

Lyman Briggs College Strategic Plan

August 15, 2022



Lyman Briggs College

Strategic Plan

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MISSION AND VISION

Mission

Lyman Briggs College is a **residential, undergraduate, science-focused learning community** dedicated to **innovative and inclusive teaching, research, and engagement with the sciences** in their **diverse human, social, and global contexts**.

Vision

Lyman Briggs College **will transform what it means to be a scientist.**

Through **teaching and research, interdisciplinary collaboration**, and a **culture of support, inclusion, and mutual respect**, Lyman Briggs will build a world in which:

- Everyone can see themselves as active participants in the exploration of scientific knowledge.
- Greater inclusion and broader participation strengthen the knowledge gained from scientific research and practice.
- Scientists are compassionate, critical thinkers deeply engaged with the human, social, and global dimensions of their work.

Endorsed by Lyman Briggs College advisors, faculty, and staff in February 2021.



Lyman Briggs College
MICHIGAN STATE UNIVERSITY

A photograph of a group of students in a science laboratory. They are seated at lab benches, looking towards the right. The lab is equipped with various scientific instruments, including microscopes and fume hoods. The students are diverse in age and appearance. The text 'SCIENCES IN CONTEXTS' is overlaid at the bottom of the image in a large, white, sans-serif font.

SCIENCES IN CONTEXTS

GUIDING PRINCIPLES

The Lyman Briggs College strategic planning process is grounded in three guiding principles: we are committed to **diversity, equity, inclusion, and belonging**; we are a **home for interdisciplinarity**; and **we focus on each individual's development and growth**. It is from these principles that we embark on this ten-year strategic plan to advance our mission and vision.

A Commitment to Diversity, Equity, Inclusion, and Belonging (DEI)

LBC is committed to building ethical and inclusive structures, policies, and practices that consistently and effectively combat individual, interpersonal, systemic, and cultural oppression and to creating a culture of inclusivity that fosters belonging.

A Home for Interdisciplinarity

LBC invites and supports interdisciplinary teaching, research, and engagement by developing new ways to meaningfully think, learn, and collaborate across many disciplines.

A Focus on the Whole Person

LBC is dedicated to creating an environment in which each individual is supported to explore their curiosity, realize their potential, pursue their professional goals, and enjoy a balanced life.

AREAS FOR STRATEGIC GROWTH

The Lyman Briggs College 10-year strategic plan focuses on three strategic growth areas to advance our mission and vision:

- 1. Advancing Inclusive, Interdisciplinary, and Experiential Teaching, Advising, and Learning**
- 2. Growing Disciplinary, Interdisciplinary, and Collaborative Research & Scholarship**
- 3. Strengthening Community & Building Capacity**



The DNA of Lyman Briggs College

*Transforming what it means
to be a scientist*

Graphic representing the 2022 LBC Strategic Plan.
The DNA of Lyman Briggs College: Transforming what
it means to be a scientist



1. ADVANCING INCLUSIVE, INTERDISCIPLINARY, AND EXPERIENTIAL TEACHING, ADVISING AND LEARNING

LBC demonstrates excellence in providing students with a strong education in the sciences and their human, social, and global contexts. We recognize that student learning and development takes place in the classroom, through extra- and co-curricular activities, and through advising. Student learning and development are facilitated by LBC's residential nature, its small class sizes, and close collaborations between and among students, advisors, and faculty. LBC recognizes this inclusive, interdisciplinary, and experiential teaching, advising, and learning as critical to the nature and success of the college. During the coming ten years, LBC will improve each aspect of the student experience to help students achieve their personal, educational, and career goals.

