**CLAS Visioning, Winter 2021**

**Strategy and Innovation Group (SIG) Syllabus**

Readings are posted on the project website:

<https://www.gvsu.edu/clas/clas-strategic-planning-1050.htm>

***Session 1: Centering Inclusive Excellence: Becoming a Student-Ready College for Future Learners***

**Seminar Date:** Friday, February 5th, 1:45 p.m.-3:15 p.m.

**Goals:** Understand the framework of inclusive excellence and what it means to be a student-ready college; talk about changing student needs and our current and future learners.

**Guiding Questions:** Who are our current and future learners? In what ways are CLAS and GVSU student-ready, and where are our areas for growth? How would we need to re-envision CLAS classrooms, curricula, and support structures to truly keep our promises to *all* students?

* Jeff Selingo, “The Future Learners”
* Tia McNair et al., *Becoming a Student-Ready College: A New Culture of Leadership for Student Success*
	+ Chapter 1: “In Search of the Student-Ready College”
	+ Chapter 3: “Making Excellence Inclusive to Support Student Success”
	+ Chapter 5: “Demonstrating Belief in Students”
* American Association of Colleges and Universities (AAC&U), “What Liberal Education Looks Like”
* Cathy Davidson, *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux*
	+ Chapter 2: “College for Everyone”
* *Chronicle of Higher Education,* “The Truth About Student Success”
	+ “Improving the Educational Experience” (27-38)
	+ “Integrating Academic Support” (39-48)
	+ “Promoting Students’ Well-Being" (49-55)
* Optional
	+ GVSU Fireside Chat: José Antonio Bowen, “Tools for Nudging Student Success”
		- [https://youtu.be/A5IdiYJ-50](https://youtu.be/A5Idi_YJ-50)

***Session 2: What is the College of Liberal Arts and Sciences now? What might the College and the university become?***

**Seminar Date:** Friday, March 5th, 1:45 p.m.-3:15 p.m.

**Goals:** Discuss GVSU’s planning process and the current CLAS mission, vision, and values (which are also the founding CLAS mission, vision, and values); review the national conversation on liberal arts and sciences; begin to imagine alternate possibilities for CLAS and the university.

**Guiding Questions:** How have GVSU and CLAS understood and approached public liberal arts and sciences education since the university’s founding? What are core values, strengths and assets that might root and inspire how we adapt to ensure a thriving future? What adaptations to our mission, vision, values, curriculum, and teaching/learning practices might be needed?

* Planning
	+ GVSU History (Note: we are tracking down some archived narratives so this assignment may change)
		- <https://www.gvsu.edu/universityhistory/>
	+ CLAS Mission, Vision, Values, and Strategic Plan (current)
		- <https://www.gvsu.edu/strategicplan-view.htm?entityId=ED129785-CE96-ED86-FEA02AB9BD10F136&entityType=college>
	+ Information on Reach Higher Together 2021-2025
		- What We’ve Learned: <https://www.gvsu.edu/reachhigher2025/what-weve-learned-2.htm>
		- What We’re Working On: <https://www.gvsu.edu/reachhigher2025/current-phase-identifying-emergent-patterns-12.htm>
* Liberal Arts and Sciences Education
	+ Cathy Davidson, *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux*
		- Introduction
		- Chapter 1: “Quarter-Life Crisis”
	+ AAC&U, *Liberal Education*, “Building a New Liberal Education”
		- <https://www.aacu.org/liberaleducation/2018/fall>
	+ David Staley, *Alternative Universities: Speculative Design for Innovation in Higher Education*
		- Introduction: “On Innovation in Higher Education”
		- Chapter 5: “The Liberal Arts College”
		- Conclusion: “Existential Crisis and Existential Possibilities”
	+ Optional
		- GVSU Fireside Chat: British Philosopher talks importance of the humanities.
			* <https://www.gvsu.edu/gvnext/2019/fireside-chat-british-philosopher-talks-importance-of-the-11321.htm>
		- GVSU Fireside Chat: Susan Ambrose, Senior Vice Chancellor for Educational Innovation, Northeastern University
			* <https://www.youtube.com/watch?v=OHqZ0c0d7h0>

***Session 3: Reimagining CLAS—Reimagining the University***

**Seminar Date:** Friday, March 26th, 1:45 p.m.-3:15 p.m.

**Goals:** Conversation about how we might change what we do to meet the challenges and opportunities that present themselves to us; consider the ideas presented in the literature and the ideas we have been hearing in the AI workshops.

**Guiding Questions:** Return to and link the two sets of guiding questions above.

* Stanford 2025, *Uncharted Territory: A Guide to Reimagining Higher Education*
* David Staley, *Alternative Universities: Speculative Design for Innovation in Higher Education*
	+ Chapter 1: “Platform University”
	+ Chapter 2: “Microcollege”
	+ Chapter 4: “Nomad University”
	+ Chapter 8: “The Institute for Advanced Play”
	+ Chapter 9: “Polymath University”
* Cathy Davidson, *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux*
	+ Chapter 5: “Palpable Impact”
	+ Chapter 8: “The Future of Learning”
* *Chronicle of Higher Education, “*The Innovation Imperative.: The Buzz, the Barriers, and What Real Change Looks Like”
	+ “The Barriers to Innovation” (15-30)
* Optional
	+ GVSU Fireside Chat: Jaime Casap, “Designing Education for the 21st Century”

* + - <https://youtu.be/iqs8PALzI1Y>