

College of Liberal Arts

St. Cloud State University

**Strategic Plan**

**2013-2018**

## Strategic Planning Group

### **For both the College of Liberal Arts and School of the Arts at various stages of planning and development:**

Beth Berila, Ethnic and Women's Studies Department Chair  
Jeffrey Bleam, Theatre and Film Studies Department Chair  
Mikhail Blinnikov, Global Studies Program Director  
Brad Chisholm, Film Studies  
Rich Dillman, Interim English Department Chair  
Joseph Edelheit, Religious Studies Program Director  
Lisa Foss, Associate Vice President/Associate Provost for Strategy, Planning and Effectiveness  
Kathryn Gainey, Interim Art Department Chair  
Betsy Glade, History Department Chair  
Debra Gold, Interim Sociology/Anthropology Department Co-Chair (ANTH)  
Peter Happel Christian, Art Department  
Mike Hasbrouck, Languages and Cultures Department Chair  
Bob Inkster, Interim English Department Chair  
Mark Jaede, History Department  
Chris Jordan, Film Studies  
Rob Lavenda, Sociology/Anthropology Department Co-Chair (ANTH)  
Joe Melcher, Psychology Department Chair  
Scott Miller, Music Department  
Mark Mills, Mass Communications Department Chair  
Stephen Pillion, Interim Sociology/Anthropology Department Co-Chair (SOC)  
Raymond Philippot, Interim Associate Dean  
Jeff Ringer, Communication Studies Department Chair  
Jim Robinson, English Department  
Roseanna Ross, Communication Studies Department Chair  
David Sebberson, Art Department Chair  
Jennifer Senchea, Communication Studies Department  
Kevin Sharpe, Philosophy Department Chair  
Lisa Splittgerber, Languages and Cultures  
Mark Springer, Dean  
Kristian Twombly, Music Department  
Leslie Valdes, Psychology Department Chair  
Terry Vermillion, Music Department Chair  
Dan Wildeson, Communication Studies  
Jiping Zuo, Sociology/Anthropology Department Co-Chair (SOC)

Faculty, student and community participants in open forums, pre-semester planning activities, and other input sessions.

## Introduction

In the summer of 2011, having emerged from a major restructuring of the University's college and school framework, the College of Liberal Arts and School of the Arts began work on developing a comprehensive five-year strategic plan. Among a fundamentally new group of disciplinary colleagues, College and School faculty, staff and administrators began meeting and engaging in thoughtful dialogue on the many opportunities before us. In the beginning, many were cautious, not yet comfortable with the College's new disciplinary configuration and managerial structures. This evolved quickly, however, when we recognized our shared desire for new possibilities and partnerships; items that were once limitations were now opportunities for change; roadblocks were opportunities for innovation.

As the first strategic plan for the new College and School, it is a roadmap for our shared journey. Our plan represents the culmination of many conversations and hours of difficult work, with great care given to collaborative processes, iterative planning and progress measures, and pragmatically considered timelines for implementation. It has been aligned with the University's strategic planning efforts, mission and vision, and four learning commitments: Active and applied learning; Community engagement; Sustainability; and Global and cultural understanding. We will continue to grow more closely together as time goes on, and ongoing refinement and frequent revisions to our plan will be needed to achieving our goals.

Our planning also revealed a collective sense of responsibility in providing the foundational liberal arts core coursework for all SCSU students. The American Association of Colleges and Universities (AAC&U) recently released the results of their 2013 nationwide survey of employers. 81% of employers wanted more emphasis on complex problem solving; 71% wanted more emphasis on innovation and creativity; 82% wanted more emphasis on critical thinking and analytic reasoning; and 80% wanted more emphasis on written and oral communication. Nearly all employers surveyed (93%) indicated that "a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major", and 80% agreed that, "regardless of their major, all college students should acquire broad knowledge in the liberal arts and sciences." These results mirror those to similar questions posed by the Minnesota State Colleges and Universities System to Minnesota employers and business leaders in 2012. These results demonstrate that if we are to prepare students well for the future, we need to remain engaged in emphasizing the skills our liberal arts programs and faculty provide students with every day. They underscore our shared belief that an education rich in the arts, humanities, and social sciences provides skills that are transferable across a lifetime of careers.

For those who choose to major in disciplines within the College and School, or for those who will experience us as part of another degree, the liberal arts create a lasting thirst for knowledge and foster a breadth and depth of mind that will serve our graduates well in every facet of their lives. Our strategic plan will guide our work in achieving these goals and prepare students for life, work and citizenship in the 21<sup>st</sup> Century.

## CLA Today

The College of Liberal Arts and School of the Arts officially formed in July of 2011 as part of a larger institutional reorganization. All departments and programs in CLA/SotA came from one of two colleges in the previous academic structure—the College of Social Sciences and the College of Fine Arts and Humanities.

CLA is the largest academic unit on campus, comprised of disciplines from the social sciences, humanities, and fine and performing arts. Embedded within CLA is a School of the Arts, which consists of the following departments: Art, Music, and Theatre and Film Studies. The School is distinguished as being the only university in the state with national accreditations in Art, Music and Theatre. Departments within CLA include Communication Studies, English, Ethnic and Women's Studies, History, Languages and Cultures, Mass Communications, Philosophy, Psychology, and Sociology and Anthropology. The Mass Communications Department and Applied Sociology program within the Department of Sociology and Anthropology also have national accreditation. There are also two College-level programs, Global Studies and Religious Studies, each with its own program director. The College is affiliated with undergraduate programs in African Studies, East Asian Studies, Latin American Studies, and partners with the School of Education in the delivery of the Master's-level Social Responsibility program.

The College and School serves almost 4000 declared or intended majors annually in its programs. The Departments of Mass Communication, Psychology, Art and English attract the most undergraduate majors in the College, respectively. In addition to the shared masters program in Social Responsibility, CLA/SotA also distinguishes itself by providing rigorous graduate programs in English, History, Mass Communications, Psychology, and Anthropology.

The number of full-time, tenured and tenure-track faculty in CLA exceeds 180, 95 percent of whom hold terminal degrees in their respective disciplines, and the College employs over 50 part-time faculty annually to deliver a wide variety of coursework and specialized instruction. The College also employs 25 full and part-time staff members who perform an array of critical tasks necessary for the functioning of the unit.

## Looking to the Future

The College and School are positioned to take advantage of a number of opportunities to create a vibrant and distinct identity. Though we bring together a wide range of disciplinary expertise, all departments and programs within the College share a strong commitment to teaching and student success, diversity, globalization, and social justice education.

As the home of 70 percent of annual available seats in St. Cloud State University's Liberal Education Program with courses available in 9 of the 10 Minnesota Transfer Curriculum goal areas, CLA/SotA has the unique opportunity to touch the lives of the majority of SCSU students, regardless of their chosen major. An intentionally developed liberal education curriculum has the ability to substantially impact the learning achievements and preparedness of all SCSU students, which can influence the reputation of not only CLA/SotA, but also the entire institution. At the same time, as students move through the Liberal Education Program, program faculty have a tremendous opportunity to expose and engage students in the disciplines of the College and School, leading to important recruitment opportunities.

The programs within the College and School, while diverse, also present the potential for interdisciplinary collaboration and program development around multiple perspectives that arise from the human condition. CLA/SotA is poised for intra-college interdisciplinary development, and the reorganization of SCSU provides the unit with an emerging opportunity for future inter-college program consideration.

In addition, many of SCSU's international engagements and partnerships are well rooted in College, such as the Universidad de Concepción program, multiple TESL agreements, and the work of the Intensive English Center. Because the level of experience and expertise in international program development is already strong within the College, additional development will provide us with distinction and a competitive advantage over other regional and peer institutions.

Finally, CLA/SotA has strong existing relationships with the community, and mutual engagement is a shared interest among faculty, staff and students of the unit. This commitment has the potential to be deepened and expanded to provide CLA/SotA and SCSU students with vital experiential learning opportunities. Within the College, the School of the Arts already has deep connections with our regional arts organizations, and a commitment to becoming a nexus point for enhancing the regional arts identity in partnership with the community.

## Challenges that Lie Ahead

The College and School also face challenges that must be addressed through its strategic planning efforts. Limited resources are possibly the most substantial challenge. Staffing patterns have not been stable over the last few years and the reliance on contingent faculty in many CLA programs risks their long-term stability and success. The advantages that arise from a majority stake in the Liberal Education Program also come with the demands of full teaching loads and limited resources for new investment, thus potentially limiting the College's ability to engage in new strategic initiatives and pursue innovation.

Most programs within the College have developed a strong identity individually, but the College as a whole lacks a cohesive thread that unites it. Even though CLA provides a substantial part of the Liberal Education Program, there is currently no shared collaborative structure to deliver a cohesive liberal arts education for the university; in fact, there are multiple understandings of what the liberal arts mean at SCSU. The absence of a shared identity could make the development of collaborative and interdisciplinary programs problematic until a better understanding of the disciplines within the College is developed.

Finally, as SCSU's largest College in faculty employed, student majors and credit generation, CLA will require more sophisticated and intentional structures for managing and incentivizing its work. Though some units within the College have department-level approaches, CLA currently lacks the structures across the College to move purposefully and strategically forward, especially in the area of collaboration and interdisciplinary development—work that is appealing to many faculty within CLA.

## CLA and SotA Mission, Vision & Values

Our mission, vision and core value statements were created through our planning work and provide the guiding framework for our strategic plan. Our mission statement describes why we exist, our vision statement lays out what makes us distinct and what we are striving to achieve and our core values describe what is foundational to us as a college that will guide our collective decisions and actions as we implement our plan.

### CLA Mission

We transform lives by—

- Cultivating critical thinking, analytical reasoning and creative expression;
- Uniting theory and practice to inspire innovation;
- Collaborating within and across disciplines;
- Instilling the capacities necessary to be life-long learners responsibly engaged in a diverse, globalized world.

### CLA Vision

To advance a multifaceted understanding of the diverse human condition and a breadth of perspectives necessary to imagine and apply solutions to challenges facing the communities where we live, work, and learn.

### CLA Values

The College of Liberal Arts values creating dynamic learning environments through—

- Faculty-student engagement
- Open inquiry
- Community dialogues
- Multicultural competence
- Scholarly and creative activity
- Interdisciplinary practices
- Free, respectful and responsible discourse

## **SotA Mission**

We engage in active arts experiences that inspire and produce creative contributions to artistic and scholarly discourse within our communities.

## **SotA Vision**

To lead in artistic creation, collaboration, and expression that promotes deeper understanding and engagement of complex questions facing our global communities.

## **SotA Values**

We value—

- Interdisciplinarity
- A balance of theory and practice
- Critical and reflective thinking
- Community engagement
- Risk-taking

## CLA Stakeholder Value Proposition

It is critical that the programs and services provided through the College of Liberal Arts and School of the Arts are designed to meet and exceed the needs and expectations of our diverse set of stakeholders. These stakeholder perspectives will drive our program development work, our stakeholder engagement and communication efforts and will frame how we measure our success.

The Faculty and staff of CLA/SotA are critical to the success of the College and School among its stakeholders. They are active and accomplished professionals and researchers who blend teaching and practice to engage students in creative, research, and scholarly processes. College and School faculty model intellectual curiosity and success in their field. They also promote environments that are open, inclusive and respectful. Through this engagement, they, too, are stakeholders in the success of the College and School. They will help fuel the success of the College and School among its remaining stakeholders.

### Students

Students (both CLA/SotA and beyond) receive a **rigorous and relevant** education in **active learning** environments from faculty who are **engaged, well prepared and knowledgeable in their field**. Students benefit from faculty who are **active and accomplished professionals** and by having the opportunity **to be part of the creative process**. They develop strong relationships within the College and School and experience CLA/SotA as **flexible, committed and caring**. CLA/SotA engages in the students' educational experience from **college preparation to career preparation** and prepares them to be **critical thinkers, fosters cross-cultural understanding and develops their ability to formulate and share their own views**. Students are **mentored** and supported **in and out of the classroom by dedicated and responsive** faculty and staff.

### Community partners/agencies/employers/internship sites/schools

Communities and partners experience the College as a **community-oriented resource**. CLA strives to develop **reciprocal, mutually beneficial** relationships that create **learning opportunities for our students and address issues in our community**. CLA students are skilled, talented, **reliable, resourceful and informed** and our graduates go into their communities **well prepared for the workforce**.

### Minority/underrepresented populations/Political and religious communities

CLA/SotA faculty, staff and students **demonstrate an understanding of gender, race, ethnicity, sexual orientation and other forms of diversity and the diversity of cultures globally**. The College and School environment provides a **space to express voices and insights** and to **build community** within and outside the university. The College and School **provide multiple perspectives on complex issues** through **creative, insightful and innovative** programs and curriculum.

### **Alumni/donors**

Alumni and donors maintain ***long-term connections*** with the College because they experience CLA and its faculty and staff as ***interested in their success and welcoming***. Alumni recognize that programs and departments within CLA have ***prepared them for success in expected and unexpected ways***. They are regularly engaged in the College and its activities through both ***formal and informal*** interactions, including opportunities for sharing their ***experience and expertise***. They experience CLA as ***inclusive and responsive***.

### **National and international scholarly/artistic community**

CLA faculty are a ***community of productive scholars and artists who are engaged in their field year round***. They highly value scholarly and creative production, and they consistently ***balance the importance of teaching and professional output***.

## CLA Strategic Themes

The following five Strategic Themes provide the framework for our combined work as a college over the next few years. They represent our major focus and broadly define how we will operationalize our mission and vision. Our strategic themes are designed to focus and guide our program and service development and improvement efforts and resource deployment decisions around those activities that are most critical to our future success.

### **Strategic Theme 1: Re-imagining and engaging in a liberal arts education**

A liberal arts education makes a multifaceted contribution to personal, civic, cultural and economic development. It engages imagination, promotes discussion of values, deepens historical understanding, enriches culture, and builds “mirrors” for individual self-reflection within societal and global contexts. CLA plays a pivotal role within SCSU for liberal arts degree programs and the Liberal Education Program as we prepare all SCSU students for work and life in the 21st century.

### **Strategic Theme 2: Deepening the connections among engaged teaching, learning and creative and scholarly activity**

Teaching and learning requires students to engage with content, concepts and ideas. Creative and scholarly work enriches teaching, and engagement with students inspires new questions and directions for research. We maximize this engagement by using multiple pedagogical approaches, technologies, community involvement, experiences in and out of classrooms, and numerous forms of dialogue and peer review to connect with 21<sup>st</sup> century learners. CLA is committed to and supports scholarly and creative expression that investigates the human condition because it advances faculty and disciplinary knowledge, engages students and enriches teaching and learning.

### **Strategic Theme 3: Expanding interdisciplinary and collaborative methods from multiple perspectives to teach and learn about complex subject matter**

We live in an increasingly complex world. Life, work and citizenship in the 21<sup>st</sup> Century will present each of us with challenges that demand creative solutions conceived from a variety of perspectives. CLA has the opportunity to nurture environments through interdisciplinary and collaborative teaching and learning that promote meaningful dialogue. To prepare our students for success, CLA fosters thought from diverse viewpoints, inspires new insights, and then integrates these results to shape and challenge current understandings of the world.

### **Strategic Theme 4: Addressing challenges and opportunities by leading the community and university toward mutual engagement**

Reciprocal engagement is a multidirectional partnership between university and community in which each is recognized as both provider and recipient in the shared process of knowledge construction and value development. With its multidisciplinary programs and diverse specializations in the humanities, social sciences, and fine and performing arts, CLA is poised to

jointly address the need for mutual, as well as reciprocal, community engagement and respectful, humane discourse that affirms the humanity and value of each party. As partners with the university, the communities in which “we live, work, and learn” are recognized as equally valuable sources of knowledge, expertise, and resources that may be drawn upon in a collaborative effort to promote dialogue, solve problems, and strive for increased understanding.

### **Strategic Theme 5: Supporting reciprocal expression and understanding of diverse experiences in local, national and global contexts**

The College of Liberal Arts values diversity education and further internationalization of our curriculum. CLA students will have international experiences that develop global perspectives and promote social, humanitarian and artistic awareness. It is vital for our students to encounter a broad range of perspectives from local, national and international communities to promote beneficial public discourse and foster ambassadors of diversity who can understand and critically analyze issues facing diverse communities. Through these efforts, we seek to support all diverse communities, both on campus and off, through mutually enriching relationships.

## CLA Strategic Objectives

Strategic objectives are more tactical activities that must be completed to achieve our Strategic Themes. Our Strategic Themes are not stand alone efforts but are inter-connected and reinforcing. As a result, the 17 strategic objectives described on the following pages will in fact support the achievement of multiple themes within our strategic plan and support the achievement of the Strategic Results identified earlier in this planning document. Within each Strategic Objective, specific initiatives and activities have been identified that will serve as the base for the College of Liberal Arts work plan for the next few years.

### Strategic Theme 1: Re-imagining and engaging in a liberal arts education

#### **A. Support effective curriculum and teaching methods that promote student learning:**

- Develop learning outcomes in all programs that foreground experiential learning opportunities to improve student learning.
- Explore and enhance shared structures for cohorts of students within the Undergraduate College, including Honors, Developmental Education, and ESL.
- Create thematic structures for cohorts of students taking CLA offered LEP courses;
- Explore alternative class formats, including hybrid models, blended learning, flipped classrooms, and enhanced electronic delivery methods that promote active and applied learning;
- Explore the wide ranging possibilities of supplemental instruction to improve student success in early LEP courses, including partnerships and collaboration with emerging Undergraduate College initiatives;
- Engage in and support meaningful assessment practices within CLA, the LEP and major programs that result in better student learning;
- Create a process and feedback loop that aligns CLA offerings with employer and community expectations for changing needs.

