

# **Vision, Commitments and Action Plan**

College of Liberal Arts and Sciences  
2021-2025

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## Preface

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CLAS faculty provided over 190 pages of feedback on the draft CLAS visioning plan. There was widespread support for the draft vision statement, though numerous units provided suggestions for improvement. The result is a vision statement that embodies the draft statement but that now leads with liberal education and explicitly names students and scholarship/creative activity as College values.

The feedback revealed which strategies and tactics generated enthusiasm amongst CLAS faculty and staff. Units also pointed out where they are already engaged in the tactics outlined in the draft document. This information will allow the College to build on the good work that is already happening, which is consistent with the Appreciative Inquiry approach we've been taking in our planning. The vision, commitments, strategies, and initiatives outlined here will help us to focus our collective attention on impactful college-wide and university-wide priorities and provide units a guiding framework as they set their own priorities.

A leitmotif in the feedback from units across CLAS was a concern that many of these strategies and tactics were worthy of support but that they would be under-resourced and that they would lead to an unsustainable increase in workload. This is a real concern that implementation teams need to consider. In order to acknowledge visioning-related workload and to signal College support for this work, this document provides details on the resources that will be committed to planning efforts.

The CLAS action plan focuses on areas where the energy from units was strongest and reduces and integrates the broad scope of commitments, strategies, and tactics in the draft vision document to two signature initiatives and three support initiatives.

Signature initiatives are college-wide priorities. They represent the integration of strategies and tactics that engendered the greatest amount of enthusiasm across the most units in CLAS. These curricular/pedagogical initiatives will be led by Faculty Fellows and implementation teams, and the Dean's Office will help coordinate the work and invest the necessary resources.

Support initiatives address strategies and tactics that resonated with faculty and staff in CLAS, and that intersect with the work that is occurring in the signature initiatives. Because the three support initiatives are also tied to institutional priorities and administrative structures, the CLAS Dean's Office will steward the work in collaboration with Faculty Council, the Graduate Directors Council, the Faculty Development Committee, unit heads, staff and faculty.

CLAS remains focused on the five commitments outlined in the original draft plan. Those commitments are delineated on pages 5-6 below, and have been prioritized and reformulated in response to feedback. Numerous strategies and tactics from across the five commitments in the original CLAS document inform each of the initiatives here, and the relevant strategies have been combined to identify a single strategy for each initiative.

There was broad support for the commitment to center diversity, equity, inclusion, and access, especially for fostering an inclusive and equitable workplace for staff and faculty and improving efforts to recruit and retain staff, faculty, and students from underrepresented populations. As the signature and support initiatives began to take shape, it became clear that DEIA was an integral part of all of this work. Instead of a separate initiative focused on DEIA, we elected to identify relevant strategies and tactics and include them in each of the initiatives. All implementation teams will be responsible for integrating DEIA strategies into their work. The CLAS Associate Dean for Inclusive Excellence and the soon-to-be-formed CLAS DEIA Committee will support this work in each of the initiatives.

There are clear points of intersection between all five initiatives. Faculty Fellows and the CLAS Dean's Office will form a guiding coalition, and this group will meet regularly to check in, engage with campus partners, share ideas and progress, build on connections and intersections, and problem-solve. Administrative/project management support for teams will be provided by the CLAS Dean's Office.

**Signature Initiative 1:** Faculty expressed enthusiasm for creating high-impact experiences for all students and articulating curriculum in terms of skills and competencies. With support from more than twenty CLAS units, this strategy effectively represents a commitment to a college-wide vision for the future of public liberal arts and sciences education in CLAS. Units provided details on numerous ongoing activities designed to engage community partners and alumni, and there is interest in building on this strong base of alumni relationships and community partnerships to create experiential learning opportunities and to enhance student understanding of the career-related skills and competencies gained through the university curriculum and co-curriculum. Units also wanted faculty scholarly/

creative activity and expertise to be an integral part of teaching and learning. This initiative addresses all five CLAS commitments.

**Signature Initiative 2:** Many (though not all) units were excited about the idea of collaboration within and across units and the university to create a more multidisciplinary, theme-based curriculum. Tactics that received support range from the creation of CLAS courses co-taught by faculty from across the College, to the development of multidisciplinary programs as well as skills-based badges and microcredentials, to supporting students in mixing and matching these learning opportunities as they define their goals. This initiative addresses CLAS commitments 1, 2, 3 and 4.