ADVANCING INCLUSIVE, INTERDISCIPLINARY, AND EXPERIENTIAL TEACHING, ADVISING AND LEARNING

1.1. Goal: LBC provides exceptional inclusive teaching and learning experiences

Objectives:

1.1.1. Develop college-level learning objectives and assessments that include the integration of the sciences and the social and human dimensions of sciences

1.1.2. Develop expectations and aligned assessments for excellence in inclusive teaching and advising and support the development of faculty and advisors to meet those expectations

1.1.3. Evaluate, modify, and create majors and minors, including coordinate majors and minors, to provide relevant and meaningful pathways for student

1.1.4. Offer cross-disciplinary teaching opportunities that facilitate interdisciplinary learning

1.2. Goal: LBC supports the academic success of every student

Objectives:

1.2.1. Increase recruitment and supports for students from marginalized groups, students with financial need, and first-generation students

1.2.2. Increase the LBC graduation rate, with emphasis on decreasing equity gaps for students from marginalized groups, students with financial need, and first-generation students

1.2.3. Develop pathways and supports for transfer (MSU and external) students, especially those from marginalized groups and those needing more support in math

1.2.4. LBC promotes student well-being by applying an ethic of care in its teaching, learning, and advising

1.3. Goal: LBC offers every student the opportunity to engage in high-impact learning experiences and explore diverse career pathways

Objectives:

1.3.1. Develop a first-year experience that engages students in career exploration, exposes them to high impact learning experiences, fosters the LBC learning community, builds cohort relationships, and connects students with campus resources

1.3.2. Increase the transparency and availability of high-impact learning experiences

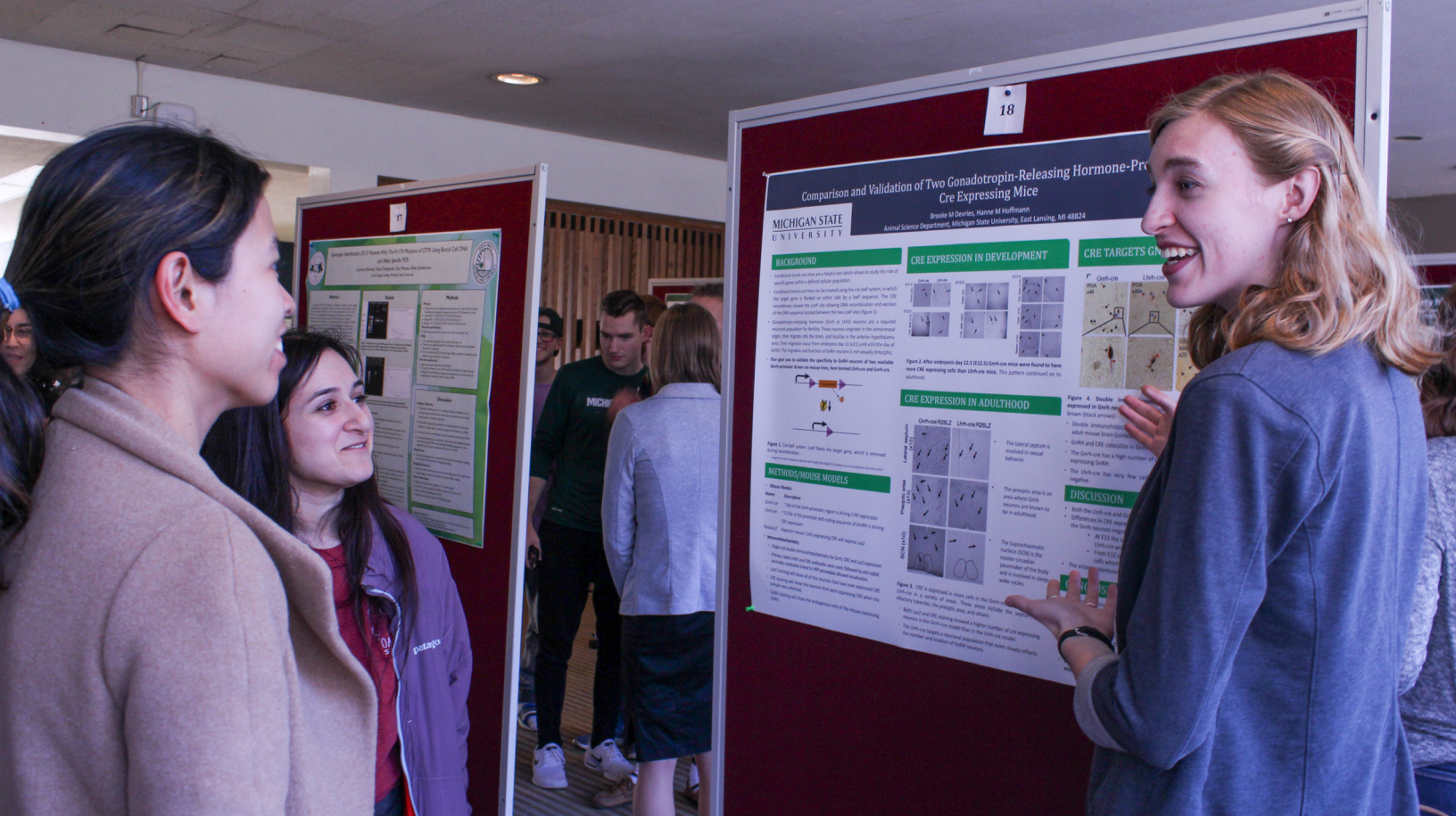
1.3.3. Increase the transparency and availability of peer-to-peer supports (i.e., instruction, mentoring, and advising)