#### **B. Develop and live into a CLA liberal education identity:**

- Engage the campus and College in defining “liberal education” at SCSU;
  - Work with the Undergraduate college to determine critical needs for developmental education;
  - Determine new measures for program and department delivery;
  - Determine new measures and reporting of engagement in critical LEP themes;
- Educate multiple constituencies on the impact of liberal arts programs and liberal arts education on their personal, professional and civic lives;
  - Collect stories from alumni about how their liberal arts background contributes to their current work success;
  - Develop strategies to address and respond to “soft skills” needs within MnSCU work plan discussions;

- Develop partnerships with other colleges and schools to enhance the delivery of liberal education coursework in a cohesive set of program offerings;
  - Reengage the Liberal Education committee framework regarding increased programmatic identity;
  - Explore new measures of effective program delivery within each college and school that supports program outcomes;
  - Create specialized structures for cohorts of students taking CLA offered LEP courses within SCSU schools and professional programs;
- Align incentive programs to acknowledge the value of teaching LEP courses;
  - Determine reasonable models and seat expectations in critical goal areas;
  - Determine effective model of recognizing and determining faculty load for large auditorium sections.

**C. Create approaches to transition students successfully from the LEP to CLA majors through graduation:**

- Support active and engaged teaching of the LEP to help grow programs and the number of majors within each, including transfer students;
- Create clear and consistent student pathways from the point of admission through the LEP into majors and minors;
  - Improve degree map information;
  - Improve information for potential and intended transfer students;
  - Set strategic goals for recruitment and conduct program needs assessments to determine optimal cohort capacity for program completions;
  - Update and create where needed effective recruitment materials that align program information and career potential;
  - Improve advising structures within programs;
  - Engage CLA program alumni in building student awareness of career expectations and opportunities;
- Develop systems to effectively promote CLA major/minor programs to students;
  - Increase effectiveness of program advising;
  - Improve program and college-level advising of transfer students;
  - Develop college-level collaboration with the SCSU Advising Center to aid in best practices that promote student engagement and learning;

## **Strategic Theme 2: Deepening the connections among engaged teaching, learning and creative and scholarly activity**

### **A. Engage in 21st Century modes of pedagogy and learning:**

- Highlight innovative pedagogy approaches and models within CLA at both the undergraduate and graduate level;
- Engage in the application of High Impact Practices as identified by AAC&U and its LEAP initiative;
- Explore alternative class formats, including hybrid models, blended learning, flipped classrooms, and enhanced electronic delivery methods that promote active and applied learning;
- Develop e-education strategies for the delivery of CLA undergraduate and graduate programs, certificates, and distance education opportunities;
- Explore relationships between problem-solving and creativity through team-taught coursework involving students and faculty from across disciplines to creatively pursue problems or challenges;

### **B. Increase the engagement and visibility of faculty and students in research, creative and scholarly activity:**

- Increase the number of students and faculty engaged in and presenting their research;
  - Determine incentives and methods of support that will promote further activity and dissemination;
  - Develop a sustainable financial model to support faculty and student research;
  - Provide financial resources to support student travel for research-related activities;
  - Develop a plan that includes outcomes for reassigned time for faculty engaged in research and creative activity that recognizes differences in disciplines;
- Increase the visibility of CLA faculty and student research;
  - Communicate and broadcast beyond CLA faculty and student achievement via newsletters, email, and other means;
  - Develop formal settings wherein faculty and students may share their own research outside their department;  
Pursue means to showcase the creative activities of SotA students which may not otherwise fit into traditional colloquia formats or structures;

### **C. Increase opportunities for connecting scholarly activity to the classroom to enhance student engagement;**

- Partner with CETL to develop connections between teaching and research in CLA;
- Form a CLA Research Committee;
- Initiate a CLA Faculty Research Colloquium (Mini-Conference);
- Provide support for innovative research activity that promotes increased student learning and engagement.

## **Strategic Theme 3: Expanding interdisciplinary and collaborative methods from multiple perspectives to teach and learn about complex subject matter**

### **A. Develop common understanding and approach to developing interdisciplinary programs, courses and research;**

- Create a coordinating structure for interdisciplinary and collaborative teaching;
  - Create guidelines and feasibility studies for interdisciplinary program development;
  - Explore the development of a CLA Center for Interdisciplinary and Collaborative Teaching and Learning;
  - Determine a process for outcomes and assessment;
- Develop further understanding of and structures for inter-, cross-, multi, and trans-disciplinary programs, courses and research;
- Create a “CLA Interdisciplinary Café” to share, discuss and know interest areas of faculty;
- Determine "thematic" foci for possible interdisciplinary cohorts within CLA;
- Explore certificate programs as an avenue for interdisciplinary development.

### **B. Create structures and supervisory processes that allow for the development of cross-disciplinary programs and other types of interdisciplinary collaboration:**

- Conduct a critical survey of past and present programs that provides evaluation of their value to students, program strength, accreditation, sustainability and costs;
- Explore the development of college and school-level rubrics;
- Determine pathways/measures for PDP & EPT processes for faculty in interdisciplinary programs.

### **C. Create a financial and staffing model that supports interdisciplinary programs:**

- Develop sustainable budgetary structures and supervision processes that support collaborative and interdisciplinary teaching in conjunction with the dean’s office;
  - Identify and analyze instruction in ID/CD/MD/TD programs currently in place in CLA;
  - Develop a system to support "lost" instruction from disciplinary areas;
  - Determine an organizing/coordinating structure for delivery of courses; OAS, FTE, etc.;
  - Determine a method for assigning and rotating co-teaching opportunities;
- Develop a recruitment and hiring plan that supports the development of interdisciplinarity through cross-disciplinary hires;
- Develop a method of credentialing for interdisciplinary program faculty;
- Determine model for program and/or course development responsibility.

## **Strategic Theme 4: Addressing challenges and opportunities by leading the community and university toward mutual engagement**

### **A. Develop points of interaction where CLA programs and expertise are visible and easily accessible to the community:**

- Develop opportunities to both host the community (where we open the doors of the campus to the community) and also share our work within the community through hosting discussions, sessions, and other means;
- Explore ways in which graduate students can engage and mentor undergraduate students involved in community-based work;
- Publish a “Points of Contact” website that strives to connect community with faculty expertise;
- Develop a CLA publication focused on mutual engagement activities to give CLA’s engagement a face.
- Explore and implement innovative activities that promote community-related applied research, public scholarship, experiential learning, and community service opportunities;

### **B. Expand the CLA “footprint” through outreach:**

- Develop a CLA mobile learning lab (similar to Science Express);
- Develop and promote live, web access of CLA events (Panel discussions, debates, speakers, presentations, lectures, convocation addresses, university updates);
- Create a CLA community advisory board to guide the development of community outreach;
- Take performances, lectures, and presentations off-campus in an effort to embed the university into the community, e.g. “Store Front” venues, thus making access more feasible for many, aided by identifying populations that are seeking engagement but may be unable to get to our campus;

### **C. Facilitate humane and responsible dialogue that recognizes the value of a plurality of voices and diverse points of view:**

- Promote and facilitate civil discourse and engagement (both internal and external) through activities like workshops, panel discussions, and speaker series on regional social, political, and ethical issues;
- Explore curriculum development on reasonable, humane disagreement and finding common ground in divisive issues that can be used in a variety of settings (public workshops, classrooms, etc.);
- Explore coordinating structures and resources to support and coordinate curriculum and outreach that aligns with college and university goals, e.g. a Center for Civil Discourse and the Public Good.

### **D. Create environment to support student engagement with the community:**

- Establish service learning and/or community engagement outcomes for CLA/SotA programs, both undergraduate and graduate;
- Encourage and reward the development of community-based service and experiential learning opportunities, especially opportunities that bring students into direct contact with community members from which they can learn;
- Develop college and school level rubric for engagement and experience;
  - Determine if it may connect to the fulfillment of LEP requirements;
- Develop problem-based capstone courses that involve experiential learning and/or service learning that draw upon multiple LEP and programmatic outcomes and align with community need;
  - Highlight student research and engagement that focuses on such achievement.

**E. Recognize and support faculty who are fostering mutual engagement;**

- Recognize such efforts through the promotion and tenure decisions by the departments, deans, and the Provost's office;
- Create clear and transparent expectations about reassignment and extra duty days allocations for extra efforts required to participate in the cross-campus and community-wide initiatives;
- Design a mentoring system for new colleagues in engagement with community;
- Develop an approach to best practice sharing within CLA on assessment tools, teaching and learning methods, facilitation, public speaking, interpersonal skills;
- Develop college-wide recognition awards for faculty who are leaders in mutual engagement (nominations done by peers, students, and community leaders outside the university).

## **Strategic Theme 5: Reciprocal expression and understanding of diverse experiences in local, national and global contexts**

### **A. Position CLA and SotA as the leader in SCSU diversity and global education:**

- Develop a Diversity Concentration and Internationalization Concentration that results in a certificate for students who complete the sequence;
  - Determine a graduate equivalent;
- Identify a CLA Community Liaison for Diversity Outreach;
- Develop and support an approach to expanding the number of visiting faculty from international partners hosted by CLA;
- Integrate community knowledge organizations in diversity and international curriculum development throughout the College and School.

### **B. Expand opportunities for students and faculty to engage in diversity and global learning:**

- Create case statements for globalizing and internationalizing curriculum and other learning experiences for the College, School and departments/programs;
- Expose CLA students to issues of diversity and social justice early and often through curriculum and other learning experiences;
  - Identify both graduate and undergraduate possibilities;
  - Support programs creating an expectation of a diversity experience for majors;
- Expand opportunities for CLA students to gain international experience;
  - Explore the use of distance-learning technologies to create collaborative, on-line international learning opportunities for students in their classes;
  - Nurture student and faculty exchanges through study abroad programs and scholarly exchange at the program/departmental levels;
  - Explore graduate and undergraduate certificates of study;
  - Expand collaborations with international higher educational institutions to offer short-term, semester-length and dual degree opportunities.
- Develop a college-level approach to the expansion and promotion of education abroad programs;
  - Determine a wide range of programming available to graduate and undergraduate students.

### **C. Create structures to support faculty in diversity and international curriculum and program development:**

- Develop a process for faculty to internationalize and broaden the scope of diversity issues in their curriculum and scholarship;
  - Facilitate faculty professional development to more fully integrate diversity education in their curriculum & scholarship;

- Identify faculty and graduate students as peer resources/consultants/mentors to assist other faculty and staff in developing curriculum related to diversity, social justice and globalization;
- Develop a college-level approach to the management, development and design of education abroad programs, such as Alnwick.

## CLA Strategic Results

As the faculty, staff and administration of the College of Liberal Arts moves forward with implementation of our strategic plan, we expect to see improvement on critical factors that indicate our success. These results are multi-faceted and indicate increasing levels of organizational health and success across our college and satisfaction and engagement of the students, stakeholders, and students we serve.

### **Strategic Theme 1: Re-imagining and engaging in a liberal arts education**

1. Numbers of majors and minors across CLA programs
2. Faculty attitude toward liberal arts at SCSU (survey)
3. Student attitude toward liberal arts at SCSU (survey)
4. CLA-based LEP course learning outcomes assessment
5. Case statement regarding the value and positioning of a liberal arts education in a portfolio of experience and learning at SCSU
6. Program learning outcomes assessment
7. Level of use of hybrid and online teaching methods
8. Level of alumni engagement with CLA

### **Strategic Theme 2: Deepening the connections among engaged teaching, learning and creative and scholarly activity**

1. Level of community involvement in the intellectual and artistic activity of CLA/SOTA
2. Level of collaborative research and creativity activity between students and faculty
3. Level of research and creative activity by CLA faculty
4. Level of research and creative activity by CLA students
5. Number of research and creative activity applicants for internal/external funding
6. Number of faculty-proposed CETL Programs

### **Strategic Theme 3: Expanding interdisciplinary and collaborative methods from multiple perspectives to teach and learn about complex subject matter**

1. Levels of interdisciplinary collaboration within college
2. Levels of interdisciplinary collaboration between colleges and schools
3. Program sustainability based on developed metrics
4. Number of promoted interdisciplinary activities
5. Level of student participation in interdisciplinary activities
6. Degree of alignment between programs and community and industry partners

### **Strategic Theme 4: Addressing challenges and opportunities by leading the community and university toward mutual engagement**

1. Number of CLA community outreach events

2. Impact of CLA community outreach events
3. % of CLA students participating in service learning
4. % of CLA courses with service learning component

### **Strategic Theme 5: Reciprocal expression and understanding of diverse experiences in local, national and global contexts**

1. % of CLA students with one year of 2<sup>nd</sup> language
2. Partnerships/projects with community that engage diverse communities
3. % of faculty and students participating in study abroad/international study
4. Number of faculty participating in ARPAC
5. Assessment in FYE and capstone courses to measure learning in diversity
6. % of international students
7. % of Students of Color in CLA programs
8. % of Faculty and Staff of Color in CLA

### **Additional SCSU Performance Measures:**

- Program graduation/completion rate
- Excellent educational experience (seniors)
- Definitely enroll again (seniors)
- Related employment of graduates
- Completed practicum, internship, field experience (seniors)
- Total grants and contracts received
- % primary investigators
- Completed research w/faculty (seniors)
- Completed community service or volunteer (seniors)
- Institution very much encourages contact w/students from diverse backgrounds (seniors)
- Very often have serious conversations with students from diverse backgrounds (seniors)
- Alumni giving rate
- Private fundraising
- Employee satisfaction

## CLA Funding & Fundraising Priorities

As the faculty, staff and administration of the College of Liberal Arts moves forward with implementation of our strategic plan, we will see increased financial and human resource needs to fuel our success. These needs span the fullest range of college and school activity, and our success is intimately tied to the engagement and partnership of alumni, donors, and community stakeholders.

Our funding and fundraising objectives congregate around four focus areas that align with university, college and school strategic planning objectives:

- Applied and Experiential Learning
- Interdisciplinarity
- Community Engagement and Identity
- Diversity, Global Competence and Communication

### Applied and Experiential Learning

- **Experiential Learning Lab environments**
  - Digital Media
  - Digital Humanities
  - Anthropology field sites, Biological and Archaeology lab support
  - Psychology Research Lab
  - Mass Communications Digital Production, Public Relations, and Advertising Labs
  - Communications Center
  - Writing Center
  - Intensive English Center
  - Language Acquisition Labs
- **Public Scholarship initiatives/Project funding to engage the greater St. Cloud area**
  - Public Art
  - Public Scholarship
  - Public resources and information access
  - Entrepreneurial/Small business development for the arts and non-profit arenas
  - Venues and opportunities to share what we are doing with broader communities
  - Taking what we do into the community
  - Support reassigned time to engage in such work

## Interdisciplinarity

- **Interdisciplinary Studies Support and Facilities**
  - Center for Interdisciplinary Studies
  - Integrated Digital Media Center
  - Faculty and Student grants for interdisciplinary study and research
  - Funded feasibility studies in new emerging fields
  
- **Digital horizons**
  - Interdisciplinary and disciplinary injections of resources to help us keep pace at the minimum and potentially lead in other areas
  - Creativity, Design and Delivery initiatives in partnership with local organizations
  - New Media and Digital Humanities program development
  - Equipment and creative space to engage in diverse activities (off-campus), public, in view by many diverse groups

## Community Engagement and Identity

- **Community Engagement and Development Incentives**
  - Service learning support grants
  - Community service grants
  - Funding to support programs, services, and activities in the community
  - Project-based initiative grants
  - Awards and recognition events
  - Center development
  
- **Community partnership development resources/Community Action funding to support taking campus programs and activities off campus and into communities**
  - Seed monies for piloted projects
  - Space rentals
  - Event sponsorships
  - Operational funding
  - Reception funding
  - Community needs assessments
  - Surveys
    - Focus groups
    - Partnership development
  
- **Arts initiatives**
  - Campus arts corridor
  - Visiting artist/performance series
  - Arts Incubator and Entrepreneurship

- Capital investments and acquisition
  - Piano replacement program
  - Kiln, printmaking, and sculpture studio refurbishment
  - Theatre rigging, fly, and lighting replacements
- Art/Public art acquisition fund
- Public art/Installation project funding
  - Diverse communities as partner in developing new opportunities
- **Summer camp/Intensives development**
  - Media studies
  - Field schools
  - Digital media
  - Creative writing
  - Farm to table development
  - Arts; Music, Art, Theatre, Film, Integrated arts
  - Languages and language acquisition
  - Others as imagined...

