- Coming up with ways of dealing with shrinking demographics in the surrounding areas. We need to use the new buildings to help us reach out past our traditional area of Genesee County.
- Student recruitment in states that still have significant numbers of HS graduates

FACULTY / STAFF / ADMINISTRATION NEEDS & CULTURE

- Highly motivated pre-tenure faculty full of energy and enthusiasm, ready to change the world with research and ideas. We need a support system, mentoring, avenues and incentives to pursue and be successful in these opportunities, and (more importantly) a culture that encourages us to succeed....not hold us back.
- Changing the way education is delivered to be more inline with how the world is changing. What we used to do may no longer work. Look at alternatives to tenure. Just because someone achieves tenure shouldn't mean they have to remain in the classroom if they are no longer giving the students what they need. Our tenured faculty have so much to offer but it may not be in the classroom. Are there better ways to teach? For students to learn?
- Opportunity to improve alignment of incentives/rewards such as promotion with CAS goals. For example, if you pressure faculty to participate in more retention/student success efforts outside of the classroom--this should be rewarded more so than scholarship (which suffers due to time constraints).
- There is always an opportunity to replenish faculty and staff through new hires, training, etc.
- We have the opportunity to rethink how the college services its faculty and students with the additional spaces that will be available in the shift to new buildings. Creating administrative "hubs" or "pods" would help ensure that faculty and students can receive assistance on a more regular basis and provide much-needed backup for staff. These "hubs" or "pods" could also bring a sense of team and accountability for the staff which isn't necessarily the case now.
- Opportunities to consolidate and reduce the number of administrative offices that are redundant and expensive and ineffective.
- Once faculty are happy and are thinking about their jobs and not about "silly politics" at work (all these worries are removed) will translate to happiness for everyone, and excellent progress, in my opinion.
- We have a real problem with how we are paying and retaining young faculty. Especially in the sciences. Most of the monies available for college growth are in STEM fields and we pay entering assistant professors in the sciences and liberal arts nearly the same when the reality is that most STEM faculty could make 50-75% more in industry. Aside from that issue, the other big opportunity is addressing our budget model and our general education classes. Simply put, we do not have the hold on general education that our college should and this is in part because too many classes are being given general education attributes. This hurts us in the budget model because we are relying on our majors to fund the college, even though we have a number of small departments that are not sustainable with their number of majors yet have large overhead in terms of administrative costs.

- Junior faculty who are excited about interdisciplinary work, research and community engagement--yet not many incentives and or structures to help them pursue these avenues at UM-Flint.
- Junior faculty who see the academic job landscape changing--at least slightly--and are trying to find unique approaches to pursue their passions while thriving in the academy (e.g., competitiveness of grant funding leading faculty to reconsider the ways research is done and/or how they can pursue their teaching/research/service passions in the academy)
- High-quality and talented young faculty coming in who can make a difference and who can be welcomed to an environment of activity and excitement, rather than one of ennui and negativity. How are we developing them to be tomorrow's department and discipline leaders?
- Passion. Always passion. Our College houses an incredibly dedicated group of people who care so much about what they do. This can be a significant opportunity if we are aligned in a way that lets them do what they love, rather than being mired down in bureaucracy and monotonous details. Put your talent where it can shine, and put the people who can support them in the right positions.
- Development of real thinkers coming out of CAS

GENERAL EDUCATION & BUDGET

- make a better gen ed for our students!
- The budget model has to change so the Gen Ed curriculum can change. Recruiting.
- We need to increase our enrollments and decrease our spending. Taking care of these two issues are a top priority.
- Moving out of current budget scenario and into an empowering one
- If Gen Ed is restructured, possibilities are limitless - but without it we will continue to diminish.

OTHER

- improve our facilities/buildings
- To implement beneficial changes that have been avoided.
- To right size our College and University (in number of students, faculty, staff, and facility) so as to create a consistent and confident faculty and staff which will create stability in programming so students can matriculate in a reasonable and efficient manner.
- Quite frankly, I see no opportunities in CAS
- We have many, if we adopt a stronger enterprising spirit. Growth and security can be obtained through such a spirit.
- To embrace an evolving technologically based society which will enhance the lives of those who have not had an opportunity to access what technology has to offer.
- With the addition of the new wing of the Murchie I see our programs being able to grow quickly. I don't believe if everything goes as planned that we will have enough space. This is always the concern.
- Development of all resources in the College
- Lets do it. Not just say we are going to do it. There is a big difference and faculty, staff, and students see it. I am tired of hearing the same thing over and over here and nothing getting done.