**Support Initiative 1:** There was strong support for the commitment to becoming a student-ready college, and based on unit feedback, this is now Commitment 2: Supporting Student Success. Units wanted to strengthen faculty and professional advising in the College, and there were pockets of enthusiasm throughout the feedback for many of the tactics. One of those tactics—redesigning high DFWI courses with a focus on inclusive and experiential pedagogies and embedded student support—aligns with a key university-wide priority outlined in the Strategic Enrollment Management Plan (SEMP). CLAS has been asked to coordinate work on this priority, which will be led by faculty with expertise in inclusive pedagogy and student academic success. This group will be part of an implementation team that will work to expand CLAS academic success programs, improve CLAS student learning outcomes, close equity gaps in CLAS, and improve CLAS retention and graduation rates. This initiative addresses CLAS commitments 1 and 2.

**Support Initiative 2:** This is a broadly focused initiative that integrates elements of CLAS commitments 1 and 3 to focus on improving support for faculty and staff in the College. There is a strong DEIA component to this work that includes improving our efforts to recruit, hire, and retain faculty and staff from underrepresented populations. This team will also look at ways to improve professional development and leadership opportunities, to enhance support for research, scholarship, and creative activity, and to rethink how CLAS imagines faculty workload.

**Support Initiative 3:** The feedback on strategies and tactics related to graduate programs has been compiled and shared with the newly-formed CLAS Graduate Directors Council for prioritization and action. The goal of this initiative will be to ensure that the college is supporting units with graduate programs to develop a vision and action plan for enhancing graduate education in CLAS. This initiative addresses all five CLAS commitments.

## Vision Statement

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**Through our commitment to liberal education, CLAS strives to be an inclusive and equitable community of inquiry where students, staff and faculty collaborate to pursue and create knowledge, to enact global citizenship, and to engage and support our many communities. (Jan. 2022)**

## Commitments

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The College of Liberal Arts and Sciences will realize our vision through five commitments.

### **Commitment 1: Centering Diversity, Equity, Inclusion, and Access**

We value and work to foster a community in which inclusion, equity, access, and respect for difference sustain, and are sustained by, a liberal education that is accessible to and beneficial for all.

### **Commitment 2: Supporting Student Success**

We value the uniqueness and the diversity of human experiences and standpoints and support a student-ready approach to the continuous improvement of CLAS structures and processes.

### **Commitment 3: Creating a Workplace Where Faculty and Staff Can Thrive**

We value structures and processes that provide faculty and staff opportunities to develop as professionals and leaders, that support a reasonable balance of time and energy across all areas of our lives, and that provide opportunities to connect and build relationships. We value the life of the mind, in all its forms, and recognize that the creation of knowledge and the dissemination of knowledge are closely connected activities for teacher-scholars.

### **Commitment 4: Teaching and Learning Through Engagement**

We value a curriculum with an emphasis on pathways, experiences, collaborations, and connections that occur within and across courses, disciplines, co-curricular and extra-curricular activities, and career plans. We believe that student engagement should be a top priority in all disciplines and at all levels, so that students understand the value of education as a lifelong process instead of viewing each course or degree solely as a means to an end.

## Commitment 5: Engaging Our Alumni and Communities

We value reciprocal relationships with alumni and other community partners. Alumni are valuable allies as we strive to create experiential learning opportunities for our students and to enhance student understanding of the career-related skills and competencies gained through their university curriculum. We seek dialogue with current and potential community partners, and we will develop partnerships around their needs and goals.

### [Aligning With Reach Higher 2025](#)

The CLAS vision and five commitments are grounded in Grand Valley State University's institutional values: *Inquiry, Inclusive and Equitable Community, Innovation, Integrity, and International Perspectives.*

The CLAS vision and five commitments guide the College in fulfilling Grand Valley State University's mission: *At Grand Valley State University, we empower learners in their pursuits, professions, and purpose. The University enriches society through excellent teaching, active scholarship, advancement of equity, and public service.*

The CLAS vision and five commitments lead the College to act in alignment with Grand Valley State University's vision: *Grand Valley State University will prepare globally minded citizens for the future they face and the communities they shape. Our community of educators will create and employ innovative approaches to liberal education and professional programs that center on and prepare students for a lifetime of continual learning and growth.*

Through the Signature and Supporting Initiatives described below, CLAS will activate Grand Valley State University's three overarching commitments: *An Empowered Educational Experience; A Lifetime of Learning; A Culture of Educational Equity.*

# Action Plan

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The CLAS action plan focuses on two signature initiatives and three supporting initiatives.