## Diversity, Global Competence and Communication

- **International Education Abroad grants and support**
  - Scholarships
  - Short-term study grants
  - Research and study grants
  - Language acquisition-intensive program grants
  - International paid internships
  - Volunteerism initiative funding
- **Diversity initiatives**
  - Arts and Cultural alignment, planning and funding
  - Engagement activities to enhance current efforts
  - Access and Opportunity funding
  - Cultural programming that does not rely on student government funding
  - Series development
  - Speakers Colloquia

## CLA Strategic Plan Implementation

### Next Year:

- **Strategic Theme 1: Re-imagining and engaging in a liberal arts education**
  - **Action Project:** Develop Supplemental Instructional Programs; Develop multiple supplemental instructional models, all of which use students as teachers (Strategic Objective 1A)
    - **Estimated Start Date:** Pilot project development—Fall 13; Broader implementation—Fall 2014
    - **Estimated Completion Date:** Ongoing
    - **Point Person:** Kevin Sharpe
    - **Potential Team Lead and Members:** CETL; Asst. Provost for Undergraduate Education; Interested faculty members; Students; Write Place
    - **Dependencies:** Compensation for student teachers (Internship? Cash? Experiential learning opportunity?); Space for break-out sessions
    - **Expected Deliverables:** Lower numbers of Ds, Fs and Ws; Student leadership; Increased student retention; Developmental education alignment
  - **Action Project:** LEP cohorts/learning communities; Design groupings of LEP courses for thematic delivery; Convene a CLA committee for developing thematic “big questions” (Strategic Objective 1A)
    - **Estimated Start Date:** Project development—Fall 2013; Implementation—Fall 2014
    - **Estimated Completion Date:** Ongoing
    - **Point Person:** Student Relations Coordinator (SRC)
    - **Potential Team Lead and Members:** Deans of Colleges and Schools; Advising Center Co-Director(s); Other SRCs; Faculty to teach the courses
    - **Dependencies:** Interested and cooperative faculty and students; Faculty cohort leaders; Funds to support/reassignment; Undergrad education alignment
    - **Expected Deliverables:** Assessment to determine if cohort is a success; Increased collaboration across disciplines & schools; Increased LEP outcomes; Retention
  - **Action Project:** Revision of degree maps for major success; Define specific LEP courses for specific majors, doing so will help prepare students for major coursework at end/foster cohesiveness to programs (Strategic Objective 1C)
    - **Estimated Start Date:** Fall 2013
    - **Estimated Completion Date:** end of Fall 2013
    - **Point Person:** Department Chairs/Program Leads
    - **Potential Team Lead and Members:** Dept. curriculum committee

- **Dependencies:** Implementation of Curriculum Navigator
- **Expected Deliverables:** Revised degree maps; Ease of access to all program students; Better alignment of advising efforts
  
- **Strategic Theme 2: Deepening the connections among engaged teaching, learning and creative and scholarly activity**
  - **Action Project:** CLA task force on high impact practices (Strategic Objective 2A)
    - **Estimated Start Date:** Spring 2014
    - **Estimated Completion Date:** Ongoing
    - **Point Person:** Dean; Assoc. Dean
    - **Potential Team Lead and Members:** Assoc. Dean; SRC; LEP committee members; Curriculum committee chairs; College curriculum committee chair; Interested faculty
    - **Dependencies:** Funding; Program alignment; Interested faculty
    - **Expected Deliverables:** Better program and university retention; Stronger program outcomes attainment; Increased student success at all levels
  
  - **Action Project:** Create structure of competitive release time and adjunct support for faculty research/creative activity recognizing difference in disciplines (Strategic Objective 2B)
    - **Estimated Start Date:** Planning—Fall 2013; Implementation—Fall 2014
    - **Estimated Completion Date:** Ongoing
    - **Point Person:** Dean
    - **Potential Team Lead and Members:** Faculty, Assoc. Dean
    - **Dependencies:** Funding; Program alignment
    - **Expected Deliverables:** Establish CLA committee to investigate potential structures (Balanced Social Sciences/Humanities/Arts)
  
  - **Action Project:** Financial support for research/related student travel (Strategic Objective 2B)
    - **Estimated Start Date:** Planning—Fall 2013; Implementation—Spring 2014
    - **Estimated Completion Date:** Ongoing
    - **Point Person:** Dean
    - **Potential Team Lead and Members:** Assoc. Dean; College and School level Research Faculty committee
    - **Dependencies:** Funding
    - **Expected Deliverables:** Increased scholarly engagement of students; Increased engagement of faculty; Increased student retention; increased student success

- **Action Project:** CLA/SOTA Research Committee; Annual awarding/displaying of student /faculty research (Strategic Objective 2C)
  - **Estimated Start Date:** Planning—Fall 2013; Implementation—Fall 2013
  - **Estimated Completion Date:** Ongoing
  - **Point Person:** Dean
  - **Potential Team Lead and Members:** Dean, Assoc. Dean, Experiential Learning and Outreach Coordinator (ELOC), Office of Research and Sponsored Programs
  - **Dependencies:** Funding
  - **Expected Deliverables:** Committee to award student travel money for research; Committee to award Faculty release time with adjunct backfill so faculty can do research; Committee will promote “cafe research” events where faculty will discuss research to the committee and non-specialists
  
- **Strategic Theme 3: Expanding interdisciplinary and collaborative methods from multiple perspectives to teach and learn about complex subject matter**
  - **Action Project:** Co-teaching pilot projects (Strategic Objective 3C)
    - **Estimated Start Date:** Planning—Fall 2013; Pilot—Spring 2014; Implement more broadly—Fall 2014
    - **Estimated Completion Date:** Ongoing
    - **Point Person:** Dean
    - **Potential Team Lead and Members:** Faculty, Assoc. Dean
    - **Dependencies:** Funding
    - **Expected Deliverables:** Co-teaching opportunities; New program development; Interdisciplinary approaches
  
  - **Action Project:** Research cafes (Strategic Objective 3A)
    - **Estimated Start Date:** Planning—Fall 2013; Implementation—Fall 2014
    - **Estimated Completion Date:** Ongoing
    - **Point Person:** Dean
    - **Potential Team Lead and Members:** Assoc. Dean, ELOC, Faculty Research Committee
    - **Dependencies:** Funding
    - **Expected Deliverables:** Research presentations geared toward non-specialist; Community outreach
  
- **Strategic Theme 4: Addressing challenges and opportunities by leading the community and university toward mutual engagement**
  - **Action Project:** CLA External Advisory Board (Strategic Objective 4B)
    - **Estimated Start Date:** Fall 2013

- **Estimated Completion Date:** Ongoing
- **Point Person:** Dean
- **Potential Team Lead and Members:** Dean, Assoc. Dean, Community members; Faculty
- **Dependencies:** Available community members; Program alignment and representation; Clear charge for the committee
- **Expected Deliverables:** Action plan for CLA; Dialogue on CLA/SotA strategic directions and initiatives; Assistance in needs assessment work in an ongoing framework
- **Action Project:** Expand service-learning workshops; Develop workshop for faculty on incorporating service learning coursework (Strategic Objective 4D)
  - **Estimated Start Date:** Fall 2013
  - **Estimated Completion Date:** Ongoing
  - **Point Person:** Service Learning Coordinators (Isolde Mueller, Beth Knutson-Kolodzne), ELOC
  - **Potential Team Lead and Members:** Department of Campus Involvement, other ELOC's
  - **Dependencies:** Liaison role with faculty on curricular needs
  - **Expected Deliverables:** Expanded service learning opportunities for all SCSU students through the LEP and other CLA courses
- **Action Project:** Public recognitions (Strategic Objective 4E)
  - **Estimated Start Date:** Planning—Fall 2013; Implementation—Spring 2014
  - **Estimated Completion Date:** Ongoing
  - **Point Person:** Dean, Assoc. Dean
  - **Potential Team Lead and Members:** TBD; Advisory board(s); Faculty
  - **Dependencies:** Funding
  - **Expected Deliverables:** Better morale; Expanded campus and community interaction
- **Strategic Theme 5: Reciprocal expression and understanding of diverse experiences in local, national and global contexts**
  - **Action Project:** Case statements for globalization and internationalization (Strategic Objective 5B)
    - **Estimated Start Date:** Fall 2013
    - **Estimated Completion Date:** Fall 2013
    - **Point Person:** Dean
    - **Potential Team Lead and Members:** Dean's office, All Departments and programs
    - **Dependencies:** Faculty

- **Expected Deliverables:** Case statement; Action plan
- **Action Project:** Scholarly exchange for faculty and students through education abroad; funded programs; Develop programs for scholarly exchange both real and virtual, for teaching and research; Become a destination for Fulbright scholars, visiting scholar programs; Create structures that invite interest/participation widely (Strategic Objective 5B)
  - **Estimated Start Date:** Fall 2013
  - **Estimated Completion Date:** Fall 2014
  - **Point Person:** Dean
  - **Potential Team Lead and Members:** Dean's office; CIS; Interested faculty and students
  - **Dependencies:** Funding beyond PDF (Fulbright); Where do we put international scholars? How do we get word out in a timely fashion?
  - **Expected Deliverables:** Visiting scholars add to students' diversity experiences; Deeper International connections; Deeper cultural understanding
- **Action Project:** Working group to develop Alnwick and/or study abroad programs; Series of 4 sessions over a year to develop study abroad programs to meet broad student needs (Strategic Objective 5C)
  - **Estimated Start Date:** Fall 2013
  - **Estimated Completion Date:** Spring 2014
  - **Point Person:** TBD
  - **Potential Team Lead and Members:** CETL; International Studies Committee; Faculty with successful study abroad experiences; Faculty interested in developing programs; Diversity offices and committees
  - **Dependencies:** Space; Time
  - **Expected Deliverables:** Successful study abroad program proposals; Syllabi

**In 3 years:**

- **Strategic Theme 1: Re-imagining and engaging in a liberal arts education**
  - **Action Project:** LEP coursework alignment for Professional School cohorts/learning communities; Design a one semester grouping of LEP courses for professional schools (e.g. Health and Human Services, Education, Business) (Strategic Objective 1B)
    - **Estimated Start Date:** Development—Fall 2013; Pilot—Fall 2014; Implement more broadly—Spring 2015
    - **Estimated Completion Date:** Ongoing
    - **Point Person:** SRC
    - **Potential Team Lead and Members:** Deans of Schools and Colleges; Advising Center Co-Director(s); Other SRCs; Faculty to teach the courses
    - **Dependencies:** Interested faculty and students; Faculty cohort leaders; Funds to support/reassignment; Professional school alignment
    - **Expected Deliverables:** Assessment to determine if cohort is a success; Increased collaboration across disciplines & schools; Increased school outcomes; Program retention
  - **Action Project:** Task force on Liberal Education; Clarifying what a liberal education means at SCSU; Developing promotional materials on LEP for new students and Advising Center staff and all departments; Work to brand the College and LEP (Strategic Objective 1B)
    - **Estimated Start Date:** Fall 2013
    - **Estimated Completion Date:** 2-3 years
    - **Point Person:** Jeff Ringer/SRC/ELOC
    - **Potential Team Lead and Members:** Dean's office; CLA members; SotA members; Betsy Glade; University Communications; SotA students (Art); Other faculty from across University
    - **Dependencies:** Start-up money for materials; Faculty interest
    - **Expected Deliverables:** Workshops; Web based & print based materials; University-wide understanding of Liberal Education; Clear position paper on what Liberal Education is for SCSU
- **Strategic Theme 2: Deepening the connections among engaged teaching, learning and creative and scholarly activity**
  - **Action Project:** CLA task force on online teaching and learning (Strategic Objective 2A)
    - **Estimated Start Date:** Fall 2013
    - **Estimated Completion Date:** Spring 2015
    - **Point Person:** Assoc. Dean

- **Potential Team Lead and Members:** Faculty currently engaged in on-line instruction
  - **Dependencies:** Program development goals
  - **Expected Deliverables:** Inventory of current practices, plans and desires; Develop a strategic plan; Survey of student interests (on campus & 2 year colleges) (Agile Grad?); Program development toward online options; Increased program availability for distance education students
- **Strategic Theme 3: Expanding interdisciplinary and collaborative methods from multiple perspectives to teach and learn about complex subject matter**
    - **Action Project:** Integrated Arts (or something like it) Summer Intensive Programs (Strategic Objective 3B)
      - **Estimated Start Date:** Planning—AY 13-14; Implementation—Summer 14
      - **Estimated Completion Date:** Ongoing
      - **Point Person:** Assoc. Dean
      - **Potential Team Lead and Members:** SotA Chairs, Program faculty
      - **Dependencies:** Funding; Audience for Intensive
      - **Expected Deliverables:** Community outreach; Recruitment; New program alignments; Cross-disciplinary program development; Shared teaching models; Additional revenue
    - **Action Project:** New Media program development (Strategic Objective 3B)
      - **Estimated Start Date:** Planning—AY 13-14; Pilot—AY 14-15
      - **Estimated Completion Date:** Ongoing
      - **Point Person:** Dean; Assoc. Dean; New Media faculty; Departments and Programs
      - **Potential Team Lead and Members:** CLA/SotA Chairs, New Media faculty, Interested faculty
      - **Dependencies:** Funding; Audience for programs
      - **Expected Deliverables:** Community outreach; Recruitment; New program alignments; Cross-disciplinary program development; Shared teaching models
    - **Action Project:** Digital Humanities program development (Strategic Objective 3B)
      - **Estimated Start Date:** Planning—AY 13-14; Pilot—AY 14-15
      - **Estimated Completion Date:** Ongoing
      - **Point Person:** Dean; Assoc. Dean; Faculty
      - **Potential Team Lead and Members:** Chairs; Betsy Glade; Sharon Cogdill; Other interested faculty
      - **Dependencies:** Funding; Audience for program

- **Expected Deliverables:** Community outreach; Recruitment; New program alignments; Cross-disciplinary program development; Scholarship dissemination
  
- **Strategic Theme 4: Addressing challenges and opportunities by leading the community and university toward mutual engagement**
  - **Action Project:** Communication of activities within the community (Strategic Objective 4A)
    - **Estimated Start Date:** Fall 2014
    - **Estimated Completion Date:** Ongoing
    - **Point Person:** Dean, Communications Director
    - **Potential Team Lead and Members:** ELOC; Dean's office; University Communications; Community members
    - **Dependencies:** Funding; Print document development
    - **Expected Deliverables:** Develop advertising strategy; Sharing of activities
  
  - **Action Project:** Needs assessment for CLA outreach; Conduct an assessment of what types of outreach our community seeks (Strategic Objective 4B)
    - **Estimated Start Date:** Fall 2014
    - **Estimated Completion Date:** Ongoing
    - **Point Person:** ELOC/Communications Director
    - **Potential Team Lead and Members:** Faculty, Dean's office; Community members; Advisory Board(s)
    - **Dependencies:** Funding; Focus group events; Food
    - **Expected Deliverables:** Listening sessions; Surveys; Focus groups; Development of action plan for CLA outreach potentials
  
- **Strategic Theme 5: Reciprocal expression and understanding of diverse experiences in local, national and global contexts**
  - **Action Project:** Establish diversity speaker fund; Bringing speakers in Diversity and International Issues for classes, public forums, small local visitors to classes, communicate among departments (Strategic Objective 5B)
    - **Estimated Start Date:** Fall 2014
    - **Estimated Completion Date:** Ongoing
    - **Point Person:** TBD
    - **Potential Team Lead and Members:** ELOC, Assoc. Dean, Dept. chairs
    - **Dependencies:** Funding; Communication structure that allows for proper planning (notice long enough to include in other classes)
    - **Expected Deliverables:** Networks of local experts and activists; Collaboration with community; Expose students to diversity of Minnesota

- **Action Project:** Transcript notation or certificate opportunity with diversity and international experience; (Following NE model) offer students in CLA certificate program to include a diversity experience; Include study abroad, work in inner-city in U.S., work in St. Cloud for International students) working with an advisor (Strategic Objective 5A)
  - **Estimated Start Date:** Fall 2013 to organize committee to develop program; Fall 2014—AV curriculum process if necessary; Fall 2015—Pilot rollout
  - **Estimated Completion Date:** Ongoing
  - **Point Person:** Dean's office; Registrar; Student Life and Development
  - **Potential Team Lead and Members:** Registrar; Curriculum Committee; CIS; ETWS; Faculty
  - **Dependencies:** Curriculum Navigator must be up; Global and Diversity courses to fit into program (9 or 12 credits)
  - **Expected Deliverables:** Transcript notation; More consistent experiences with diversity and global education

**In 5 years:**

- **Strategic Theme 2: Deepening the connections among engaged teaching, learning and creative and scholarly activity**
  - **Action Project:** Online pedagogy resources; Partner with CETL & TS to create/archive on-line pedagogy resources (e.g. steaming webinars) (Strategic Objective 2A)
    - **Estimated Start Date:** Fall 2013
    - **Estimated Completion Date:** Ongoing
    - **Point Person:** TBD
    - **Potential Team Lead and Members:** CETL; Learning Resources
    - **Dependencies:** Web infrastructure; Contributing faculty; Production of materials and tutorials
    - **Expected Deliverables:** Archive of best practices; Better learning outcomes attainment; Increased assessable data; Guidelines for improved online education preparation and execution
  
- **Strategic Theme 3: Expanding interdisciplinary and collaborative methods from multiple perspectives to teach and learn about complex subject matter**
  - **Action Project:** Center for Interdisciplinary Study (Strategic Objective 3A)
    - **Estimated Start Date:** Planning—AY 14; Implementation—Fall 2015
    - **Estimated Completion Date:** Ongoing
    - **Point Person:** Dean, Assoc. Dean, Faculty
    - **Potential Team Lead and Members:** Dean's office; Faculty; Steering Committee; David Sebberson; Kristian Twombly; Joseph Edelheit; Mike Hasbrouck; Dan Wildeson; Rob Lavenda; Lisa Splittgerber
    - **Dependencies:** Funding; Program and Center feasibility; Coalition building across campus; Support structure; Program development; Reassignment
    - **Expected Deliverables:** Step 1; Steering group foundation—survey of current models and curriculum on campus, examination of intra system models, identification of pilot themes, subjects, nation-wide best practices and structures; Step 2; Cycle(s) of Interdisciplinary offerings and coursework, Assessment of need for center/format organization/personnel. Coordinate unit programs centered on development of curriculum toward a reasonable agreement and timely common ground on issues; Step 3; Launch of Center and a small portfolio of programs, expanding or contracting as and where needed

- **Strategic Theme 4: Addressing challenges and opportunities by leading the community and university toward mutual engagement**
  - **Action Project:** Center for Civil Discourse and Public Good; A space to centralize and recognize a model of civil discourse to provide coordination of a facilitated discussion between interested parties that models civil discourse (Strategic Objective 4C)
    - **Estimated Start Date:** Step 1—Fall 2014; Step 2—Fall 2015
    - **Estimated Completion Date:** Implementation—Fall 2016
    - **Point Person:** Broad coalition of CLA, University and community stakeholders
    - **Potential Team Lead and Members:** Joseph Edelheit, Kevin Sharpe
    - **Dependencies:** Reassign time; Programming/speakers
    - **Expected Deliverables:** Step 1; Steering group foundation—survey of current models and curriculum on campus, examination of intra system models, identification of pilot themes, subjects; Step 2; First event(s)—Assessment of need for center/format organization/personnel. Coordinate unit programs centered on development of curriculum toward a reasonable agreement and timely common ground on divisive issues; Step 3; Do it!