1.3.4. Integrate career exploration into courses and advising from admission through graduation



2. GROWING DISCIPLINARY, INTERDISCIPLINARY, AND COLLABORATIVE RESEARCH & SCHOLARSHIP

LBC supports and champions disciplinary and interdisciplinary research. A distinctive strength of LBC is our interdisciplinary research, which is the result of our members' deep expertise within their disciplines and our configuration as a collaborative network of scholars. Within ten years, LBC will increase its research profile by identifying college research foci, supporting and elevating undergraduate and faculty research, and contributing to research centers.



2.1. Goal: LBC is a home for interdisciplinary and collaborative research and scholarship that creates new knowledge and informs decision making

Objectives:

- 2.1.1. Establish primary college-wide research foci that reflect the collaborative and interdisciplinary nature of LBC and its commitment to diversity, equity, inclusion, and belonging
- 2.1.2. Engage with existing and/or establish new research centers that support LBC research foci
- 2.1.3. Support and broadly disseminate LBC research and scholarship, with special emphasis on efforts supporting college research foci
- 2.1.4. Create collaborative research and scholarship spaces in Holmes Hall

2.2. Goal: LBC facilitates undergraduate research for all students

Objectives:

- 2.2.1. LBC students understand and articulate the value of class-based research
- 2.2.2. Establish primary college-wide research foci and build support for research in those areas
- 2.2.3. Increase equitable access to, and support for, students to engage in mentored research outside of the classroom, within and beyond LBC
- 2.2.4. Increase the nomination and sponsorship of students for MSU, national, and international fellowships and scholarships



3. STRENGTHENING COMMUNITY & BUILDING CAPACITY

At its heart, LBC is a community of people living, learning, and/or working together, which fosters deep connections and opportunities for collaboration. The broader LBC community encompasses advisors, alumni, faculty, staff, students (current and prospective), and other partners, such as parents/caregivers and donors, who are invested in LBC's mission and vision. LBC celebrates people with different beliefs, practices, and backgrounds and is committed to creating a space for all community members to follow their curiosity and pursue their academic, professional, and personal goals. Through the success of our community members, we will establish a strong reputation and advance our mission and vision. Over the next ten years, LBC will build and strengthen our community by securing the material, technical, and human resources necessary to meet the goals in this plan.