- **Signature Initiative #1: Experiential Learning and High-Impact Practices**
- **Signature Initiative #2: Multidisciplinary Collaboration**
- **Supporting Initiative #1: Enhancing Student Success Through Academic Support**
- **Supporting Initiative #2: Supporting Faculty and Staff Success**
- **Supporting Initiative #3: Supporting Graduate Programs**

## Signature Initiative #1

### *Experiential Learning and High-Impact Practices*

#### Strategy

High-impact experiential learning that draws on learning science, the scholarly/creative activity of CLAS faculty, strong alumni networks, and reciprocal community partnerships in Grand Rapids, West Michigan, and beyond is integrated into CLAS courses and curricula. CLAS students have access to a variety of high-impact experiences, and students, staff, and faculty value this curriculum in terms of the skills and competencies that students acquire. *(This strategy supports all three Reach Higher commitments: An Empowered Educational Experience, A Lifetime of Learning and A Culture of Educational Equity.)<sup>1</sup>*

#### Initiative Goals

- To make a College-wide commitment to experiential learning, and to explore possibilities for providing experiential learning opportunities for all students in all CLAS programs.
- To ensure that changes to the curriculum are grounded in inclusive pedagogy.
- To build on alumni relationships and reciprocal community partnerships to create experiential learning opportunities, to enhance student understanding of the career-related skills and competencies gained through their university curriculum, and to support the missions and visions of our community partners.
- To enhance institutional support systems for faculty and student scholarly/creative activity as an integral part of teaching and learning.

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<sup>1</sup> Integrated Strategies

Strategy 1.3 (Curriculum) High-impact practices—undergraduate research, study abroad, internships, community-based learning, project and problem-based learning, and other forms of experiential learning—are available to all students.

Strategy 1.4 (Curriculum) Students, staff, and faculty value/understand curriculum in terms of skills and competencies, rather than as “courses to check off.”

Strategy 4.1 (Alumni/Community): Enhance alumni relationships and networks.

Strategy 4.2 (Alumni/Community): Expand CLAS partnerships in Grand Rapids, West Michigan, the state, and beyond.

Strategy 5.4 (Thriving) Further support scholarly/creative activity and promote a strong link between these activities and teaching/learning.

## Initiative Description

The Experiential Learning and High-Impact Practices Team will research, design, launch, assess, and share several pilot projects that have the potential to be implemented across the College. The team should review the evidence base for the kinds of projects they are considering; draw upon institutional strengths and expertise as they design the projects; develop a sensible timeline for piloting the projects, including setting and assessing goals and KPIs; and share the results across CLAS to determine next steps, including plans for scaling the work up, revising the approach or the timeline, and/or bringing more units into the work.

In the unit-level review of the draft visioning document, there was strong enthusiasm for this set of strategies and associated tactics. The team will need to gain an appreciation of the breadth and depth of work that units across CLAS are already doing. For instance, they should evaluate the many alumni outreach programs and initiatives in place across the College and identify promising practices and barriers to their success. The team will draw on the detailed unit feedback as they begin their work, but here are the predominant themes:

## Current Work

See an [on-going list of current work for Strategic Initiative #1](#).

## Opportunities

See an [on-going list of opportunities related to Strategic Initiative #1](#).

## Structures

- Review and revise tenure and promotion documents to reflect the CLAS commitment to high-impact practices and experiential learning, including undergraduate research, alumni outreach, internships/practica, project-based and problem-based learning, community-based learning, community-engaged scholarship, and the scholarship of teaching and learning. Revision of the CLAS document would require collaboration with Faculty Council.
- Designate resources to scale up experiential learning opportunities and to eliminate hurdles for students.
- Create/support regular professional development and learning opportunities for faculty and staff engaging in this work.
- Address challenges and inequities around how this kind of work is assigned, recognized and counted in faculty workload.
- What CLAS staff positions would need to be created?
  - Undergraduate research coordinator?
  - Support for community-based learning?
  - Internship cultivation and coordination?
  - Support staff for alumni engagement?