## **Appendices**

**Appendix A—CLA/SotA Strategic Theme Concept Papers**

**Appendix B—CLA/SotA Faculty and Staff Survey Results**

**Appendix C—CLA/SotA Program Data**

**Appendix D—Strategic National Arts Alumni Project; SCSU Data (condensed)**

## Appendix A—CLA/SotA Strategic Theme Concept Papers

Submitted October 19, 2012-Revised December 2012

### **Strategic Theme 1: Re-imagining and engaging in a liberal arts education**

- Encompasses LEP and various programs across the college and school
- Clarify value and importance of the LEP for students and faculty alike
- Recommit to active and engaged teaching of the LEP to help grow programs and majors
- Collaborate with the Advising Center to aid in best practices that promote student engagement and learning

### **Background**

CLA faces a significant challenge. In a world where economic development is a social and political imperative and in which many people, even in higher education, explicitly or implicitly operate under the assumption that economic development happens primarily through professional and technical training programs—the faculty, staff, and students of CLA must effectively foster an understanding that liberal education makes multifaceted contributions to personal, civic, and cultural—and yes--economic development. Although the liberal arts are demonstrably vital to economic development (think of Steve Jobs’ characterization of Apple as a company operating at the intersection of liberal arts and technology), their most profound functions are to engage imagination, promote discussion of values, deepen historical understanding, enrich culture, and to build “mirrors” for individual, societal, and global self-reflection. This section focuses more on the “practical” skills to be gained from a liberal arts education but we should be clear that this is not therefore divorced from the timeless questions and analyses that engage many liberal arts disciplines.

Thus, while it is intrinsically valuable to be able to pursue liberal arts discourses and analyses (e.g., to analyze in terms of genre, linguistics, history, rhetoric, philosophy, etc.) it is also the case that such training develops skills that transfer well to other pursuits and forms of analysis. We have all heard of CEOs who majored in a liberal arts discipline that did not teach them about business, manufacturing, banking, etc., but may well have helped them develop the imaginative, conceptual, and analytic skills necessary to build a successful enterprise. William Durden, once a German and Philosophy major and now Dickinson College president, has recently written persuasively about the value of a liberal arts background: “I have been — sometimes simultaneously — a military officer, a pre-collegiate teacher, administrator and coach. I founded an athletic team, developed a major center at a prestigious research university, acted as a senior consultant to the U.S. Department of

State with diplomatic status, [and] served as a corporate officer at two publicly traded companies.... For none of these careers did I ever study formally or take a class.” Many employers who attend SCSU job fairs recognize that liberal arts majors learn to think and learn to learn. Following a recent MNSCU-sponsored meeting with financial sector employers, IFO President Nancy Black was proud to note that they value the liberal arts skills that MnSCU colleges excel at providing: “It was reassuring to hear that the business community values critical thinking, math skills, communication (written and verbal) skills, active listening, as well as reading comprehension and analysis are willing to select interns or hire students from an array of majors.” While upholding the traditional (non-economic, non-utilitarian) values and interests of the liberal arts, we should work to insure that CLA graduates go into job or internship interviews with a clear and confident understanding of how their liberal arts education has equipped them with valuable skills and dispositions, particularly in terms of being able to think critically, broadly, and creatively.

The liberal arts are also necessary for the development and maintenance of a free and civil society—a society which most people have the leisure time and interest to engage in the big questions, to re-imagine futures, to promote values and goals that are not just economic. As Johann Neem has noted, “the liberal arts serve human and civic purposes.... But, in a society committed to equality, we cannot permit only the elite to have access to the liberal arts. Instead we must democratize leisure by offering undergraduate college students the time and opportunity to study the liberal arts.” This understanding should also be infused into all that we do in the CLA.

### **Programmatic and Curricular Implications**

Being able to think broadly and creatively is enhanced by the attainment of other experiences and skills—the better for chance to favor the prepared mind. For this reason, liberal arts faculty and programs should actively seek interdisciplinary teaching, learning, and research opportunities with our colleagues in other areas, particularly STEM. They need us as much as we need them. Some STEM faculty also recognize such needs. For instance, one SCSU engineering faculty member has suggested that psychology majors work with engineering majors on senior research projects. For all of their advanced technical expertise, students in engineering programs need to be prepared to understand people and cultures and other human factors; without this knowledge, their design efforts may have serious shortfalls. Getting our students to work together on interdisciplinary capstone projects could be a very useful approach in this regard. In the same article noted above, Nancy Black conveyed the employers’ assertion that “Minnesota businesses today must be globally

competitive and favor bilingual or trilingual speakers. They emphasized the need for graduates with demonstrated leadership qualities who can also follow instructions, employees with the ability to take a business problem and pursue it to conclusion, and, of course, they should be technologically savvy.” This is a concise description of a marriage of liberal arts and technical skills.

A recent editorial by a former sociology/history major who now heads a Silicon Valley technology company, suggests that liberal arts programs and colleges need to expand their definitions of communicative and analytic skills in ways that are relevant to today’s economy and job market. Still others argue for modern adaptations within liberal arts offerings, for example, by doing away with the standard term paper in favor of focusing on other forms of analysis and communication across the liberal arts curriculum, including graphic design, infographics, photography, video production and editing, and other forms of visual communication. One noted academic suggests that computer programming literacy, along with data numeracy and analysis skills will only grow in importance. Those areas are no longer just for mathematicians, engineers, and computer scientists. While Estonia has just introduced computer programming into its first grade curriculum, the US may be “running on empty when it comes to tech literacy, leaving too many young adults unprepared to complete in a digitally driven economy.” Again, this characterization of modern workforce needs encompasses both liberal arts and technical skills.

### **National Context for the Liberal Arts**

Nationwide, faculty and administrators are fervently discussing the role of a liberal arts education in today’s increasingly professionalized curricula. With the United States’ economy still struggling to emerge from a major downturn, and the cost of higher education continuing to rise, students and their parents often question the ability of a graduate to land well-paying jobs with a traditional liberal arts degree.

However, the liberal arts are alive and well. Almost any search for a list of traits employers seek in new hires reveals a number of skills and dispositions associated with and nurtured by the liberal arts. Among those traits are oral and written proficiency, critical thinking skills, broad-based knowledge, and creativity.

To be certain, we are moving away from an industrial economy to a knowledge-based economy, meaning that workers must possess nimble, flexible ways of understanding—something the liberal arts are well positioned to accomplish.

### **Local Context for the Liberal Arts**

At SCSU, our recent reorganization has positioned us well to capitalize on this shift. The Liberal Education Program (LEP), which was adopted by the University in 2009, consists of 10 goal areas, with most goals having multiple options for students to choose a course and discipline best suited to their individual needs. Of the ten goal areas, nine contain courses housed under the umbrella of the College of Liberal Arts/School of the Arts. It stands to reason, then, that this College plays a significant role in shaping the intellectual development of virtually every student seeking a baccalaureate degree from our institution.

Beyond the LEP, the College offers dozens of bachelor degree programs in the fine arts, humanities, and social sciences, more than any other college or school at SCSU. By establishing ourselves as the academic unit best equipped to prepare students for global citizenship in a knowledge-based economy, we will emerge as a leading option for students from the point of admission through graduation.

### **Strategic Issues and Opportunities**

There are four major issues facing the College of Liberal Arts. These are: 1) managing the significant amount of resources that we contribute to the University's Liberal Education Program; 2) clarifying our identity regarding the LEP; 3) exploring interdisciplinarity; and 4) helping student succeed through effective advising. Each of these will be briefly discussed below.

A significant amount of resources of the College are dedicated to courses in the LEP, so managing enrollment in the courses efficiently and effectively is of extreme importance. What is the best means of providing a liberal education to students at a reasonable cost in an environment of reduced funding for higher education? We may be tempted to reduce per student cost by increasing the number of large sections courses in the LEP, or by increasing the number of students enrolled in online sections. But some research suggests that effective liberal education courses benefit students by helping them graduate sooner rather than later. If student do poorly in classes they have to retake them, thus delaying their graduation. The liberal education courses also draw student into our majors and minors. So the issue we must address is, how do we manage our contributions the LEP most effectively and efficiently?

Too many students regard the LEP as a hurdle to overcome before engaging in the "real work" of their major. That is, they don't necessarily see the benefit of a solid foundation in the liberal arts.

Similarly, some faculty may view the LEP as a burden, given that most LEP courses are lower-division. However, since the College provides 70% of the seats in the LEP, how do we redirect that viewpoint in a manner that honors and values a liberal education?

When the University reorganized, one of its strategic initiatives was to “create practices to provide scholarship in service to the community.” An action step identified to implement that initiative was to “encourage and foster interdisciplinary centers of scholarship in support of strategic institutional and community needs.” How does the College of Liberal Arts want to engage in interdisciplinarity? Do we want to create new centers? Do we want to develop new majors that share courses from various departments? Do we want to develop more programs based on the model used by the Latin American Studies program?

The final major issue relates to student success. How do we help students successfully transition through the LEP and into our major and minors, eventually leading to graduation? We need to work effectively with the Advising Center to assist students in making good choices early in their academic careers. By positioning the LEP as relevant and meaningful, regardless of one’s chosen major, we may not only increase enrollments in CLA programs, but also prepare them for whatever field they opt to pursue.

### **Recommendations and Options**

The following recommendations and options may help us resolve the questions listed above:

In order to manage our contributions to the LEP we would:

- Take a planful approach to online education
- Explore the possibilities of supplemental instruction to improve student success in early LEP courses
- Explore alternative class formats, including hybrid models, blended learning, and flipped classrooms

In order to develop and live into a CLA identity we should:

- Clarify our mission and vision statements to acknowledge the value of a liberal education and regularly remind students about these values
- Adjust our reward and incentive programs to acknowledge the value of teaching LEP courses

In order to develop interdisciplinary practices we should:

- Create structures and supervision processes that allow for the development of cross-disciplinary programs, ala the Latin American Studies Program (LASP) and other types of interdisciplinary collaboration
- Review programs similar to the LASP that are offered at other universities
- Support creative majors and minors that include courses from multiple departments/programs
- Develop a budget, structures, and supervision processes that allow for the development of team teaching opportunities
- Support the development of interdisciplinarity through cross-disciplinary hires

In order to help students transition successfully from the LEP to majors we should:

- Ensure that advice given to students is consistent from admissions through the LEP and lead into majors and minors
- Guide students in understanding the value of a liberal education

College of Liberal Arts Strategic Theme 2/4:

**The College of Liberal Arts investigates human conditions and expressions through engaged teaching and learning combined with scholarly and creative activity.**

Writing Team: Jeffrey Bleam, Richard Dillman, Christopher Jordan, Debra Gold, Jiping Zuo

Background

During the CLA planning retreats in the summer and fall of 2012, the group had initially formulated two separate strategic themes; one focusing on engaged teaching and learning, and one focusing on creative and scholarly activity. As we continued to meet, it became increasingly clear how interconnected those two themes are. As faculty, our creative and scholarly work enriches our teaching and, subsequently, our student's educational experience. At the same time, our engagement with students in the classroom often inspires new questions and directions for our own research. Combining those two original themes into one not only seems appropriate from a pedagogical and creative/intellectual standpoint, but may also open up new challenges and opportunities for the college – the possibility of seeing effective teaching and scholarly/creative work as intertwined rather than discrete practices while, at the same time, rethinking the binary terms of “scholarly” and “creative” activity; emphasizing instead the inherent creativity of scholarly work and the scholarly nature of creative work.

National/External Picture

The majority of students around the country continues to get their higher education by taking courses on campus and enjoy fact-to-face learning experiences with faculty and their fellow students. However, online and other distance learning is also rising in popularity. On-campus learning continues to attract large numbers of international students, especially those from developing countries. Regardless of the chosen type of instruction, all students look to get the best from their higher education for their career and personal lives.

Service learning remains an important means of engaging students in the content of a discipline as well as engaging them in the wider community. New approaches include “flipped” classes in which

students watch a lecture at home and then engage in application activities during class time. Incorporation of technology and social media into teaching and learning is also an important consideration at most universities and there is a growing use of hybrid courses in which some of what had been class work is completed online.

Despite the increasingly flexible learning style of 21<sup>st</sup> Century students, we are also faced with a decrease in basic skills as opposed to previous generations. According to some studies<sup>1</sup>, American education tends to focus on standardized curriculum, rote memorization, and nationalized testing rather than cultivating students' potentials in critical thinking or problem solving ability. These changes are most apparent in K-12 education, where trends include increased class sizes and increased focus on preparation for standardized tests, along with decreased emphasis on the sciences and social studies—especially in the elementary grades—as well as reduced experience with the arts at all grade levels. These trends are very relevant to CLA, as students will arrive on campus with limited previous experience with many of the subjects we teach. We can also expect students to be less prepared than in the past to engage in critical thinking, analytical reasoning, and creative expression.

Pedagogical approaches and structures vary widely across the country, as do the forms and expectations of scholarly and creative activity for faculty members. While faculty output in these areas is sporadic at SCSU, many regional, Division IIA, universities do provide more support and rewards for these activities. In our region, schools such as Northern Iowa University and the University of Wisconsin at both Eau Claire and La Crosse all encourage and support scholarly and creative activities at a higher rate than SCSU. Other regional universities not in our area, such as Western Washington University and Central Washington University, emphasize high expectations for faculty in scholarly and creative performance. The IFO contracts over the years have given little attention to the complexities of these activities. However, some recently negotiated AFT faculty contracts have included special consideration for research and performance that include provisions

---

<sup>1</sup> Duncan, David E. "New study says America is losing its innovative edge." *The Fiscal Times* August 25, 2010.

for reassigned time and adjustments in teaching loads. Our contract pays little attention to the things that encourage and support these activities, and the gap between active and inactive faculty is huge.

If a stronger model could exist for bridging pedagogy and publishing, faculty's activities could perhaps see more reward and relevance and lead to more engaged classroom environments. Recent programming, for instance, at the University of Michigan's Center for Innovation has sparked student interest and national attention. Exploring the relationship between problem-solving and creativity, team-taught coursework groups students and faculty from across disciplines to creatively pursue problems or challenges. Throughout the semester, students are exposed to the individual creative practices of faculty from Engineering, Architecture, and the Arts which they then employ as methods for their own group work. In this case, students are not gaining their education from what faculty know but from how they work. More research would be beneficial regarding this and similar types of programs.

### Internal Picture

Under the newly reorganized structure, our college faculty draws from an incredibly wide range of methodologies in both our pedagogical and intellectual/expressive work; from disciplines spanning the Humanities, Arts, Social Sciences and diversity-based programs such as Womens', Ethnic, Global, and Religious studies. These diverse areas share a common goal of exploring and understanding human conditions in both the past and the present. Our approaches, both in and outside the classroom, can at times be empirical, interpretive, or abstract. Consequently, our college sees a wide range of pedagogical styles as well as diverse forms of scholarly and creative work.

The output of scholarly and creative work within the college continues to be rich and diverse. In the Fall semester of 2012, for instance, faculty publications have included the following: Jewish identity in popular culture; American authors Willa Cather and Thoreau; cultural and economic conditions in Haiti, Chile, China, and Korea; the effects of occupational health psychology on safety; and the legacy of German fairy tales. Theatrical performances have spanned 19<sup>th</sup> century realism and classical Japanese comedy while Music and Visual Art events have challenged their audiences to engage in non-literal and sensate dialogues.

SCSU's progress toward 21<sup>st</sup> century pedagogy has been somewhat stymied in recent years by budget cuts and reorganization. Now is an ideal time to move forward to help faculty develop and sustain innovative approaches to teaching and learning; on-line and distance courses and programs, hybrid courses and programs, interdisciplinary courses and programs, service learning, field experience, and other hands-on learning opportunities. While many of these models are currently in practice within the college, they often rely on using technology to facilitate traditional teaching models rather than rethinking the structure of learning itself within 21<sup>st</sup> century modes of communication and processing.

Given the increased interest in alternative learning environments and production of scholarly/creative work, many faculty have begun experimenting with diverse pedagogical models and bridging the gap between teaching and publishing. There are, however, many more opportunities which faculty could take advantage of. The Center for Excellence in Teaching and Learning offers workshops and colloquia throughout the year to re-imagine learning environments and relationships yet most faculty do not take advantage of these. Also, there is no formalized setting wherein faculty may share their own research outside their department. Students have an opportunity to share their work at SCSU's annual Student Research Colloquium, yet traditionally the vast majority of student presenters come from disciplines outside of the liberal arts.