STRENGTHENING COMMUNITY & BUILDING CAPACITY

3.1. Goal: LBC recruits and supports a community of students, staff, advisors, and faculty with diverse identities, experiences, and expertise

Objectives:

3.1.1. LBC's graduating class increases the diversity in their fields of practice

3.1.2. LBC's faculty, advisors, and staff represent a wide range of identities to our students

3.1.3. LBC increases understanding of, and supports for, diversity, equity, inclusion, and belonging among faculty, staff, advisors, and students through regular climate and needs assessment

3.1.4. LBC supports the continuing development of students, faculty, advisors, and staff, with emphasis on skill-building to improve inclusion and create a sense of belonging

3.2. Goal: LBC is the place to study and teach sciences in their social, human, and global contexts

Objectives:

3.2.1. LBC graduates advance and apply interdisciplinary understanding of the sciences in their social and human contexts

3.2.2. LBC amplifies faculty and student research, teaching, and leadership

3.2.3. Increase LBC faculty's reputation as innovative and evidence-based instructors who focus on student learning and center DEI&B

3.3. Goal: LBC community members are invested in advancing LBC's mission

Objectives:

- 3.3.1. Increase LBC community members' ability to understand and articulate the Briggs experience
- 3.3.2. Increase parent/caregiver and family communication and programming
- 3.3.3. Increase alumni, donor, and partner involvement in LBC events and programming

3.4. Goal: LBC has the physical and monetary resources needed to advance this plan

Objectives:

- 3.4.1. Translate the Strategic Plan into funding priorities and meaningful giving opportunities
- 3.4.2. Grow and diversify annual philanthropic revenue
- 3.4.3. Assess and develop a plan for LBC's facilities that meets teaching and learning, research, and community goals, as well as exceeds basic health, safety, and sustainability standards



GLOSSARY OF TERMS

Terms to help navigate this document:

In this plan we articulate our mission, vision, and guiding principles. We also provide a set of goals and objectives to help define our direction for the next ten years. Future documents will also explore action items, strategies, and measures of success. For now, we include the following terms to help you navigate this document.

- **Mission:** A one-sentence statement describing the reason your organization or program exists. What you do and who/what you do this for.¹
- **Vision:** A short phrase describing the future you are ultimately working towards (i.e., your final destination or desired end state).²
- **Guiding Principle:** Organizing principles that are implicitly and explicitly connected to goals and objectives.
- **Goal:** desired states or conditions for the college in 10 years.
- **Objective:** Directional S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, and Timely) statements in support of the goal.

Terms related to our curriculum and plans for student learning:

We use these terms throughout the plan to refer to the different ways we engage our students. Specifically, we define each of these as follows:

- **Curricular:** Refers to courses taken for credit or activities belonging to academic study within a course, major, or college program. Connected to or part of a curriculum.
- **Extra-curricular:** Refers to activities or experiences falling outside of credit-bearing curricular experiences or independent of curriculum. Sports, clubs, and hobbies are types of extra-curricular activities for students. Extra-curricular is also an older term for such activities that also include student learning outside of courses, many of which now tend to be described as co-curricular. For example, the debate team might have traditionally been referred to as an extra-curricular activity but would now be more specifically considered a co-curricular activity based on its learning outcomes for students.
- **Co-curricular:**³ Refers to a subset of extra-curricular activities that are connected to specified learning outcomes and which complement or occur alongside academic study. “Co-curricular activities can include, but are not limited to: leadership programs, student employment, research positions, internships, and service-learning and civic engagement opportunities.” It also more generally refers to “non-credit educative activities”⁴. At MSU, we define a co-curricular experience as “any intentional learning opportunities, sponsored by an MSU office, staff member, or faculty member, that bear no academic credit. Co-curricular experiences also must have an

1 Taken from topnonprofits.com

2 Taken from topnonprofits.com

3 Quotes taken from My Spartan Story unless otherwise noted

4 Amthor-Shaffer, T. (2018). [New Co-curricular Record Will Illustrate Range of Student Learning Opportunities – MSU Hub for Innovation in Learning and Technology](#).