## Participants

<b>Faculty Fellows</b>	TBD
<b>Dean Leads</b>	Donovan Anderson, George McBane, Kris Pachla
<b>PSS Support</b>	Heidi Nicholson and Mona Silva
<b>Team Members</b>	TBD
<b>Campus Partners</b>	Faculty Teaching and Learning Center/Christine Rener; Office of Undergraduate Research and Scholarship/Susan Mendoza; Office of Community Engagement/Travus Burton; Alumni Relations/Susan Proctor; Career Center/Stephanie Jensen and Lisa Knapp; Presidential Fellow/Robert Talbert; students; others?

## Funding

- This funding plan is for the first two years. Funding will come from College reserves. The Deans and Faculty Fellows will work on fundraising and grant-making plans with Development.
- Faculty Fellows will receive reassigned time of one course per semester (or credit for significant focus each semester) as well as summer compensation of \$1500 for 50 hours of work; team members will receive summer compensation. Pay will be \$1000 for 50 hours of work, details TBD.
- The team will be assigned an operating budget on the order of \$17,500 per year for piloting, assessing, and sharing their work.

## Pilot Timeline

<b><i>Winter 2022</i></b>	Deans and Faculty Fellows recruit team members and develop goals, agendas, and materials for summer work.
<b><i>Summer 2022</i></b>	Teams work together, primarily in May and June (150 hours). Goal is to research and design one or more pilot projects and to develop a timeline for launching and assessing them.
<b><i>Fall 2022</i></b>	Launch and assess.
<b><i>Winter 2023</i></b>	Launch and assess.
<b><i>Summer 2023</i></b>	Share results and determine next steps for AY23-24 and Summer 2024.

## Signature Initiative #2

### Multidisciplinary Collaboration

#### Strategy

The CLAS learning environment is relationship-rich, characterized by multidisciplinary collaboration grounded in disciplinary expertise and open engagement with difference as a strength within society. *(This strategy supports all three Reach Higher commitments: An Empowered Educational Experience, A Lifetime of Learning and A Culture of Educational Equity.)*<sup>2</sup>

#### Initiative Goals

- To enhance learning opportunities for students and faculty at the intersection of our strengths in collaborative inquiry, engaged teaching and learning, and disciplinary expertise.
- To enhance institutional support systems for multidisciplinary work, including addressing current institutional barriers.

#### Initiative Description

The Multidisciplinary Collaboration Implementation Team will research, design, launch, assess and share one or more pilot projects that have the potential to be implemented across the College. Possibilities include but are not limited to: the development of several team-taught multidisciplinary/DEIA-related courses; the development of several new multidisciplinary programs/credentials; and an engaged/public/digital humanities initiative. The team should review the evidence base for the kinds of projects they are considering; draw upon institutional strengths and expertise as they design the projects; develop a sensible timeline for piloting the projects, including setting and assessing goals and KPIs; and share the results across CLAS to determine next steps, including plans for scaling the work up, revising the approach or the timeline, and/or bringing more units into the work.

In the unit-level review of the draft visioning document, there was strong enthusiasm for this set of strategies and tactics. The team will use the detailed feedback as they begin their work, but here are predominant themes:

#### Current Work

See an [on-going list of current work for Strategic Initiative #2](#).

#### Opportunities

See an [on-going list of opportunities related to Strategic Initiative #2](#).

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<sup>2</sup> Integrated Strategies:

Strategy 1.1 (Curriculum) Faculty in CLAS collaborate within and across units to create a more multidisciplinary, theme-based curriculum.

Strategy 1.2 (Curriculum) Create and invest in structures that promote multidisciplinary collaboration in teaching, scholarship/creative activity, and service, so as to activate a relationship-rich CLAS community.

Strategy 2.4 (DEIA) The CLAS learning environment is characterized by respectful and open engagement with difference as a strength within society.

## Structures

- Review and revise tenure and promotion documents to reflect the CLAS commitment to multidisciplinary collaboration, including curriculum and program development work and acquisition of skills related to problem-based, project-based, and community-based learning pedagogy. Revision of the CLAS document would require collaboration with Faculty Council.
- Define rubrics to assess pilots, including student learning outcomes and the impact of collaboration on units.
- Consider how to help faculty and units to connect; in addition to Digital Measures, we would need a designated and resourced person to coordinate across departments.
- Reach out across campus to work on simplifying the curriculum approval process so that we can be more agile.
- Reach out across campus to change the way we conceptualize and reward team teaching.