#### Strategic Opportunities

By emphasizing the relationship between teaching and scholarly/creative work, faculty not only remain current in their discipline but find ways through which their teaching may be invigorated (rather than viewing teaching as a time impediment to their scholarly/creative work). In some cases, this invigoration may well lead to true experimentation with the learning environment and the relationship between faculty and student. Film Studies, for instance, has recently created a variable-credit topics course wherein professors may devote a course to their current research area, sharing their process with students – an interaction which, in turn, informs their own work. In other programs, some faculty have begun collaborating with students on their research/writing process

(e.g. English and Sociology). Such approaches, as well as others, models practical application to our students and affirms value to the notion of faculty as life-long learners.

Students should be aware of their faculty's creative/scholarly work (rather than viewing it as something mysterious done over summers or sabbaticals) and, when practical, involved. This allows faculty to model professional activity in their students' chosen discipline and allows students to see the work of their discipline as practical, viable, and ongoing. Students will view their faculty as active career models rather than "dispensers of knowledge." The more faculty are able to engage their students in their professional lives, the more dynamic and relevant the learning environment becomes (with or without technology).

In CLA, creative and scholarly activities are broadly defined to include both interpretive and evidence-based approaches. Yet, a prevailing view remains that "research" lies predominately within the purviews of science, engineering and medicine. While it is of vital importance to understand how our bodies, technologies, and physical structures operate; it is of equal importance to understand how we think, communicate across and within cultures, form societies, interpret our histories, and express ourselves artistically. The College of Liberal Arts has the opportunity and obligation to change the way research and production are perceived on campus. This change in perception begins in the classroom. If we model the importance of research within our disciplines, we might begin to see more CLA and SotA students in the Research Colloquium.

While SCSU exists in close proximity to its neighboring community and community engagement is the first pillar of our university's commitments, we have a long way to go in engaging larger Saint Cloud. For many residents, the university is still seen as another world, with unruly students and impossible parking. We need to pursue ways through which the community is made more aware of and engaged with the work our faculty and students do (both on and off campus). We should also pursue means whereby college courses are more affordable and accessible for community members. Here, further research regarding peer institutions with close community ties could prove helpful. One of the opportunities for CLA may be tapping into community resources in expanding student learning experiences and skill development, given our existing partnerships with the larger

community. We also see collaboration with international institutions as a significant strategic opportunity for the college.

Regionally, a larger challenge may entail embracing our history/identity as a “teaching institution” while, at the same time, broadening that notion. One of SCSU’s great strengths is the presence of full-time faculty in the classroom. We rightfully boast that our students learn from faculty rather than graduate students in the classroom, studio, field, and laboratory. This is a reputation we can build on to distinguish us and to market ourselves to potential students. To better market ourselves, however, we must also insist upon our identity as a teaching *and* research entity. To combat the notion that “those who can’t do, teach” we must be very proud and assertive that we “do” *and* we “teach.” Again, the interrelation between the two must begin in the classroom and reflect out onto the campus.

Faculty should be encouraged to learn and implement new forms of technology, and and take advantage of opportunities to experiment with new media and technology in the classroom. But in any event, each faculty member should remain current in his/her specialty area as well as maintain an ability to well serve students of diverse academic interests. Faculty must be able to integrate specialty areas into the larger scope of their disciplines; students are most prepared to succeed in a workplace with quickly changing needs if they have learned higher-level critical thinking and reasoning skills that enable them to understand the “big picture” as well as their specific individual skill set. At the same time, all faculty may need to catch up with the advancement of technology and integrate it more in teaching, and faculty will need on-going support to stay current with changing technology.

The above-mentioned strategic issues and opportunities may require curriculum development in each program to be well aligned with strategic program goals and be flexible enough for ongoing adjustments as needed. Program development need to be future oriented and teaching methods need to be innovative enough to meet future challenges in changing knowledge and skill demands. In addition, curriculum development may include more components of civic engagement to strengthen the CLA-community partnership.

### Possible Recommendations or Options for Moving Forward

- Focus on creative thinking, analytical skills, and problem solving ability.
- Develop incentives for CLA students to participate in research colloquia.
- Pursue means to showcase the creative activities of SoTA students which may not otherwise fit into traditional colloquia formats or structures.
- Highlight the work of faculty members who pursue innovative means of connecting their creative/scholarly work with their teaching activities.
- Weave specific areas of specialization, disciplines, and expertise within the college into a coherent piece of higher education, so as to enable students to see a connected knowledge world without losing their opportunities to pursue specific academic fields..
- Provide professional opportunities for students through faculty networking and connecting with the professional/business world, building partnerships with the larger community.
- Continue to develop strong partnership with the larger community and do so strategically. That is we should aim for long-term partnerships and student civic engagement that will strengthen program curriculum and benefit student learning, as well as serve the community through service learning and the like.
- Further encourage student/faculty exchange through study abroad programs and scholarly/student exchange at the program/departmental levels.
- Further explore the use of distance-learning technologies to create collaborative, on-line international learning opportunities for students in their classes. Examples and resources for interested faculty members can be found at SUNY's Collaborative On-Line International Learning (COIL) Center Web site: <http://coilcenter.purchase.edu>
- Collaborate with a foreign higher educational institute to offer dual degrees.

### CONCEPT PAPER THEME THREE

Joseph Edelheit, Dan Wildeson, Lisa Splittgerber, Mark Jaede

#### **Developing interdisciplinary and collaborative methods regarding curriculum and programs from multiple perspectives to teach and learn about complex subject matter.**

**Background:** During the reorganization of the university and specifically CLA there was both a constant and consistent reference that linked the purpose and product of reorganization to “developing interdisciplinary and collaborative methods.”

**St. Cloud State University  
Strategic Action Plan Revision**

*Draft: Dec. 1, 2011*

***Strategic Theme 2:***

**Rigorous and relevant programs and applied learning opportunities:** Develop and support high quality academic programs that enhance the competitiveness of our region and prepare our students to apply their knowledge in any environment.

- Build interdisciplinary undergraduate and graduate programs that are responsive to changing student, state and workforce needs

Now after the reorganization and the conclusion of the national search and hiring of the first Dean of the newly constituted CLA, we need for the first time to engage in a public conversation about the meaning and implications of “interdisciplinarity” for CLA. [This might inform similar conversations for the university, but this concept paper is limited to the CLA.]

There is an immediate need to have significant discussions about the stated values of how CLA understands, accepts and engages “interdisciplinarity” which should begin with the definitions and distinctions of the academic idioms: interdisciplinary, multidisciplinary and transdisciplinary. (There is an attached chapter of a larger work that might provide the necessary material for that discussion.) This initial phase could be initiated by the CLA Dean’s office and facilitated by CETL over 3-4 months. Next we must share in a public and communal review of past and present programs, courses and projects within CLA that claim some form of interdisciplinarity. Again the Dean’s office can initiate a group from within DAC to survey and gather examples for a series of public conversations about the whether these programs meet a shared understanding of how CLA defines the various terms.

Once we can determine our shared understanding of interdisciplinarity and review of our past and present attempts, we will necessitate complex conversations, research and faculty experiments of learning and teaching in order to create a college wide commitment. There are several current undergraduate programs with multidisciplinary elements (see Appendix 1) that provide some initial opportunities for these experiments. There is currently neither infrastructure nor protocols within the CLA or shared among departments and programs that communally or institutionally support,

facilitate, nor incentivize faculty cooperation or experimentation, and it is this absence which suggests the need for a separate faculty resource within which the funding and administrative support for this new college-wide commitment can be developed.

The working group that authored this concept-paper shares a consensus that CLA as a community of faculty/administrators/staff and students should work toward a commitment that will produce a CLA Center for the Development of Interdisciplinary and Collaborative Teaching and Learning.

### **National trends/external picture:**

*“Thinking collectively about complex problems requires crossing boundaries both horizontally (across disciplines) and vertically (across experts, policymakers, practitioners, and the public) (Klein 2004)”*. This basic premise is repeated again and again in a representative and completely arbitrary set of essays found about interdisciplinary teaching and learning:

- “This May Be a Feud, but It Is Not a War: An Electronic, Interdisciplinary Dialogue on Teaching Native Religions” Ronald L. Grimes, *American Indian Quarterly*, Vol. 20, No. 3/4, Special Issue: To Hear the Eagles Cry: Contemporary Themes in Native American Spirituality (Summer - Autumn, 1996), pp. 433-450.
- “Defining and Teaching Interdisciplinary Studies” William H. Newell and William J. Green, *Improving College and University Teaching*, Vol. 30, No. 1 (Winter, 1982), pp. 23-30.
- “Interdisciplinary Curriculum: The Research Base” Arthur K. Ellis and Jeffrey T. Fouts, *Music Educators Journal*, Vol. 87, No. 5, Special Focus: Interdisciplinary Curriculum (Mar., 2001), pp. 22-26+68.
- “Interdisciplinary Strategies' in U.S. Research Universities” Creso M. Sá, *Higher Education*, Vol. 55, No. 5 (May, 2008), pp. 537-552.
- “Learning to be interdisciplinary: An action research approach to boundary spanning” Karen F Muñoz, *Health Education Journal* March 2005 vol. 64 no. 1, pp. 5-12.
- “Education for sustainable development in initial teacher training: issues for interdisciplinary collaboration” Mike Summersa, Ann Childsa & Graham Corneya, *Environmental Education Research*, 2005, 11: 5, 623 –647.
- “Is Higher Education Ready for Transformative Learning?: A Question Explored in the Study of Sustainability” Janet Moore, *Journal of Transformative Education*, January 2005 vol. 3 no. 1 76-91.
- “INTERDISCIPLINARY EDUCATION AND PRACTICE: Has Its Time Come?” Singleton, J. K. and Green-Hernandez, C., *Journal of Nurse-Midwifery*, Volume 43, Issue 1, January-February 1998, pp. 3-7.
- “Interdisciplinary Teaching and Collaboration in Higher Education: A Concept Whose Time Has Come”; Weinberg, Anita; Harding, Carol, *Washington University Journal of Law & Policy*, vol. 14, 2005.
- “Interdisciplinary Education: Are We Faced With Insurmountable Opportunities?” Hugh G. Petri, *Review of Research in Education*, Vol. 18, (1992), pp. 299-333.

This set of essays obviously does not fully reflect the depth of the conversations taking place in universities, colleges, and conferences outside of SCSU. These are merely meant to establish the reality of the topic in “real-time” in the external academic world.

**SCSU trends/internal picture:** There have been and remain several examples of programs and curricula that were conceived as and modeled interdisciplinarity: the Humanities Program; Area Studies: Latin America, East Asian, African, Soviet and Global Studies; CHGE which only facilitated courses (from History, English, Psychology) on the topics of Holocaust and Genocide but never created curricula; Religious Studies which remains a minor but is now a college level independent program has historically relied on Philosophy as its core; the Honors program which remains both self-selective for faculty and limited to a small group of students; some licensure programs in education—e.g. English and Communication Studies and Social Sciences in Education.

These were and are examples of attempts/experiments/programmatic needs where interdisciplinarity is/has had neither university nor college level commitments of resources or faculty-as-a-whole engagement. Among the different issues that have negatively impeded interdisciplinarity are: the absence of faculty/department/program coordination, curricular negotiations, and any institutional incentive to develop and sustain such programs. Any review of the past for the purpose of the future should be carefully contextualized. There was consensus of the working group that neither the success nor failure of such past nor current programs can be used to illuminate the value of using such methods in the future.

An example of a new attempt to bridge programs and curricula in the new School of the Arts in digital art and sound raises the curious outside influence of CIP [category for instructional program] codes. Our university's role in outside accreditation sources plays a significant role that transcends individual departments and the college

**Strategic issues and opportunities—Possible recommendations or options for moving forward—Key stakeholders and areas of future research:** These are THREE distinct elements of the concept paper but the working group were unanimous in their conclusion that these three were concretized in actualized commitment by the CLA community—faculty, administrators, students—to a process of defining, evaluating and then creating a Center for Interdisciplinary Methods of Teaching and Learning. To that end this concept paper will respond to these THREE distinct elements as a combined/interwoven area as expressed through the proposal of such a CLA project.

CLA must make a college wide commitment to the experience of interdisciplinarity:

- A period of study, reflection and acceptance of the meanings that CLA will engage as the working academic systematics as noted above.
- A critical survey of past and present programs that provides evaluation of their value to students, program strength, accreditation, sustainability and costs. Are any of these available as starting points for the CLA's new systemic commitment and realization?

Several additional ideas might be initial projects that can be experiments that both illuminate the commitment and model a communal experience of interdisciplinary methods of both teaching and

learning. Together these individual experiments could become the foundational platform of the proposed Center.

- Create an interdisciplinary coordinator, with reassigned time and partial OAS support, which would coordinate, facilitate, do scheduling and payroll, advertise, etc. They could be housed in a department or even be part of the deans' office or exist as a university-wide service.
- SCSU could offer faculty grants (through Sponsored Programs, say) to develop such courses and offer workshops, coffees and other facilitation for interested faculty to find each other and work in tandem to develop courses.
- Look outside of CLA and even outside of SCSU-- coordinate efforts with other colleges/schools and outside entities like the MIA, the Walker, orchestras, choirs, culinary institutes, technical schools, etc.
- Create open course numbers with a CLA prefix. The curriculum for these could be tied to the LEP goals (in fact, this could be the requirement-- that the courses be designed around a LEP goal)
- SCSU could develop more flexible administrative models to address practical issues like payroll (a per diem, team teaching, etc.,) assigned time (on load vs. overload) and FTEs.
- Majors could be encouraged to develop interdisciplinary seminar and capstone courses designed to give students a plurality of perspectives on an issue of importance in their fields
- Graduate programs could also be taken into consideration when designing interdisciplinary courses
- J-term or intersession interdisciplinary courses could be developed and all faculty could be asked to teach one of these every two years (or at some regular interval) on load.
- In order to open some of the "closed" majors, SCSU could institute an "interdisciplinary component" as a requirement for graduation. And interdisciplinary courses could be given a special designation
- An interdisciplinary FYE could be made mandatory for all traditional incoming freshmen. These could be organized around themes or major world events, for example.
- Existing majors could develop "tracks" for their students, which would have an interdisciplinary component.
- The BES majors could be repackaged to allow for interdisciplinary majors and minors, and the university could either allow students to design their own unique major and/or offer a smorgasbord of possible combinations of existing courses to create majors.

Given the Chancellor's challenge of extraordinary educational opportunities, the many programs in CLA with internships and the reality of Minnesota employers needing graduates working in global settings, a center that develops interdisciplinarity would be a public statement of SCSU's commitment. Interdisciplinarity is essential to the preparation of teachers as in Social Sciences and a new center would also be able to engage with public school teachers in their current classroom needs in relation to future programs at SCSU.

If CLA commits to this proposal of a Center for the Teaching and Learning of Interdisciplinary Methods, then there would also be a significant external funding raising focus that would provide a public focus to CLA within the university. Such a center would be the university's shared domain for

programs like REL and CHGE to develop into sustainable academic programs. The center would provide such small programs with the funding for faculty that might not be priorities to CLA as a whole within the university.

**Planning Assumptions:** The value of interdisciplinary and collaborative methods is not YET shared, understood nor communally accepted within CLA. In order to even have the discussions that would provide the basic understanding of meanings and potential of the plurality of programs and departments there must be a college wide commitment and process of learning and reflection. Ultimately, and the concept paper urges, the initial process will eventuate into a formalized and permanent shared Center for the Teaching and Learning of Interdisciplinary Methods. The complexity of the topic deserves the resources that are required for a sustained program that moves from vision to programs of actualized learning.

## **Concept Paper - Strategic Theme 5**

Mikhail Blinnikov, Kevin Sharpe, Terry Vermillion

### **“Addressing challenges and opportunities by leading the community and university towards mutual engagement.”**

#### Background

St. Cloud State University is located on a beautiful campus along the west bank of the Mississippi River in St. Cloud, Minnesota. It first opened its doors to students in 1869, under the name Third State Normal School. The school consisted of one building, the Stearns House, a renovated hotel purchased by the state Legislature. Of the 53 original students, 43 were women. From this modest beginning in 1898, the school began offering a junior college curriculum. In 1914, the school dropped its secondary education program entirely. The legislature authorized a name change in 1921, allowing the school to adopt the name St. Cloud State Teachers College (the word "teachers" was deleted in 1957). In 1975, St. Cloud State became a university, comprised of five colleges and a graduate school. While most St. Cloud residents simply accepted the fact that they now lived in a “college town,” for some this created a level of concern due to the changing character of the close-knit community and an increase in the number of short-term, transient students who were perceived as not sharing the core values of long-term residents.

The location along the river enhanced the beauty of the campus and attracted students from far away to the nice location that was conducive to study. At the same time, the eastern boundary along the steep riverbank isolated the campus from the growing city on the other side of the river. On the north and west side the university is adjacent to an old residential neighborhood, where the first city park was located (Barden park was established full 10 years before the university). Overtime, most of the old residents moved out, and students moved in, frequently into dilapidated housing where loud parties would earn SCSU an informal nickname of the “party school,” still unfortunately known across the state. Run-ins with police and multiple arrests especially around the move-in day, the now discontinued Homecoming, and on other occasions did not help the reputation of the school among the city residents. At the same time, few residents realized the tremendous economic benefits the university provides to the city businesses (besides the downtown bars) e.g., several hundred employees live in the community paying taxes and purchasing goods. Thousands of students do the same. A substantial number of the out-of-state and international students and scholars visit St. Cloud solely because of the university. The university is in the top 5 of the local employers and generates hundreds of millions of dollars in revenue for the metro area.