- The opportunity to communicate better as a whole from the top down.
- See previous answer (five ranked priorities).
- Good freshmen with the merit scholarships. A lot of alumni who are happy with their educations. New conference center that can bring professionals to our campus to learn what we do.
- Fruits of the capital campaign

College of Arts & Sciences – OPEN FORUMS

CAS Leadership, with the help of consultant Julie Peterson, distilled feedback from the survey into six topics for open forum discussion: **Staff Support & Culture, General Education, Student Success & Preparation, Faculty Support & Culture, Community Engagement, and Budget.** At the open forums, CAS staff and faculty members chose a table to sit at based on their choice of discussion topic. They were asked to first discuss the survey priorities through the lens of university planning, and to pick the top three priorities CAS should advance to university leadership. Next, they were asked to discuss why their table topic should be a university priority.

OPEN FORUM DISCUSSION:

Following are themes taken from both discussions and table notes, organized by topic:

STAFF SUPPORT & CULTURE

- Staff members are essential to both faculty and student success: they possess broad institutional knowledge, are a consistent presence from semester to semester, the face of offices, and can make a significant impact on student retention and experience. Staff members view themselves as a foundation of the institution.
- Pitfalls can arise when long-serving staff members leave and do not have an opportunity to train replacements and pass along their knowledge. This is hard for the institution and the incoming staff members.
- Frustrations were expressed over salary/authority to responsibility ratios; the uncertainty that comes with regular leadership changes (at department, office, unit, and university levels); a lack of voice and collective identity in the university; and the university not seeing a connection between the issues of faculty and staff (e.g., staff would also like to seek interdisciplinary solutions to problems).
- Staff member duties vary widely from office to office—even those with the same job title can perform very different functions. This can cause confusion, miscommunication, and a lack of understanding of staff roles, and disparity/dissatisfaction in compensation.
- Professional development is important, but doesn't always hit the mark with staff. Alternatives should be explored that focus on skills and expertise—including viewing the staff themselves as a resource.
- Supervisors should know the goals of their individual staff members so they can be connected to the pathway that suits them—some want to stay in their position for their career, others view their current job as a stepping stone.
- The university has limited ways to recognize staff members for their work and achievements.

GENERAL EDUCATION

- General education reform and budget reform are closely tied. The current model is viewed as a competition for credit hour dollars—one that divides us.
- As an institution, we have to define and believe in the mission/goals of educating our students. This is important for the professional schools and CAS.
- Data, both past and current, should be used to help make decisions about our general education model. Student input is also important.
- Our general education approach should define us as a university and reflect our values.

- How do we guarantee our courses and units are truly satisfying our general education attributes? How do we balance content needs vs. degree requirements? Do our attributes match accreditation needs? Are we duplicating courses?
- When courses aren't required, do we lose focus on student success? Are there higher failure rates for courses that aren't required? Is "required" our only measure for "important"?

STUDENT SUCCESS & PREPARATION

- Students are why we are here—a belief embraced by UM-Flint on all levels. Our dedication to student success should drive all other plans.
- Many issues affect student success, including budget model and faculty/staff culture.
- How do we define success? How do our students define it? How do we embrace the many definitions of 'success' held by our student body? How do we learn about them? How do employers define a successful graduate? Who is responsible for student success? Solely faculty, or the university as a whole?
- We are not meeting our obligation of graduating students. Retaining students needs to be a university-wide priority, moral as well as financial.
- Pitfalls for students include: available financial aid, preparedness for college level work, course availability/diversity/reliability, flexibility for nontraditional-student realities.
- We have a start with SEM, professional advisors, revised curriculum—but it's not enough.
- How well do we understand student experience at UM-Flint? What can it tell us about why our students are leaving for MCC or where they fall through the cracks? What systems are hard to navigate or under-utilized? What is their journey from start to finish and from K-12 to college? How do we prepare them for what comes after college?
- How do the College and schools' missions differ from UM-Flint? Should they be universal?
- K-12 and pre-college prep are out of our control; what *can* we control? How can we respond to the wide variety of student preparation?
- Do our data and claims align? e.g., we claim to serve non-traditional students, but what are their retention rates vs. traditional students?