## Participants

<b>Faculty Fellows</b>	TBD
<b>Dean Leads</b>	Tammy Shreiner and Dwayne Tunstall
<b>Team Members</b>	TBD
<b>PSS Support</b>	Rafael Juarez-Yuen and Heidi Nicholson
<b>Campus Partners</b>	Faculty Teaching and Learning Center/Christine Rener; Registrar/Pam Wells; Gen Ed Committee/Griff Griffin; Provost's Office/Ellen Schendel; students; others?

## Funding

- This funding plan is for the first two years. Funding will come from College reserves. Deans and Faculty Fellows will work on fundraising and grant-making plans with Development.
- Faculty Fellows will receive reassigned time of one course per semester (or credit for significant focus each semester) as well as summer compensation of \$1500 for 50 hours of work; team members will receive summer compensation. Pay will be \$1000 for 50 hours of work, details TBD.
- The team will be assigned an operating budget on the order of \$17,500 per year for piloting, assessing, and sharing their work.

## Pilot Timeline

<i>Winter 2022</i>	Deans and Faculty Fellows recruit team members and develop goals, agendas, and materials for summer work.
<i>Summer 2022</i>	Teams work together, primarily in May and June (150 hours). Goal is to research and design one or more pilot projects and to develop a timeline for launching and assessing them.
<i>Fall 2022</i>	Launch and assess.
<i>Winter 2023</i>	Launch and assess.
<i>Summer 2023</i>	Share results and determine next steps for AY23-24 and Summer 2024.

## Supporting Initiative #1

### Enhancing Student Success Through Academic Support

This initiative supports the university's [Strategic Enrollment Management Plan](#).

#### Strategy

CLAS faculty and staff are committed to student learning and academic success, including the learning and success of students from underrepresented and minoritized groups, and lead ongoing efforts to enhance student retention, graduation and belonging. *(This strategy supports all three Reach Higher commitments: An Empowered Educational Experience, A Lifetime of Learning and A Culture of Educational Equity.)*

#### Initiative Goals

- To coordinate and expand CLAS academic success programs.
- To improve CLAS student learning outcomes.
- To close equity gaps in CLAS.
- To improve CLAS retention and graduation rates.

#### Initiative Description

The Enhancing Student Success Implementation Team will research, design, launch, assess, and share several pilot projects that have the potential to be implemented across the College. The team should review the evidence base for the kinds of projects they are considering; draw upon institutional strengths and expertise as they design the projects; develop a sensible timeline for piloting the projects, including setting and assessing goals and KPIs; and share the results across CLAS to determine next steps, including plans for scaling the work up, revising the approach or the timeline, and/or bringing more units into the work.

In the unit-level review of the draft visioning document, there were clusters of enthusiasm for this set of strategies and tactics. The team will use the detailed feedback as they begin their work, which will begin by exploring five complementary tactics: redesign select gateway (high DFWI) courses; refine and expand academic and social supports such as tutoring, supplemental instruction, peer mentoring, and cohort-based approaches; refine and expand advising as the university moves towards requiring advising for all students new to GVSU; develop co-curricular and experiential learning maps for each CLAS major; review curricular complexity in CLAS majors and create new curriculum guides to support advising and student planning.

#### Current Work

See an [on-going list of current work for Supporting Initiative #1](#).

#### Opportunities

See an [on-going list of opportunities related to Supporting Initiative #1](#).

## Structures

- Review and revise tenure and promotion documents to reflect the CLAS commitment to enhancing student learning and academic success. Revision of the CLAS document would require collaboration with Faculty Council.
- Using evidence-based models, determine the best ways to resource and coordinate academic and social support within units, across the College, and across the university.

## Participants

<b>Faculty Fellows</b>	Debbie Herrington and Janet Vigna
<b>Deans Leads</b>	Betty Schaner, Dwayne Tunstall, and Keigh-Cee Bell
<b>Team Members</b>	TBD
<b>PSS Support</b>	Mona Silva and Kristin Winfrey
<b>Campus Partners</b>	Faculty Teaching and Learning Center and the NSF ASPIRE project/Christine Rener and John Golden; Director of Faculty Initiatives for Student Success/Brian Hatzel; Regional Math and Science Center/Kris Pachla; unit-level success center leads/Marcia Frobisch and Sarah Clark; Director of Student Success Programs/Michael Messner; students; others?