Under the leadership of the President Potter, the university has re-engaged with the community that is especially manifest in the construction of the welcome center and revitalization of the 5<sup>th</sup> Avenue and work with the Southside Preservation Council. University hockey games are popular with the locals, and so are the numerous concerts, Lemonade Fair, out-of-town speaker events and conferences, and many other happenings. University life includes thriving and enriching recreation programs, arts and performance areas, athletic teams, lectures and student organizations. The move-in day procedures have been so streamlined that the number of complaints and arrests has

fallen dramatically in the last few years. In fact, by some measures SCSU can serve as a model of civic engagement already to other MnSCU and other peer schools.

We are living in an increasingly polarized society that is in need of civil and open discussion of complex issues. CLA is uniquely poised to facilitate humane and responsible dialogue that recognizes the value of a plurality of voices and diverse points of view. The expertise, programs and curriculums within CLA offer a unique opportunity to engage the community in a mutual dialogue on a variety of complex issues that affect numerous populations. When you examine a list of programs contained in CLA, it is quickly evident that CLA is a model for a diversity of experiences and perspectives.

### National Trends

Serving the common good is a primary goal of public higher education. Recognizing that such a goal is best achieved through the cooperative efforts of the university and community, the national trend has been to integrate community engagement into institutional strategic plans (as well as colleges and schools housed within those institutions) as a core institutional commitment. Additionally, Colleges of Liberal Arts (or Arts and Sciences) often play a leading role in advancing this strategic goal by housing some kind of formalized structure (program, institute, center) aimed at engaging both the institution itself and the local community in public dialogue of pressing and potentially divisive issues, e.g. issues of ethical, political, and civic concern. The common challenges we face, e.g. increased incivility in partisan discourse, the increasing polarization of the public, the seeming inability of people with opposing views to find common ground, bring these two trends together, as these challenges pose a threat to the public good we (as a public institution) are tasked with serving.

It is a shared assumption that public, regional-comprehensive, institutions tasked with serving the public good bear a special responsibility in promoting the social and civic health of the community. The Central Washington University strategic plan makes the point forcefully: “As a comprehensive university, CWU must use its intellectual capacity ... to assist areas business, social, and government leaders in strengthening and diversifying the area’s economic base, to help create a sustainable natural environment, and to address critical social issues.” It is imperative, then, that the College of Liberal Arts’ management of human, intellectual, and capital resources, include addressing critical social issues faced by the various communities represented in our University and region.

Our peer-institutions have addressed the need for public discourse and community engagement in a variety of ways. Selective representative examples include:

- Southern Connecticut State University’s School of Arts and Sciences: SP Goal IV, Establish the School of Arts and Sciences Institute for Life-Long Learning (to offer non-credit course opportunities for community members)
- University of Nebraska, Omaha, School of Arts and Sciences: SP Goal C, Engagement with Our Community (includes an emphasis on service learning and internships – this focus is reaffirmed at the institutional level, where a minimum of 20 hours of service or community engaged

scholarship is identified as a target for students and participation in “scholarship of engagement” by faculty is both supported and rewarded)

- University of Northern Colorado: SP Goal 5, Engage the greater community as partners in teaching and learning (includes creating a ‘community advisory board’ to guide the development of community outreach); Center for Engaged Research and Civic Action (community related applied research, experiential learning, etc.)
- University of North Carolina, Charlotte: Community engagement is a “core value” and motives a variety of activities including community educational opportunities focusing on the democratic process (“49er Democracy Experience”)
- Western Kentucky University’s ALIVE Center for Community Partnerships (facilitates applied learning and community service opportunities, as well as providing a space for meeting with community members to determine needs)
- University of Minnesota, Duluth: Office of Civic Engagement (offers curricular and co-curricular opportunities aimed at civic awareness and skills necessary for acting for the common good); Center for Ethics and Public Policy (“supports programming including speakers, panel discussions, and public forums on issues of current ethical and political concern”)
- Southern Illinois University, Edwardsville, College of Arts and Sciences: SP emphasizes experiential learning with a strong community engagement component (e.g. service learning that engages the community, CAS colloquium that incorporates community participation as well as the selection of “edgy topics that invite broad participation”)
- San Francisco State University: SP Goal I, “[SFSU] demonstrates its core values of equity and social justice through ... the opportunities for both campus and external constituencies to engage in meaningful discourse and activity” (strategies include: developing activities that promote civil discourse, understanding, and pride within and among groups). In connection with SP Goal III, [SFSU offers high-quality post-baccalaureate education widely recognized for its intellectual value and contribution to society”], SFSU also prioritizes “supporting discipline-specific, interdisciplinary, and University-wide seminars, symposia, workshops, and public events that facilitate both intra-University intellectual discourse and engagement with scholars, practitioners, and artists from beyond the University.”
- Central Washington University: SP Core Theme 4, “Public Service and Community Engagement.” CWU offers a robust conception of community engagement founded on the conviction that publically funded institutions ought to “address the social and economic challenges faced by our communities” as well as “serve external communities for the mutually beneficial exchange of service, knowledge, and resources.”

As this highly selective survey represents, the emphasis on reciprocal engagement between university and community needs to be highlighted. The recent move toward community-oriented scholarship and educational experiences has tended to be largely unidirectional with the dominant model being one of service in which the university is positioned as the repository of goods to be dispensed and the community is reduced to recipient. To be sure, an essential element of the university’s work is serving the community in helping to meet identified economic, environmental, and social needs – yet such work often falls short of being genuinely reciprocal in nature. In striving

for reciprocal engagement, we must transform the way in which community and university view one another as well as their mutually benefiting relationship.

Reciprocal engagement is a multidirectional partnership between university and community in which each is recognized as both provider and recipient in the process of knowledge construction and value development. Such a partnership moves beyond the service model by recognizing the community as an equal partner in the College's work of "transforming lives" and "imagine[ing] and apply[ing] solutions to challenges" we, both community and university, face. As an equal partner, the communities in which "we live, work, and learn" are recognized as equally valuable sources of knowledge, expertise, and resources that may be drawn upon in a collaborative effort to promote the common goods the university is tasked with serving. At a minimum this requires ongoing open dialogue characterized by candor and transparency as well as finding ways to bring such communities into the classroom and perhaps even the development of curriculum. Community partnerships are pursued in a variety of ways and for a variety of reasons. With its multidisciplinary nature and diverse specializations in the social sciences, creative arts, and humanities, CLA is uniquely poised to jointly address the need for mutual, as well as reciprocal, community engagement and respectful, humane discourse that affirms the humanity and value of each party.

#### SCSU Trends/Internal picture

SCSU is a regional comprehensive university primarily servicing Central Minnesota, as well as students from the Twin Cities metro area, some out-of-state students especially from the Upper Mid-West, and a substantial number of international students. SCSU is racially, socially, culturally, and politically diverse with over 200 student organizations representing majority of common traditions, religions, political affiliations, social groups, and the like. Nevertheless, a major challenge facing SCSU remains to provide sensitive and compassionate inclusion of people of diverse backgrounds and viewpoints. Despite slightly increased immigration of diverse groups into the state, Minnesota remains predominately a white state (86.9% in 2010 US Census). Central Minnesota is in fact 90.1% white non-Hispanic, while city of St. Cloud is 86%. This is all much higher than national average of 78.1%. About a quarter of our students come from small and very small communities in rural Minnesota that are even more homogenous white. To many of them, SCSU is the first chance to experience the diversity on a substantial scale.

With respect to religious diversity, there is a growing Muslim population in St. Cloud (estimated at about 5% of the total population), primarily tied to recent Somali immigration. Nevertheless, St. Cloud remains overwhelmingly Christian, and strongly Roman Catholic (71% of all religious adherents or 38.8% of the total population in 2010 according to the ARDA 2010 report). SCSU is one of the most diverse institutions of its kind in the nation with respect to international students. For 2009, SCSU was ranked 10th out of 490 US Master 1 institutions for the total number of international students, about 6% of our total student body representing 85 countries. At the same time, we have fewer than 25% of our students who have had any significant international experience while in college, which is below the national average.

An ongoing concern exists at SCSU surrounding racism and anti-Semitism on campus with a history of racist and anti-Semitic incidents on campus reaching back 10-15 years. In response to the

challenge, and guided by external consultants' reports, the university has aggressively increased efforts to provide instruction in teaching tolerance and inclusivity as well as training of staff and faculty in anti-racist pedagogy (e.g., Community Anti-Racism Initiative <http://www.stcloudstate.edu/care/>). We have seen an increase in the proportion of students of color (4% in 2003, >8% in 2010). Anecdotally, the campus climate feels improved, although part of this may be simply the generational shift towards generally more inclusive Millennials among our students as compared to a decade ago (Twenge, 2007).

One of the common vehicles of fostering internal dialogue on campus are round-tables, panels, discussions and debates organized by faculty, staff, and student organizations on such topics as "Evolution vs. Creation", "Pro-life vs. Pro-choice", "Christianity vs. Islam", women, LGBT, racial issues, the history of the Holocaust, Israeli-Palestinian conflict, etc. Nationally recognized speakers come to campus invited by various university organizations, frequently as part of national or regional conferences, e.g., Global Social Responsibility conference, Economics Winter Institute, From Global to Local: Immigration Minnesota, etc.

#### Strategic Issues and Opportunities

Mutual engagement with the community takes time and energy and if expected to be sustainable needs consistency and professionalism. Historically, sustainable mutual engagement has not been the University's strength and while active across campus in a variety of settings, engagement is often specific to a discipline and occurring in isolated pockets across the campus with little or no coordination or focus.

In addition to the ideas listed in the Curricular/Program Implications section below, CLA would need to create sustainable community engagement through identification of a leadership structure to provide a focus and professionalism to ongoing mutual engagement both internally and externally.

Questions and tasks for this leadership structure might include:

- Identify of internal and external drivers interested in mutual engagement
- Ask the questions, "what can the community provide the internal and external stakeholders?" and "what can the university provide the internal and external stakeholders?"
- Assessment of internal and external stakeholders NEEDS and ask them WHAT they would like leadership in mutual engagement
- Identify successful models for mutual engagement of internal and external stakeholders?

Opportunities do exist within our current university structure that if organized and maintained by an identified and professional leadership structure, might drive mutual engagement in a more focused and sustainable manner. We have in place excellent and nationally recognized media outlets that could provide a forum for mutual engagement of internal and external stakeholders – University Chronicle, KVSC and UTVS. The creation of programming specific to the mutual engagement of internal and external stakeholders would move us forward in this strategic theme.

We also have in place a streaming camera located in in Ritsche Auditorium that will allow live web access to outlying communities. Panel discussions, debates, speakers, presentations, lectures, convocation addresses, university updates, and any variety of programming can be webcast live to the greater community.

#### Possible Recommendations

Engaging in mutual, reciprocal community engagement requires recognizing that the University and Community are each equal partners in the mutually beneficial cooperative activity of sharing knowledge, expertise, and resources. Serving the common good and addressing the most pressing social, political, and ethical issues of our time requires – among other things – the promotion of reasoned and civil dialogue that is marked by respect and aimed at mutual understand and the compassionate affirmation of the other’s value.

To these ends, the College of Liberal Arts may consider the following recommendations and options:

- Creation of a Community Day where we open the doors of the campus to the community. Host discussions, present sessions, invite the observation of classes, etc.
- Publish a Points of Contact website that strives to connect community with faculty expertise. Create a searchable webpage with pull down menu of possible topics that then connect a community member with a faculty or staff that has that specific expertise. Each department can recommend faculty that have specific expertise as a Point of Contact who are willing to engage community who are seeking exchange on that topic.
- Take performances, lectures, and presentations off-campus in an effort to embed the university into the community thus making access more feasible for many. Identify populations that are seeking engagement but may be unable to get to our campus.
- The creation of a Center for Humane Discourse [or Center for Public Good and Civil Discourse] to be a centralized resource for promoting and facilitating discourse and engagement (both internal and external). Such activities may include: Workshops, panel discussions, speaker series on regional social, political, and ethical issues (e.g. the marriage amendment, religious diversity, bullying, etc.). These activities may be held on campus or at the public library (to encourage greater community participation).
- Production of curriculum on reasonable, humane disagreement and finding common ground in divisive issues that can be used in a variety of settings (public workshops, classrooms, etc.).
- Production of curriculum on the value of reasonable disagreement that exposes students to the diversity of perspectives and their value. To be used in public and private secondary education as well as in homeschools.
- Offer seats in low-enrolled courses at a substantial discount to community members as part of a lifelong learning initiative (e.g. as done by Southern Connecticut State University)
- Encourage and reward the development of community-based service and experiential learning opportunities, especially opportunities that bring students into direct contact with community members from which they can learn.

### Key Stakeholders and Areas of Future Research

Key stakeholders in mutual engagement exist internally and externally. Faculty and staff play an important role in facilitating the engagement of internal stakeholders, mainly students, while engaging external stakeholders including among others,

- Minority and marginalized populations
- Political and religious communities
- Schools (public/private/homeschool – all levels)

Future research into a sustainable model that draws upon the strengths that currently exist and strives to identify a model for professional and recognized engagement of internal and external stakeholders might include the following:

- Exploration of Center for Continuing Studies as driver for community engagement through CEU earning workshops for community educators
- Ted Talks style forum posted online and programmed on both KVSC and UTVS
- Grand Forum – Grand Valley State University
- Forum for alumni to engage with specific disciplines
- Coordination of existing centers and units as hub for community engagement, Women's studies, Genocide and Holocaust studies, Religious studies, School of Public Affairs, etc.
- Coordination of a speaker's series through existing centers and units
- Development of a University publication focused on mutual engagement activities to give the university's engagement a face

### Curricular/Program Implications

While facilitating a productive dialogue is of great importance, the university could certainly do more in encouraging faculty and students to be more mutually engaged with each other, and with diverse groups and issues we face.

From the faculty perspective, the teaching load is very heavy (4/4 load is standard at SCSU), while many of our peer institutions have a load of 3/4 or 3/3. There is consequently no time to participate in activities that involve external stakeholders, especially if such activities are not explicitly recognized in the tenure and promotion decisions. For example, how many hours of community engagement would equal a successful publication of a peer-reviewed, high-profile journal article? While some departments use Boyer's model of scholarship in recognizing faculty research along the lines of discovery, application, integration and teaching/learning, other departments do not. Some of the increased workload requirements are met on an individual basis by the deans as extra duty days or reassigned time. However, there has been little consistency with previous administrations and even less transparency about who gets what. Within the CLA there is also a wide diversity of pedagogical practices and realities necessitated by the very wide scope of programs ranging from arts, to humanities, to social science, each with its unique set of professional expectations and rules.

In short, there are few incentives to create the dynamism needed to foster ongoing and sustainable faculty engagement.

There are a few ways to recognize the faculty who are fostering mutual engagement:

- Recognition of such efforts through the promotion and tenure decisions by the departments, deans, and the Provost's office
- Clear and transparent rules about reassignment and extra duty days allocations for extra efforts required to participate in the cross-campus and community-wide initiatives, especially those that require substantial commitments of time (e.g. over 10 hours of work per semester)
- Mentoring system for inclusion of young colleagues early in their career in the engagement with the community
- Better access to resources such as assessment tools, better teaching and learning methods, facilitation, public speaking, interpersonal skills
- Internal college-wide and university-wide recognition awards for faculty who go above and beyond what is required (nominations done by peers, students, and community leaders outside the university)
- Publication of successes in print and online, depository of best practices
- Office of community liaison for each school and college (this is already in place, for example, in SOPA)

Sources:

Religious Census of the USA

[http://www.thearda.com/rcms2010/r/m/41060/rcms2010\\_41060\\_metro\\_name\\_2010.asp](http://www.thearda.com/rcms2010/r/m/41060/rcms2010_41060_metro_name_2010.asp)

US Census 2010. Bureau of the Census. [www.census.gov](http://www.census.gov)

SCSU International Vision Plan Feb. 2011

Boyer, E. L. 1990. Scholarship reconsidered. Carnegie Foundation for the Advancement of Teaching.

Twenge, J. 2006. *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled--and More Miserable Than Ever Before*. Free Press, NY.

**Strategic Theme 6: Reciprocal expression, and understanding of diverse experiences in local, national and global contexts.**

Prepared by: Beth Berila, Michael Hasbrouck, Betsy Glade, and Mark Mills

**Summary:**

The College of Liberal Arts values diversity education and an internationalization of our curriculum. We seek to support diverse communities both on campus and off with mutually enriching relationships between the campus and the broader community.

**Background:**

Given the unmatched breadth and richness of programs and perspectives within it, the College of Liberal Arts at St. Cloud State University is uniquely suited to be the most important institutional and community resource when it comes to issues of reciprocal expression and understanding of diverse experiences in local, national and global contexts. In fact, virtually every one of the seventeen programs in the college explores these issues, each from its own unique perspective, with each perspective illuminating the issues in a distinct way. For example, a fully informed analysis of an issue such as immigration would be enriched by each perspective that our programs offer. And a reciprocal expression and understanding of those issues could come from entirely within the college faculty, within the college between faculty and students, across colleges, and between the college and the community at large. The flow of ideas back and forth between professor and student, between colleagues and students in other disciplines in CLA and the rest of SCSU, and finally between the institution and the community beyond the campus enrich all by illuminating so many facets of the issue being explored. As both the largest public university and the most diverse student body in the MnSCU system, it is vital that our varied expertise and broad range of perspectives inform that larger public larger public discourse, for the benefit of all. This includes the array of international study programs that come from CLA and the number of international students and faculty. This is especially true with our location in central Minnesota where SCSU is in many ways an island of diversity within the region.