articulated link to student learning that are assessed.” These activities do not occur in for-credit courses but the focus on calling something co-curricular emphasizes its being a learning opportunity for its participants. A co-curricular record (like the Spartan Experience Record produced on the My Spartan Story platform at MSU) is a validated list of a student’s co-curricular activities on campus that helps students relate their college experiences to learning outcomes and describe those outcomes to potential employers. “The Spartan Experience Record is a signed, official, customized MSU record of non-credit student learning that a student may share alongside their academic transcript.” At Michigan State, there aren’t in principle restrictions on what type of extra-curricular activities can count as co-curricular. Nearly all activities can be connected to deliberate learning outcomes for students. Sports, for example, can have intentional leadership and/or teamwork learning outcomes for participating students. At MSU, both students and faculty members can propose activities to count for the co-curricular record. Other institutions might designate which types of activities are co-curricular or organize them around administrative units like student life or student affairs.

- **High-Impact Learning Experiences:** refer to experiences in college that engage students, promote deep learning, and have positive differential impacts for historically underserved groups of students. Examples include internships, study abroad, and undergraduate research experiences. These research-validated activities increase student retention, completion, and satisfaction rates; they are also known in the higher ed literature as “high impact practices (HIPs)” or “engaged learning practices” and were first described by the American Association of Colleges & Universities (AAC&U) in the introduction to their 2006 National Survey of Student Engagement (NSSE) annual report. HIPs specifically include:
 - 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
 - ePortfolios

LBC adds peer learning to this list of high impact experiences. Research shows that there are positive outcomes for students who become and who work with undergraduate learning assistants (ULAs).

The following six “engagement indicators” drive HIPs’ positive outcomes: HIPs should involve (1) considerable time and effort requirements for students, (2) facilitated learning outside of the classroom, (3) meaningful interactions between faculty and students, (4) collaboration across disciplines and cultures, (5) frequent and substantive feedback, and (6) reflection and integrative learning opportunities. Groups of students have had unequal access to HIPs, making them a target for institutional student success efforts.

- **Interdisciplinarity:** In this document, we use the terms interdisciplinary and interdisciplinarity to denote a range of activities that span several cross-disciplinary endeavors. These activities include multi-disciplinary activities, inter-disciplinary activities, and to some extent trans-disciplinary activities. For the purposes of this document, and in general in LBC, interdisciplinarity can be taken in its most broad terms and can encompass research or teaching that originates from interdisciplinary perspectives (i.e. individual instructors or researchers whose work incorporates multiple disciplines) to the broad collaboration of faculty from various disciplines and fields working within the same college toward common or shared goals (i.e. various STEM and HPS/STS faculty working within the same unit rather than in specific departments). The following definitions are taken from O’Rourke et al.’s chapter in *Strategies for Team Science Success*.⁵ In the chapter, they draw on multiple fields and authors to provide comprehensive definitions of the various terms associated with interdisciplinarity
- **Cross-disciplinary:** A generic cover term for any mode of research that involves the combination of different research perspectives, e.g., multidisciplinary, interdisciplinarity, and transdisciplinarity
- **Multidisciplinary:** “Research that involves more than a single discipline in which each discipline makes a separate contribution,”⁶ typically from their discipline-specific perspective in a way that does not result in a change to the disciplines
- **Interdisciplinary:** “Integrates knowledge and modes of thinking from two or more disciplines”⁷
- **Transdisciplinary:** Efforts that combine disciplines in creating “novel conceptualizations and methodologic approaches that transcend or move beyond the individual disciplines represented among team members”⁸
- **Diversity, Equity, Inclusion, and Belonging (DEI&B):** Our definitions of diversity,

5 O’Rourke, M., Crowley, S., Laursen, B., Robinson, B., & Vasko, S. E. (2019). *Disciplinary Diversity in Teams: Integrative Approaches from Unidisciplinarity to Transdisciplinarity*. In K. L. Hall, A. L. Vogel, & R. T. Croyle (Eds.), *Strategies for Team Science Success: Handbook of Evidence-Based Principles for Cross-Disciplinary Science and Practical Lessons Learned from Health Researchers* (pp. 21-46). Springer International Publishing. https://doi.org/10.1007/978-3-030-20992-6_2