FACULTY SUPPORT & CULTURE

- Faculty/student interactions are one of the strongest pillars of the UM-Flint experience.
- Expectations of service do not always match incentives/recognition/evaluation. The considerable time spent advising, mentoring, working in community engagement, writing grants, organizing independent study/internships, etc., may not factor into review and promotion as faculty feel it should. Can impact quality of teaching.
- The need for expert faculty is not reflected in salary offerings.
- Research is a key component of faculty and student experience, yet its funding and celebration are not a priority.
- Faculty need support just like staff members: professional development, increasing morale, mentoring, recognition, social opportunities, and chances for interdisciplinary interactions.
- Junior faculty are a resource and an opportunity for the university to advance, yet many struggle in their early years—too much committee work, asked to teach untested courses, isolated.

COMMUNITY ENGAGEMENT

- Community Engagement can be found in our city, county, region, state, country, and across the globe. Recognize that it has many definitions.
- “Engagement” should be a two-way street between the university and outside stakeholders.
- Our approach to community engagement defines us as an institution and sets us apart; it enhances research, learning, and retention, gives students a personal connection to their work, raises awareness and perception of the university, and builds trust and credibility—but only if it’s done right.
- Turns situations like the Water Crisis into a learning situation with potential positives—rather than a negative. Same for our location in general.
- Changes perceptions about the university—making it a first choice institution or a new consideration for many.
- Brings diversity to the student experience and curriculum.
- Offers the best venue for interdisciplinary approach/connection.
- Creates opportunity for funding support by aligning with donor missions.

BUDGET

- Most are seeking balance and transparency for budget planning, process, and allocations. Communication is key on all levels.
- The budget acts as a behavioral model for the institution; it should reflect our values, priorities, and goals.
- The current model limits planning by departments and units—funding realities often differ from projections; “saved” monies aren’t guaranteed.
- Our budget model should represent the current university; we are using a model designed for the UM-Flint of the past.
- We tie up almost all of our money in salaries—this is not enough to attract students and advance the university. We must invest in academics and the future.
- Budget messaging should match budget practice—many find upper-level administration hiring out of line with the climate of “crisis” felt around the budget.

SUMMARY

Consultant Julie Peterson helped us summarize the results of our survey and forum discussions after all were completed:

- CAS exists with a culture and network of care and concern—for students, faculty, and staff.
- We have a need to identify and reconnect with our mission of being educators in a liberal arts institution.
- Our people are our greatest resource and make all other things possible.

Summary Results from the Top 3 Strategic Priorities the COLLEGE should advance in University Strategic Planning

	1st=3, 2nd=2, 3rd=1	Occurrences		
	average	1st	2nd	3rd
Address shortcomings in the current budget model	1.57	2	2	1
Improve inter-departmental and internal communication within CAS	1.14	2	1	
Rethink general education and create standards for what constitutes a “Gen Ed” course	1.00	1	1	2
Address salary gaps to improve recruitment and retention	0.43	1		
Student Success & Preparation	0.43	1		
Cultivate understanding of CAS goals and the liberal arts	0.29		1	
Increase marketing and promotion of CAS programs	0.29		1	
Develop revenue streams beyond tuition, including donor and foundation support	0.14			1
Enhance community engagement in Flint and surrounding areas	0.14			1
Build better connections with industry to support curriculum, student careers	0.14			1
Consider “foundational learning” programs (such as summer bridge or boot camps) to ensure our students are prepared to succeed	0.14			1
Create intentional and ongoing relationships with area K-12 schools and programs	0.14			1
Define pathways for students beyond degree requirements, including preparation and outcomes	0.14			1