**National Trends/External Picture**

The most important trend at all levels of the nation is that issues of diverse experiences in local, national and global contexts are of ever growing importance. Schools across the local region and the nation have increasingly diverse student bodies.

Another trend across the country is that institutions everywhere are trying to raise their profiles as offering the education necessary to thrive in the global marketplace of ideas. Everyone is "internationalizing" wherever they can to raise their profile and that means enhancing the global/diversity curriculum offerings as much as possible.

Given the budgetary challenges that face all state supported institutions such as SCSU it will be necessary to move beyond traditional institutional funding sources in order to enhance, increase

and improve global and diversity initiatives and activities. External grants, community partnerships and other sources of funding will likely be needed to meet the needs of our increasingly diverse and global community.

### **SCSU Trends/Internal Picture**

St. Cloud State University and the surrounding community has grown in its diversity in recent years. St. Cloud reflects a growing Somali and Latino community.<sup>2</sup> The Latino population in Stearns County has increased 120-200% between 2000 and 2010.<sup>3</sup> In 2011, the U.S. Census Bureau reported the demographics of St. Cloud, MN as:

#### **St. Cloud, Minnesota Demographics, 2011, U.S. Census Bureau<sup>4</sup>**

Black	5.4%
American Indian or Alaska Natives	1.3%
Asian Persons	4.2%
Persons of Latino or Hispanic Origins	4.9%
Persons Reporting Two or More Races	2.2%
White	86.9%

In addition, the immigrant population in Minnesota has also significantly changed in the past several years. Minnesota has the second largest Hmong population in the United States (66, 181 out of 260, 076 in 2010)<sup>5</sup> and the largest Somali population in the United States; the Census Bureau estimates more than 32,000 in 2011, which includes both individuals born in Somalia and their descendants. This trend is part of a broader influx of people from Sub-Saharan Africa to Minnesota in the last several years.<sup>6</sup>

In 2011, St. Cloud was 50.3% women, compared with 50.8% nationally.<sup>7</sup> There is also a growing out and active LGBT community, as evidenced by the formation of St. Cloud Pride in 2010.

This transformation in regional diversity has translated into a changing demographic in the student population at SCSU. In the past six years, the number of students of color recruited to SCSU has increased 182.4%.<sup>8</sup>

This growing diversity has also highlighted the need for increasing commitment to greater awareness and understanding of diverse communities. Indeed, SCSU has faced a number of racial, cultural, and gender-based discrimination issues in recent years. St. Cloud State has responded to the resulting need in a variety of ways.

---

<sup>2</sup> Ambar Espinoza, "Somali Population, Cultural Tension Rising in St. Cloud." MPR. 15 March 2010. <http://minnesota.publicradio.org/display/web/2010/03/15/st-cloud-tensions>

<sup>3</sup> "Percent Change in Hispanic/Latino Population from 2000-2010 By County." [http://www.clac.state.mn.us/minnesota/PDF/State\\_County\\_PercentChange\\_2000\\_2010.pdf](http://www.clac.state.mn.us/minnesota/PDF/State_County_PercentChange_2000_2010.pdf)

<sup>4</sup> "Minnesota." State and County Quick Facts. U.S. Census Bureau. October 9, 2012. <http://quickfacts.census.gov/qfd/states/27000.html>

<sup>5</sup> "2010 Census Hmong Populations by State." Hmong American Partnership. November 16, 2012. <http://www.hmong.org/page33422626.aspx>

<sup>6</sup> These figures are estimates, since the Census report does not ask people their ancestry. Chris Williams. "New Census Data: Minnesota Somali Population Grows." *Star Tribune*. October 27, 2011.

[http://www.stcloudstate.edu/ssri/immigrantworkers/NewcensusdataMinnesotaSomalipopulationgrowsStarTribune\\_com\\_1.htm](http://www.stcloudstate.edu/ssri/immigrantworkers/NewcensusdataMinnesotaSomalipopulationgrowsStarTribune_com_1.htm)

<sup>7</sup> United States Census Bureau Quick facts. <http://quickfacts.census.gov/qfd/states/27000.html>

<sup>8</sup> St. Cloud State University Diversity Plan 2012. [http://www.stcloudstate.edu/ospe/planning/actionPlans/documents/12\\_DiversityPlan\\_April\\_3.pdf](http://www.stcloudstate.edu/ospe/planning/actionPlans/documents/12_DiversityPlan_April_3.pdf)

In 2012, the Diversity Task Force at SCSU completed its study and its recommendations, which included the following<sup>9</sup>:

- Designate diversity and social justice as an institutional learning outcome so it is integrated throughout the curriculum and student experience, with the expectation that students will demonstrate their competency throughout their education at SCSU.
- Expose students fully to all aspects of issues of diversity and social justice early and often – especially during the first year of enrollment – through curriculum and through other learning experiences.
- Provide institutional resources, support ongoing professional opportunities and identify faculty as peer resources/consultants/ mentors to assist other faculty/staff in developing curriculum related to diversity and social justice and provide support for faculty who are identified as resources.”<sup>10</sup>

St. Cloud State University is also committed to the internationalization of our curriculum and to engaging in a globalized world. The recent “The International Vision and Strategic Action Plan,” of 2011 nicely expresses this goal:

*SCSU will be recognized as the most innovative comprehensive university for international education. Our faculty will be sought as experts in international education and regularly receive federal and foundation international research grants. The international opportunities provided by SCSU will be a major factor in recruiting students, faculty and staff. Our new students will understand that an international experience is a critical part of the SCSU experience. International businesses and organizations will actively recruit our graduate.*

### **Strategic issues and opportunities**

The main strategic issue is how to raise the awareness and appreciation of the activities and multiple areas of expertise on issues of understanding and expression of diverse experiences within the University as a whole and with the local, national and global communities with whom we engage.

The College of Liberal Arts remains committed to implementing the recommendations outlined above by enhancing its relationships with local, regional, national, and international community. Indeed, we are uniquely positioned to do so: not only does CLA offer the majority of courses in the LEP, but most of the departments in CLA offer diversity courses in the LEP. Moreover, many departments work closely with student services offices to enhance the education of our students. We educate not only SCSU students but also connect with the community in a variety of ways off campus. Many professors throughout the College of Liberal Arts incorporate service learning projects in their classroom, which both benefits the surrounding community and help students learn from organizations and members of the surrounding community.

---

<sup>9</sup> St. Cloud State University Diversity Plan 2012. [http://www.stcloudstate.edu/ospe/planning/actionPlans/documents/12\\_DiversityPlan\\_April\\_3.pdf](http://www.stcloudstate.edu/ospe/planning/actionPlans/documents/12_DiversityPlan_April_3.pdf)

<sup>10</sup> St. Cloud State Diversity Plan 2012.

The College of Liberal Arts is also committed to the internalization of our curriculum. This includes integrating a transnational and international lens to our curriculum, as well as offering study abroad opportunities and hosting students from abroad. Many CLA faculty members focus on transnational and international fields in their teaching and their scholarship. We also have programs that emphasize this transnational lens, including the interdisciplinary Global Studies Program.

- We have study abroad programs in Chile and Alnwick, England in which many departments and programs across the College participate. Several of our faculty spend a semester abroad in the Center for British Studies at Alnwick England, while others offer study abroad trips to Chile at the University of Concepcion.
- The Ethnic Studies Department has offered several shorter study abroad programs over the past several years, while the Women's Studies Program has offered a study abroad to Tanzania. Currently, the Ethnic Studies Department works with the Multicultural Student Services Office to offer a study abroad program and a Spring break trip at the Nelson Mandela Metropolitan University in South Africa. That program also hosts an exchange that brings students from South Africa to study at SCSU.
- There are several other study abroad programs at SCSU, some of which support programs within the College of Liberal Arts. For instance, the Study Abroad trip to Thailand and Laos that is currently offered through the Political Science department counts toward the Asian Pacific American Studies program in the Ethnic Studies Department, thereby both enhancing the internationalization and the interdisciplinarity of our curriculum.
- Our Foreign Languages Department has study abroad trips in both France and Germany.
- Our Psychology program offers study abroad in Greece and Italy.  
CLA departments participate in other study abroad programs in Australia, Korea, Japan, and the Netherlands.

We hope to build upon these and other initiatives on campus in upcoming year:

#### **Within SCSU**

- Liberal Education
- Dual majors/minors within CLA that address diversity issues
- Enhancing majors in other colleges with programs from CLA
- SCSU International Study programs housed in CLA
- Links with student organizations
- Faculty presentations to campus community linked to diversity curriculum
- Faculty workshops for faculty and staff
- Faculty governance
- Administration awareness and appreciation of our activities in these areas.

#### **With our external partners**

- Diversity curriculum and community involvement by students
- Community participation in on-campus activities related to diversity issues
- Bring CLA faculty expertise to inform diversity issues in the local community
- Bring CLA faculty expertise to inform national and global diversity issues
- Help inform curricular issues related to diversity in regional school districts

- With local NGOs and non-profits
- With local businesses

### **Opportunities**

Raising SCSU and community awareness of the extent of our activities and expertise related to diversity issues will help strengthen CLA.

### **Key Stakeholders and Areas of Future Research**

Our key stakeholders for this theme include:

- Students (present, prospective, and alumni)
- Faculty and Staff
- Community Partners (schools, community diversity organizations, etc.)

Our areas of Future Research include projects and initiatives that support the following principles:

- Understanding the relevance of diversity education to our lives and communities.
- Developing cultural competencies.
- Enhancing the ability of our students to function successfully in global contexts.
- Enhancing the role and the quality of community involvement.
- Enhancing the internationalization of our educational experiences, both on campus and abroad.

### **SCSU Trends/Internal Picture/Stakeholders**

#### **Strategic Issues and Opportunities**

- The SCSU Mass Communications Department and its student media provide huge opportunities for the University and community stakeholders in the area of diversity and inclusiveness by enhancing curriculum for students, establishing a Spanish-language broadcast, starting a grant-funded Somali-language radio Web program, and increased coverage of diverse communities in broadcast and print media.
- Many programs in the College of Liberal Arts offer courses in Racial Issues courses for students' Liberal Education requirement, including English, Ethnic Studies, History, Sociology, and Women's Studies.
- Foreign Language faculty offer "conversational" classes for faculty, staff, and potentially the public.
- The Whitney Senior Center, which has welcomed new Immigrants to the Community for many years, beginning with the Vietnamese after the end of the Vietnam War, and most recently, the Somali's, after their own Civil War. The Center offers Humanities Programs that could with College of Liberal Arts faculty support and contributions offer more short courses targeting new citizens, as well as educating longtime residents about the increasing diversity in our community.
- SCSU's recent involvement in a Community-wide "Shakespeare Festival" inspires ideas for involving the community more in our "cultural cafes" and "International Nights," on campus. The Art Crawl is another model of involving a number of different community members in Community-wide "cultural" and "diversity" events.

## Appendix B—CLA/SotA Faculty and Staff Survey Results

### What is your primary role at SCSU?

#	Answer	Response	%
1	Faculty	69	88%
2	Staff/Administrator	9	12%
	Total	78	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.12
Variance	0.10
Standard Deviation	0.32
Total Responses	78

### 2. What is your primary department, program or unit within CLA?

#	Answer	Response	%
1	Art	7	9%
2	Communication Studies	12	15%
3	English	12	15%
4	Ethnic and Women's Studies	3	4%
5	Foreign Languages	4	5%
6	Global Studies	0	0%
7	History	3	4%
8	Mass Communications	5	6%
9	Music	8	10%
10	Philosophy	4	5%
11	Psychology	7	9%
12	Religious Studies	0	0%
13	Sociology and Anthropology	9	11%
14	Theatre and Film Studies	7	9%
15	Dean's Office / Other	1	1%
	Total	82	100%

Statistic	Value
Min Value	1
Max Value	15
Mean	7.06

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

Variance	21.02
Standard Deviation	4.58
Total Responses	82

## CLA MISSION

### Question 1: What is your level of agreement with the proposed CLA mission statement?

#	Answer		Response	%
1	Strongly Agree		32	42%
2	Agree		36	47%
3	Neutral		5	6%
4	Disagree		2	3%
5	Strongly Disagree		2	3%
	Total		77	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.78
Variance	0.78
Standard Deviation	0.88
Total Responses	77

### Question 2: How well does the proposed mission statement align with the mission of your department or program?

#	Answer		Response	%
1	Very Well		35	45%
2	Well		26	34%
3	Somewhat		6	8%
4	A little		8	10%
5	Not at all		2	3%
	Total		77	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.91
Variance	1.19
Standard Deviation	1.09
Total Responses	77

**Question 2A: How well does the proposed mission statement align with the student outcomes identified for your department or program?**

#	Answer	Response	%
1	Very Well	27	35%
2	Well	34	44%
3	Somewhat	7	9%
4	A little	7	9%
5	Not at all	2	3%
	Total	77	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.00
Variance	1.05
Standard Deviation	1.03
Total Responses	77

**If I could make one change to the proposed mission statement, I would:**

Text Response
<ul style="list-style-type: none"> <li>Tell the truth. SCSU constantly undermines its own statements about quality education by interfering with departments' tenure decisions and unilaterally allowing failing students to withdraw and even have failing grades wiped long after the withdrawal deadlines with little reason.</li> </ul>
<ul style="list-style-type: none"> <li>Cultivating critical and creative thought and expression READS A LITTLE WONKY FOR TRYING TO JAM "CULTIVATE", "CRITICAL THINKING" AND "CREATIVE EXPRESSION" INTO ONE CATCH-ALL STATEMENT. BETTER TO SEPARATE THE IDEAS, AT THE VERY LEAST AS "CULTIVATING CRITICAL THINKING AND CREATIVE EXPRESSION"</li> </ul>
<ul style="list-style-type: none"> <li>The college is very large and diverse and it contains scientists. Therefore, an additional component stating something along the lines of "fostering scientific investigation of individual and social aspects of society and human behavior" would make some of us feel included.</li> </ul>
<ul style="list-style-type: none"> <li>Add something along the lines of "intellectually engaging with/exploring ideas"</li> </ul>
<ul style="list-style-type: none"> <li>I would add "expecting and encouraging excellence from our students".</li> </ul>
<ul style="list-style-type: none"> <li>I would change the word "through" to "by" and I'd change "that leads" to "leading"; I like all of the content but it seems rather wordy and cumbersome</li> </ul>
<ul style="list-style-type: none"> <li>The statement misses global and multicultural issues 100% and should include developing our students ability to communicate across cultures internationally and within the US.</li> </ul>
<ul style="list-style-type: none"> <li>Providing all these experiences at a reasonable cost that does not bankrupt students, by evaluating new ways students can pay for education on a different schedule and perhaps new ways the university can raise funds, perhaps through student involvement.</li> </ul>
<ul style="list-style-type: none"> <li>dump "that leads to innovation" as it sounds a bit forced.</li> </ul>
<ul style="list-style-type: none"> <li>Add an explicit statement about engaging in research or other scholarship</li> </ul>
<ul style="list-style-type: none"> <li>add scientific thought to include psychology's emphasis on the scientific approach to studying human behavior.</li> </ul>

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

- Better wording: Uniting theory and practice to inspire innovation.
- Don't know what bullet point 2 really says. Seems platitudinous. Suggested change: "Using theory to inform practice and the search for innovation." I would also add some language to include faculty, staff, and students. For example: The faculty, staff, and students in CLA continuously strive to cultivate....
- set some kind of standards to be met
- Mission statement looks fine to me, but will there be real support and resources to actually do so? that is the main issue--we need to get beyond good rhetoric.
- make it less wordy. Half-way through second line I already forgot what first line said
- Change nothing.
- probably delete the part about collaboration, since its implementation is very limited and is likely to stay that way
- I would remove the bullet-list rhetoric
- eliminate "that leads to innovation". It seems grammatically awkward.
- I think it should specify communication skills, whether through speaking, writing, or the arts.
- I would add "leads to action and innovation" instead of just innovation...because innovation is a cruel master that keeps us all on a treadmill. We do also need people who can use theory and practice to take action that continues the work that is ongoing and working. And in our field we would say theory and methods, so I am assuming here that by practice you mean the methods of the discipline rather than taking action.
- Original thought in research or pedagogy, which is different from "uniting theory and practice". That line is too vague to mean much, it seems.
- Leave out the innovation part of the second statement.
- Include a statement about ethics and behavior toward sister and fellow human beings...probably works best in the final statement of the mission.
- Given our department and SCSU / MNSCU Mission & Vision, what is missing in the statement is acknowledgement of the growing ethnic and racial diversity of Minnesota, so that a mission statement should acknowledge a focus on inclusion (or not only that we live in a "global society" but that we live in an increasingly diverse society.
- I believe it is okay.
- I would make specific mention of the Arts and how vital they are in the whole process.