6 National Academy of Sciences, National Academy of Engineering, & Institute of Medicine. (2005). *Facilitating Interdisciplinary Research*. The National Academies Press. <https://doi.org/10.17226/11153> p. 27

7 Mansilla, V. B., & Gardner, H. (2003). Assessing interdisciplinary work at the frontier: An empirical exploration of symptoms of quality. *Interdisciplinary Studies Project, Project Zero*. Harvard Graduate School of Education Publications. p. 27

8 Hall, K. L., Stokols, D., Moser, R. P., Taylor, B. K., Thornquist, M. D., Nebeling, L. C., Ehret, C. C., Barnett, M. J., McTiernan, A., Berger, N. A., Goran, M. I., & Jeffery, R. W. (2008). The collaboration readiness of transdisciplinary research teams and centers findings from the National Cancer Institute’s TREC Year-One evaluation study. *American Journal of Preventive Medicine*, 35(2 Suppl), p. 164. <https://doi.org/10.1016/j.amepre.2008.03.035>

equity, and belonging and inclusion reflect the current conversations around DEI&B and our attention to these issues within Lyman Briggs. They are drawn from several sources, including the MSU DEI Plan and the MSU Strategic Plan. These definitions should be revisited and discussed over the next ten years to be sure they continue to align with our community's conversations.

- **Diversity:** Diversity represents our varied collective (e.g., race/ethnicity, class, gender, or sexual orientation) and individual (e.g., personality, learning styles, and life experiences) identities and differences. We recognize that diversity is a central component of inclusive excellence in research, teaching, service, and outreach and engagement. We are committed to engage, understand, promote, and foster a variety of perspectives. We affirm our similarities and value our differences. We uphold that to truly be excellent, a university must support diversity.⁹
- **Equity:** Equity goes beyond fair treatment, opportunity and access to information and resources for all, although these are crucial to the success of the university. Rather, equity can only be achieved in an environment built on respect and dignity that acknowledges historic and contemporary injustices. We are committed to intentionally and actively redressing barriers, challenging discrimination and bias, and institutionalizing access and resources that address historical and contemporary social inequalities.¹⁰
- **Inclusion:** “The obligation that all [community members], regardless of background and individual attributes, feel valued by their respective institutions and effectively connected to and within them.”¹¹ Inclusion actively invites all to contribute and participate. In the face of exclusive differential power, we strive to create balance. Every person’s voice is valuable, and no one person is expected to represent an entire community. We are committed to an open environment and campus where student, alumni staff, faculty and community voices are equally respected and contribute to the overall institutional mission.¹²
- **Belonging:** “[Community Members’] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g. campus community) or others on campus (e.g. faculty, peers).”
- **Marginalized and/or underrepresented:** In this document, we include marginalized and underrepresented groups because individuals within these groups often face oppression. Our hope is to recognize and work to eliminate those forms of oppression.
- **Marginalized:** Those who are marginalized are “simply those who are less powerful, those whose voices do not really seem to matter, even when they have the

9 Taken from the Michigan State University Diversity, Equity, and Inclusion Plan

10 Taken from the Michigan State University Diversity, Equity, and Inclusion Plan

11 Peck, A., Rosch, D., & De Sawal, D. (2022). Student belonging: A critical pillar in the scholarship of diversity, equity, and inclusion in campus activities. *Journal of Campus Activities Practice and Scholarship*, 4(1), 5-11. <https://doi.org/10.52499/2022001>

12 Taken from the Michigan State University Diversity, Equity, and Inclusion Plan

space to talk about the serious issues that they face.”¹³ This marginalization can be historical or contemporary, and marginalization can refer to an individual or a group.