CAS RANKING OF STRATEGIC PRIORITIES IN ORDER HIGHEST RANKINGS
(Recorded so Higher Averages indicate Higher Priority (1st rank=5, 2nd rank=4... 5th rank=1, unranked=0)
Survey conducted February 13 through February 17, 2017, N of Cases=140

Strategic Priority	Ave. Rank	Percent Respondents Ranking Item:					
		1st	2nd	3rd	4th	5th	Not Ranked
Address shortcomings in the current budget model	1.88	4.29	8.57	7.86	10.71	20.00	48.57
Rethink general education and create standards for what constitutes a "Gen Ed" course	1.60	5.71	8.57	2.86	14.29	14.29	54.29
Address salary gaps to improve recruitment and retention	0.96	2.14	4.29	8.57	7.86	5.71	71.43
Strengthen professional development and pathways to promotion for tenure-track and LEO faculty	0.91	2.86	4.29	2.86	7.86	7.86	74.29
Foster an inclusive and welcoming culture within CAS	0.79	3.57	1.43	3.57	2.86	10.00	78.57
Cultivate understanding of CAS goals and the liberal arts	0.77	2.86	2.86	2.86	4.29	8.57	78.57
Address staffing and administrative structures to better support the College, programs, and students	0.73	7.14	3.57	5.71	5.00	4.29	74.29
Recruit/retain diverse faculty and staff to enhance the student experience	0.69	2.86	2.14	7.14	6.43	2.86	78.57
Increase marketing and promotion of CAS programs	0.64	3.57	5.00	9.29	2.86	2.14	77.14
Develop revenue streams beyond tuition, including donor and foundation support	0.61	7.86	2.86	6.43	3.57	2.86	76.43
Improve inter-departmental and internal communication within CAS	0.50	3.57	4.29	3.57	1.43	4.29	82.86
Enhance community engagement in Flint and surrounding areas	0.38	2.86	5.00	5.00	0.71	1.43	85.00
Better align incentive and reward structures to support College goals and long-term thinking	0.38	1.43	2.86	2.86	2.86	2.14	87.86
Build better connections with industry to support curriculum, student careers	0.34	4.29	1.43	2.86	2.86	1.43	87.14
Build a K-12 pipeline to CAS by capturing participants in existing outreach programs	0.33	3.57	2.14	2.14	2.86	1.43	87.86
Activate critical resources for student internships and career support	0.32	2.14	6.43	2.86	2.14	0.00	86.43
Strengthen professional development and career pathways for staff	0.31	2.14	2.14	4.29	2.14	0.71	88.57
Consider "foundational learning" programs (such as summer bridge or boot camps) to ensure our students are prepared to succeed	0.31	5.00	2.86	2.14	0.71	2.14	87.14
Promote interdisciplinary work through improved incentives and structures	0.29	3.57	2.86	0.71	3.57	0.71	88.57
Create better data systems that are tailored to CAS and department needs	0.29	4.29	2.86	2.14	2.14	0.71	87.86
Create intentional and ongoing relationships with area K-12 schools and programs	0.28	1.43	2.86	0.71	2.86	1.43	90.71
Other (please specify):	0.26	1.43	1.43	2.86	0.71	2.14	91.43
Develop a greater sense of College-level agency to accomplish goals (e.g., representation in governance)	0.25	3.57	2.86	2.14	1.43	0.71	89.29
Strengthen and streamline processes for developing and vetting new academic programs	0.23	1.43	2.14	0.71	2.86	0.71	92.14
Define pathways for students beyond degree requirements, including preparation and outcomes	0.21	0.71	2.14	1.43	2.14	0.71	92.86
Strengthen alumni engagement and capture better contact information	0.13	1.43	1.43	0.71	0.71	0.71	95.00
Develop strategies to connect with parents of potential students	0.06	0.00	0.71	0.71	0.71	0.00	97.86

Distribution of Survey Results: Tenured 42.8 Tenure-Track Faculty 16.7%; Lecturer III or IV 9.4%; Lecturer I, II, or adjunct 8.0%; Admin Staff 16.7%; Non-Admin Staff 6.5%.
Response Rates: Tenured and Tenure-Track Faculty 63%; Staff 67%; Lecturer III or IV 32%; Lecturer I, II, or adjunct 8%.