## Funding

- This funding plan is for the first two years. Funding will come from College reserves. Deans and Faculty Fellows will work on fundraising and grant-making plans with Development.
- Gateway/DFWI Faculty Fellows will receive reassigned time of one course per semester (or credit for significant focus each semester) as well as summer compensation of \$1500 for 50 hours of work; team members will receive summer compensation. Pay will be \$1000 for 50 hours of work, details TBD. The other projects will be led by Dean Leads.
- This initiative will be assigned an operating budget on the order of \$20,000 per year for piloting, assessing, and sharing their work, with allocation across projects TBD.

## Pilot Timeline

<b><i>Winter 2022</i></b>	Deans and Faculty Fellows recruit team members and develop goals, agendas, and materials for summer work.
<b><i>Summer 2022</i></b>	Teams work together, primarily in May and June (150 hours). Goal is to research and design one or more pilot projects and to develop a timeline for launching and assessing them.
<b><i>Fall 2022</i></b>	Launch and assess.
<b><i>Winter 2023</i></b>	Launch and assess.
<b><i>Summer 2023</i></b>	Share results and determine next steps for AY23-24 and Summer 2024.

## Supporting Initiative #2

### Supporting Faculty and Staff Success

*This initiative supports the university's Network of Advisors for Racial Equity plan.*

#### Strategy

CLAS will recruit and retain faculty and staff from underrepresented populations, foster an inclusive and equitable workplace for all, and value and support the diverse kinds of work that our faculty and staff do.<sup>3</sup> (*This strategy supports all three Reach Higher commitments: An Empowered Educational Experience, A Lifetime of Learning and A Culture of Educational Equity.*)

#### Initiative Goals

- To improve efforts to recruit, hire, and retain faculty and staff from underrepresented populations.
- To enhance support for research, scholarship, and creative activity in CLAS.
- To enhance support for faculty and staff in CLAS who seek to develop leadership skills and expertise in DEIA.
- To improve support and compensation for faculty who are not on the tenure track.
- To rethink how CLAS imagines faculty workload.

#### Initiative Description

The Supporting Faculty and Staff Success Implementation Team will research, design, launch, assess, and share several pilot projects that have the potential to be implemented across the College. The team should review the evidence base for the kinds of projects they are considering; draw upon institutional strengths and expertise as they design the projects; develop a sensible timeline for piloting the projects, including setting and assessing goals and KPIs; and share the results across CLAS to determine next steps, including plans for scaling the work up, revising the approach or the timeline, and/or bringing more units into the work.

This implementation team will be tasked with a broad set of goals that range from DEIA-related issues to supporting scholarship/creative activity, enhancing professional development opportunities for faculty and staff, and re-evaluating how we understand faculty workload. When thinking about hiring, it is clear that CLAS needs to improve our recruitment and pipeline development efforts. Multiple units expressed support for the idea of cluster hires as a means to diversify our faculty. A conversation about staff and faculty retention will need to consider climate issues—in CLAS, at Grand Valley, and in the local community—as well as improvements to our mentoring programs and more support for professional development. This group should also consider ways to enhance support for the

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<sup>3</sup> Strategy 2.1 Foster an inclusive and equitable workplace for staff and faculty.

Strategy 2.2 Improve efforts to recruit and retain faculty, staff and graduate students from underrepresented populations.

Strategy 2.3: Recognize the positive value of DEI work performed by staff and faculty in annual evaluations and personnel actions.

Strategy 5.1 We recognize that faculty and staff have unique strengths and interests that change throughout their career, and we value all kinds of faculty and staff work.

scholarly/creative agendas of women and faculty of color, particularly as we assess the impact of the pandemic on faculty productivity. The idea of providing College leaders and others with DEIA training was supported by many units in CLAS, although there is concern about the extent to which DEIA training is actually impactful.

In the unit-level review of the draft visioning document, there were clusters of enthusiasm for this set of strategies and tactics. This implementation will be led from the CLAS Dean’s Office with support from the College DEIA Committee, the Faculty Development Committee, and Faculty Council. The team will draw on the detailed unit feedback as they begin their work, but here are predominant themes:

**Current Work**

See an [on-going list of current work for Supporting Initiative #2](#).