- **Underrepresented:** Groups whose representation in higher education is less than their representation in the state and national population.¹⁴ This underrepresentation can be historical or contemporary.
- **Oppression as a system:** According to Dionardo Pizaña, there are levels to oppression that make it a system.¹⁵ He defines these as follows:
 - **Individual (personal) oppression:** The personal level is associated with our values, beliefs and feelings about individuals different from us and ourselves. Growing up, we are given direct and indirect messages about our values and in many cases the institutions that we interact with as children and adults, such as our schools, faith communities, judicial systems, etc., support those values. If we are in the dominant groups based on race, gender, class, religion and other identities, we are also getting subtle and not so subtle messages of superiority or being the norm that others need to be measured against. Interestingly, I may never share my values or beliefs about others, but they can influence my interactions. For example, I may never share that I believe that ‘poor people are poor only because they make bad personal choices,’ but I can carry this in my mind and heart as I interact with people from a lower socioeconomic background.”
 - **Interpersonal oppression:** At the interpersonal level, the focus is on our actions, behavior and language as we interact with individuals different from us. If I believe that “poor people are poor based on bad personal choices,” I may try to change these individual’s thinking through shaming them for their choices, lecturing them on making better choices to improve their life outcomes or not taking into account the complexities of living in generational poverty. I may also struggle with understanding and acknowledging the importance of the language and names that people use to identify themselves and see this solely as a way to force me to be politically correct.
 - **Systemic oppression** (also called institutional oppression): The institutional level includes the rules, policies, procedures and practices, which are written and unwritten, within an institution that define who is welcomed and can fully participate or those that may be excluded or discriminated against full participation. A written policy may state that only individuals with certain degrees or formal education can apply for certain jobs, directly or indirectly, excluding individuals who may have informal experiences or other wisdom that could be considered as valuable for the position. An unwritten policy may be that as a male you need to keep your hair well groomed to be considered for a leadership role within the organization, possibly excluding men who grow their hair long for spiritual or religious reasons.
 - **Cultural oppression:** At the cultural level, our focus turns to how we define what is right, normal, the truth or beautiful. In short, the social curriculum that inundates

¹³ Ed. Curtis, P. G. (2021, October 19). *The Need for System Change to Help the Marginalized*. Inside Higher

¹⁴ Taken from the Michigan State University Diversity, Equity, and Inclusion Plan

¹⁵ The four kinds of oppression and their definitions are taken from Pizaña, D. (2017). *Understanding oppression and “isms” as a system*. MSU Extension.

us with on a daily basis in the media, in our textbooks and in our daily interactions across differences. It is a national leader saying, “All Mexicans are drug dealers, rapists and criminals,” and then national conversations and policies being informed by this “truth”. These cultural messages and norms can be direct and indirect and serve to maintain power and privilege for those in dominant groups (i.e., men, middle/owning class people, white people, people without disabilities, etc.).

ACKNOWLEDGMENTS

This plan was a community effort.

The Mission and Vision were created through a participatory process during 2019-2020 with leadership from Megan Halpern, Ellie Louson, Sam Cass, Alyse Collins, Jackie Richardson, Mark Waddell, Marisa Brandt, and Katie Hinko, and endorsed in February 2021.

The ideas in the strategic plan came from many community meetings of LBC staff, faculty, and advisors that took place May 2021 - May 2022, with the facilitation and leadership of Dr. Julie Brockman in the MSU School of Human Resources and Labor Relations.

The May 2022 draft was crafted by the Strategic Planning Team - Megan Halpern, Liz Ivkovich, Gerica Lee, Ellie Louson, Shahnaz Masani, Kirtimaan Mohan, and Ryan Sweeder - with input from Julie Brockman and Kendra Spence Cheruvelil.

LBC students and alumni provided feedback on that draft via a survey and focus groups, respectively. Special thanks to Richard Douglass (Briggs Class of 1978) for his suggestions. Some members of the LBC Leadership Team—Georgina Montgomery, Ryan Sweeder, Niki Rudolph, Blythe White, Liz Ivkovich, and Kendra Spence Cheruvelil—then used this feedback to make revisions and create a graphic during summer 2022.

We thank all of the Briggsies who participated and contributed to this plan.



Lyman Briggs College
MICHIGAN STATE UNIVERSITY