**Opportunities**

See an [on-going list of opportunities related to Supporting Initiative #2](#).

**Structures**

- Establish the CLAS DEIA Committee.
- Expand the implementation of inclusive hiring practices and mentoring programs.
- Review and revise tenure and promotion documents to reflect the priorities related to faculty success (e.g. commitment to professional development, support of DEIA activities, and commitment to scholarship/creative activity). Revision of the CLAS document would require collaboration with Faculty Council.

**Participants**

<b>Faculty Leads</b>	CLAS committees will work with the Dean’s Office to advance these priorities: the DEIA Committee, the Faculty Development Committee, and Faculty Council.
<b>Dean Leads</b>	Dwayne Tunstall, Michelle McCloud, and Donovan Anderson
<b>Team Members</b>	TBD
<b>PSS Support</b>	Rafael Juarez-Yuen and Heidi Nicholson
<b>Campus Partners</b>	Division of Inclusion and Equity; Office of Undergraduate Research and Scholarship/Susan Mendoza; Center for Scholarly and Creative Excellence/Bob Smart; Provost’s Office/Ed Aboufadel; Faculty Teaching and Learning Center/Christine Rener; others?

**Funding**

- This funding plan is for the first two years. Funding will come from College reserves. Deans and Faculty Leads will work on fundraising and grant-making plans with Development.



- Team members will receive summer compensation. Pay will be \$1000 for 50 hours of work, details TBD.
- The team will be assigned an operating budget on the order of \$5,000 per year for piloting, assessing, and sharing their work.

### **Pilot Timeline**

<i><b>Winter 2022</b></i>	Deans and Faculty Leads develop goals, agendas, and materials for summer work
<i><b>Summer 2022</b></i>	Teams work together, primarily in May and June (150 hours). Goal is to research and design one or more pilot projects and to develop a timeline for launching and assessing them.
<i><b>Fall 2022</b></i>	Launch and assess.
<i><b>Winter 2023</b></i>	Launch and assess.
<i><b>Summer 2023</b></i>	Share results and determine next steps.

## Supporting Initiative #3

### Supporting Graduate Programs

#### Strategy

CLAS will support units with graduate programs to develop a vision and action plan for enhancing graduate education in CLAS. *(This strategy supports all three Reach Higher commitments: An Empowered Educational Experience, A Lifetime of Learning and A Culture of Educational Equity.)*

#### Initiative Goals

- Create more funding opportunities for graduate students, including instructional/academic support duties in the undergraduate curriculum.
- Develop programs to support the mental health and belonging of graduate students, including underrepresented and international graduate students.
- Enhance administrative support for marketing, recruitment and admissions processes.
- Expand current graduate programs where appropriate, and collaborate within CLAS and across colleges to design new graduate credentials/programs.

#### Initiative Description

The Supporting Graduate Programs Team will research, design, launch, assess, and share several pilot projects that have the potential to be implemented within and across graduate programs in the College. The team should review the evidence base for the kinds of projects they are considering; draw upon institutional strengths and expertise as they design the projects; develop a sensible timeline for piloting the projects, including setting and assessing goals and KPIs; and share the results to determine next steps, including plans for scaling the work up, revising the approach or the timeline, and/or bringing more units into the work.

#### Participants

<b>Faculty Leads</b>	Representatives from The Graduate Directors Council
<b>Dean Leads</b>	Jennifer Drake and George McBane
<b>Team Members</b>	TBD
<b>PSS Support</b>	Kristin Winfrey and Rafael Juarez-Yuen
<b>Campus Partners</b>	Division of Inclusion and Equity; Center for Scholarly and Creative Excellence/Bob Smart; Office of Graduate and Lifetime Learning/Kara Van Dam; The Graduate School/Jeffrey Potteiger; GVSU Deans; students; others?

#### Funding

- TBD once details of a plan are in place.

## Pilot Timeline

<i>Winter 2022</i>	Graduate Directors Council evaluates unit feedback related to graduate programs in CLAS and selects an implementation team. The team establishes priorities for graduate programs and decides how best to plug into the summer work of other implementation teams.
<i>Summer 2022</i>	Members of this team work together, primarily in May and June (150 hours), as necessary.
<i>Fall 2022</i>	Launch and assess.
<i>Winter 2023</i>	Launch and assess.
<i>Summer 2023</i>	Share results and determine next steps.