Statistic	Value
Total Responses	32

**CLA VISION**

**Question 3: What is your level of agreement with the proposed CLA vision statement?**

#	Answer		Response	%
1	Strongly Agree		27	36%
2	Agree		36	48%
3	Neutral		10	13%
4	Disagree		0	0%
5	Strongly Disagree		2	3%
	Total		75	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.85
Variance	0.72
Standard Deviation	0.85
Total Responses	75

**Question 4: How well does the proposed vision statement align with the vision of your department or program?**

#	Answer		Response	%
1	Very Well		27	36%
2	Well		33	44%
3	Somewhat		9	12%
4	A little		4	5%
5	Not at all		2	3%
	Total		75	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.95
Variance	0.94
Standard Deviation	0.97
Total Responses	75

**If I could make one change to the proposed vision statement, I would:**

Text Response
<ul style="list-style-type: none"> <li>• "MULTIFACETED", "DIVERSE" AND "BREADTH" ALL MEAN AND SAY THE SAME THING, THEY SEEM LIKE OVERKILL AND MAKE THE SENTENCE INCOMPREHENSIBLE. SIMPLIFY. ALSO, CREATION AND APPLICATION OF SOLUTIONS ARE MENTIONED, BUT NEVER THE PROBLEMS TO BE SOLVED. OF COURSE, VISION SEEMS LIKE THE WRONG PLACE TO POINT OUT THAT WE HAVE PROBLEMS. "We advance a multifaceted understanding of the human condition necessary to imagine and apply solutions to the problems we face in the communities where we live, work and learn."</li> </ul>
<ul style="list-style-type: none"> <li>• "... imagine, investigate, develop and apply"</li> </ul>
<ul style="list-style-type: none"> <li>• "Apply solutions" puts us into the narrow problem-solving mode. It makes us sound like social engineers and that the problems are simply a given and just need to be remedied, when seeing something as a problem or a type of one is the result of how we conceptualize the situation, which is what LA is about. How about just, "necessary to imagine and reconceive communities..."?             <ul style="list-style-type: none"> <li>• I would add something about high standards or academic rigor.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• The words "we advance" don't seem to fit with a vision statement to me. Maybe it could begin with "We envision learners with a multifaceted understanding . . ." The word "advance" suggests process but I thought vision was supposed to represent an outcome. Not sure though . . .             <ul style="list-style-type: none"> <li>• There needs to be a reference to the future. Without it, we are buried in the past and present.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• To enable our students to develop a world-embracing vision; to help them gain an in-depth understanding of the unity of the human condition in all of its diversity, and contribute to the betterment of the quality of life for all of humanity.</li> <li>• Not sure what else to say but my reaction is that it is too wordy and hard to get a handle on. I wish it was more accessible because now it sounds like legalize.</li> </ul>
<ul style="list-style-type: none"> <li>• It is too long and convoluted to be a vision statement. It's an OK statement to come across in an academic article or administrative policy statement, but it is cumbersome and absolutely unmarketable. I know this isn't the same as a "slogan," but I think this vision statement conveys that our vision is messy.</li> </ul>
<ul style="list-style-type: none"> <li>• Add an explicit statement about engaging in research or other scholarship</li> <li>• i'm not sure i understand the word "solutions"</li> <li>• at what levels or standards can we meet the vision?</li> <li>• Make it simple. "...advance....understanding of the diverse human condition..." - what are you trying to say?</li> <li>• Change nothing.</li> </ul>
<ul style="list-style-type: none"> <li>• Put the first line in plain English, such as "We apply a broad understanding of the diverse human condition to imagine and apply..." It is just too abstract and bureaucratic otherwise, needs readability</li> <li>• I would change the last part of the last sentence to read "the global communities where we live, work, and learn."</li> <li>• None, I really like the vision statement</li> <li>• Nothing. It's appropriately broad enough to reflect the varied disciplines in the college.</li> <li>• Here, too, the statement does not note the skills we impart to students, particularly their high level of ability to communicate in a culture.</li> <li>• Add an aesthetic dimension</li> <li>• ....and perspectives.....instead of a breadth of perspective. It makes it less wordy</li> <li>• I would include something about preparing global citizens.</li> <li>• Similar to previous suggestion, include a statement about human behavior and ethical practice. The phrase 'apply solutions' appears neutral and somewhat vague, but perhaps intentionally so.</li> <li>• I would incorporate something about global literacy</li> <li>• This is a Liberal Arts statement and there is no mention of the Arts and their importance to the inspired human growth and development.</li> <li>• Right now there is a sense only of study rather than production. As a creative writing teacher who works also with</li> </ul>

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

TFSD, myself and my colleagues in the field require students to produce, not only study, as is true I think of all of the arts. So, there could be more of a sense of production, of action in the present rather than action in the future.

- tighten the language

Statistic	Value
Total Responses	28

## CLA VALUES

### Question 5: What is your level of agreement with the proposed CLA values statement?

#	Answer		Response	%
1	Strongly Agree		37	49%
2	Agree		27	36%
3	Neither Agree nor Disagree		7	9%
4	Disagree		2	3%
5	Strongly Disagree		2	3%
	Total		75	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.73
Variance	0.87
Standard Deviation	0.93
Total Responses	75

### Question 6: How well does the proposed values statement align with the values of your department or program?

#	Answer		Response	%
1	Very Well		32	43%
2	Well		25	33%
3	Somewhat		13	17%
4	A little		4	5%
5	Not at all/ Not applicable		1	1%
	Total		75	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.89
Variance	0.93
Standard Deviation	0.97
Total Responses	75

**Question 6A: How well do student outcomes for your department or program embody these values?**

#	Answer	Response	%
1	Very Well	23	32%
2	Well	24	33%
3	Somewhat	17	23%
4	A little	6	8%
5	Not at all/ Not applicable	3	4%
	Total	73	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.21
Variance	1.22
Standard Deviation	1.11
Total Responses	73

**If I could make one change to the proposed values statement, I would:**

Text Response
<ul style="list-style-type: none"> <li>It is difficult to see how the university is committed to connecting faculty and students at a time when it feels like there is pressure throughout the university to increase class sizes, especially when there are already a number of very large classes, and when there is pressure to cancel classes.</li> </ul>
<ul style="list-style-type: none"> <li>DITCH "AT ITS CORE." IF THEY AREN'T CORE VALUES, THEN THEY AREN'T VALUES.</li> </ul>
<ul style="list-style-type: none"> <li>Add something about intellectual engagement with ideas as a value.</li> </ul>
<ul style="list-style-type: none"> <li>I would add "academic excellence".</li> </ul>
<ul style="list-style-type: none"> <li>The words "at its core" are unnecessary.</li> </ul>
<ul style="list-style-type: none"> <li>I am uncomfortable with "ideological". just Diversity suits this better. I think this somehow seeks "balance" at the expense of truth. I don't really respect the position of global warming denial. That to me is a settled issue.</li> </ul>
<ul style="list-style-type: none"> <li>Replace "connecting faculty and students" with "The faculty/student connection"</li> </ul>
<ul style="list-style-type: none"> <li>Add a statement about the importance of academic freedom</li> </ul>
<ul style="list-style-type: none"> <li>place open inquiry at the top</li> </ul>
<ul style="list-style-type: none"> <li>what are the standards?</li> </ul>
<ul style="list-style-type: none"> <li>Change "Multicultural competence" - are we currently incompetent? Why not just use "acceptance" or something along those lines?</li> </ul>
<ul style="list-style-type: none"> <li>Change nothing.</li> </ul>
<ul style="list-style-type: none"> <li>clarify the last item, not sure what it means ("mutual respect"?)</li> </ul>
<ul style="list-style-type: none"> <li>I don't like bullet lists, and it isn't as broad/encompassing as I'd like</li> </ul>
<ul style="list-style-type: none"> <li>"competence" could be stronger</li> </ul>

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

- I would suggest: Understanding the heritage of multiple cultures. We value this in literature courses, in art history and theory, in music theory etc.
- I would delete ideological diversity and multicultural competence and state them differently. These statements prioritize politics and race/ethnicity. What about gender? sexuality? disability? class? religion? I think I would avoid ideological diversity all together. Does this mean it is okay for someone to teach holocaust denial? It is okay for someone to teach creationism? There ARE perspectives that are backed with evidence and there are perspectives that are not. I'd rather us stick to evidence based teaching. That is my highest value. I present evidence to students even if it goes against my personal beliefs/feelings/ideology. And dogmatic teaching, even if it is a "diverse perspective" is harmful to student thinking. IMHO. But students should be competent in working with people from diverse backgrounds...I would just like it to be more inclusive than multicultural.
- include a statement that we value scholarship and research (not the same as valuing mutual respect for scholarship, which is also important).
- I would like to see a stronger support for creativity.
- I'm uncertain about the phrase 'multicultural competence.' Does it imply embracing diversity and practicing respect and ethical treatment?
- The term "ideological diversity" is problematic for a number of reasons. I feel that reference to supporting critical analysis would be broader and less political.... This suggests that our college "teaches ideologies" rather than perhaps competing theories and competing world views. The term IDEOLOGY is considered negative by most of the public, so why would we have such a statement as part of our values? It always means "my truth" and "your ideology" if we were honest about such statements.
- incorporate something about ethical responsibility though a few points encapsulate or allude to the realm of ethics
- It is just fine.
- The statements are very sterile at their core. They appeal to head knowledge, but not the creative, artistic side of human nature which is vital for all else. It is the cohesive factor especially in a Liberal Arts setting.
- Multicultural understanding????

Statistic	Value
Total Responses	27

**Question 7: Please indicate your level of agreement with the following statements about the proposed CLA mission, vision and values statements:**

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responses	Mean
1	7a: Provide enough flexibility for my program/department to develop new academic programs.	31	29	13	1	1	75	1.83
2	7b: Provide enough flexibility for me to pursue my scholarly interests.	28	31	10	4	2	75	1.95
3	7c: Establish a clear direction for the future growth and development of the college.	15	30	19	7	4	75	2.40
4	7d: Establish a clear direction for program outcomes to align with the student experience within my department or program.	20	32	14	6	3	75	2.20
5	7e: Do not reflect the interests and pursuits of my department or program.	1	5	9	37	22	74	4.00
6	7f: Do not provide a framework for uniting the departments and programs within the college.	4	8	16	29	17	74	3.64
7	7g: Help frame the college as an attractive place to teach, collaborate, and engage as a scholar.	18	27	20	7	3	75	2.33
8	7h: Will help us attract new faculty and staff to the college.	11	15	34	9	6	75	2.79
9	7i: Will enable us to promote the college to internal and external stakeholders.	11	24	29	9	2	75	2.56
10	7j: Do not differentiate us from other colleges of liberal arts.	4	17	35	13	5	74	2.97

Statistic	7a: Provide enough flexibility for my program /department to develop	7b: Provide enough flexibility for me to pursue my scholarly interests.	7c: Establish a clear direction for the future growth and develop	7d: Establish a clear direction for program outcomes to align	7e: Do not reflect the interests and pursuits of my department	7f: Do not provide a framework for uniting the departments and	7g: Help frame the college as an attractive place to teach, collabor	7h: Will help us attract new faculty	7i: Will enable us to promote the college to internal and external	7j: Do not differentiate us from other colleges of liberal arts.
-----------	--	---	---	---	--	--	--	--------------------------------------	--	--

St. Cloud State University College of Liberal Arts Strategic Plan

	new academic programs.		ment of the college.	with the student experience within my department or program.	ent or program.	programs within the college.	ate, and engage as a scholar.	and staff to the college.	stakeholders.	
Min Value	1	1	1	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5	5	5	5
Mean	1.83	1.95	2.40	2.20	4.00	3.64	2.33	2.79	2.56	2.97
Variance	0.74	0.97	1.16	1.11	0.82	1.25	1.14	1.20	0.95	0.90
Standard Deviation	0.86	0.98	1.08	1.05	0.91	1.12	1.07	1.09	0.98	0.95
Total Responses	75	75	75	75	74	74	75	75	75	74

**Comments:**

Text Response
<ul style="list-style-type: none"> <li>• IN THE FINAL ANALYSIS, IT ALWAYS COMES DOWN TO ACTIONS, NOT WORDS.</li> </ul>
<ul style="list-style-type: none"> <li>• In most of the negative statements, I would say "neutral" or "agree" mostly due to the lack of resources to fulfill the positive goals (in some particular areas). Point 7i and j in particular (to differentiate the college from other institutions, to offer unique, attractive images so the college's offerings are definitely appealing, I would like to see resources allocated more evenly.</li> </ul>
<ul style="list-style-type: none"> <li>• The issue for me is not the words in their statements, but the way that they are implemented. I am concerned that the vision avoids the cultural part of our values which are paramount in my area, and I am concerned the the future or the 21st century are not referenced in these three statements.</li> </ul>
<ul style="list-style-type: none"> <li>• What differentiates us is the high quality of our work, not whether we have a different package of generalizations to make about what the dozens of us do in all our wild diversity here in CLA. this whole idea of selling ourselves with some really coherent, strategic vision that says it all could only dumb down what we do. This language shows a lot of thought and effort on the part of the task force who wrote it, and does as well as possible to represent us. Let's not be unrealistic and think that our new language will or ought to change much.</li> </ul>
<ul style="list-style-type: none"> <li>• Again, good ideas and rhetoric, we've got labels, slogans, expensive symbols--but what will we do as a university to support these elements realistically?</li> </ul>
<ul style="list-style-type: none"> <li>• With the understanding that these needed to be worded generally enough to reflect a range of disciplines, I feel they have the ability to guide and encourage departmental and college growth but are too vague to be uniquely attractive to future students, faculty, or external stakeholders.</li> </ul>
<ul style="list-style-type: none"> <li>• I also couldn't tell how this would be different than say, school of public affairs? or health one.</li> </ul>
<ul style="list-style-type: none"> <li>• I don't think many people look at these kinds of statements or think they are important. Whatever the statement is, I won't think about it unless someone brings it up in an explicit fashion, and it won't have any direct influence on my daily work.</li> </ul>
<ul style="list-style-type: none"> <li>• Again, I think that the term "ideological diversity" is a huge problem. I feel the term is insulting to the overall aim of the university and the world "university" as "universal" to use the term "ideology" as part of a mission statement -- and I believe such a statement would cause doubt and questioning among many parents or other stakeholders, as well as future applicants.</li> </ul>

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

Total Responses	10
-----------------	----

**Planning themes**

As part of the planning process, the College of Liberal Arts Work Group identified a set of themes around which to organize the college’s planning activities. These are:

- Collaborative and interdisciplinary work
- Liberal Education Program
- Active and applied learning
- Community engagement
- International opportunities
- Rewarding teaching and enhancing faculty and staff morale

**Question 8: Please indicate how well you believe the College of Liberal Arts and your department or program currently performs on each theme.**

**College**

#	Question	Essential	Important	Somewhat Important	Limited Importance	Unimportant	Responses	Mean
1	Collaborative and interdisciplinary work	8	17	12	11	3	51	2.69
2	Liberal Education program leadership	17	20	8	4	2	51	2.10
3	Active and applied learning	14	25	12	1	0	52	2.00
4	Community engagement	9	23	14	5	0	51	2.29
5	International opportunities	8	26	12	5	1	52	2.33
6	Rewarding teaching and enhancing faculty and staff morale	8	13	9	13	9	52	3.04

Statistic	Collaborative and interdisciplinary work	Liberal Education program leadership	Active and applied learning	Community engagement	International opportunities	Rewarding teaching and enhancing faculty and staff morale
Min Value	1	1	1	1	1	1
Max Value	5	5	4	4	5	5
Mean	2.69	2.10	2.00	2.29	2.33	3.04
Variance	1.34	1.17	0.59	0.77	0.85	1.84
Standard Deviation	1.16	1.08	0.77	0.88	0.92	1.36

St. Cloud State University College of Liberal Arts Strategic Plan

Total Responses	51	51	52	51	52	52
-----------------	----	----	----	----	----	----

**Department or Program**

#	Question	Essential	Important	Somewhat Important	Limited Importance	Unimportant	Responses	Mean
1	Collaborative and interdisciplinary work	11	16	14	4	3	48	2.42
2	Liberal Education program leadership	18	14	9	6	1	48	2.13
3	Active and applied learning	24	14	8	1	0	47	1.70
4	Community engagement	16	18	11	2	1	48	2.04
5	International opportunities	12	15	13	5	2	47	2.36
6	Rewarding teaching and enhancing faculty and staff morale	11	14	8	10	4	47	2.62

Statistic	Collaborative and interdisciplinary work	Liberal Education program leadership	Active and applied learning	Community engagement	International opportunities	Rewarding teaching and enhancing faculty and staff morale
Min Value	1	1	1	1	1	1
Max Value	5	5	4	5	5	5
Mean	2.42	2.13	1.70	2.04	2.36	2.62
Variance	1.27	1.26	0.69	0.93	1.24	1.68
Standard Deviation	1.13	1.12	0.83	0.97	1.11	1.29
Total Responses	48	48	47	48	47	47

## College-SOTA respondents

#	Question	Essential	Important	Somewhat Important	Limited Importance	Unimportant	Responses	Mean
1	Collaborative and interdisciplinary work	2	4	7	3	2	18	2.94
2	Liberal Education program leadership	4	9	4	1	0	18	2.11
3	Active and applied learning	3	7	8	0	0	18	2.28
4	Community engagement	4	3	10	0	1	18	2.50
5	International opportunities	2	4	7	4	1	18	2.89
6	Rewarding teaching and enhancing faculty and staff morale	4	4	5	5	0	18	2.61

Statistic	Collaborative and interdisciplinary work	Liberal Education program leadership	Active and applied learning	Community engagement	International opportunities	Rewarding teaching and enhancing faculty and staff morale
Min Value	1	1	1	1	1	1
Max Value	5	4	3	5	5	4
Mean	2.94	2.11	2.28	2.50	2.89	2.61
Variance	1.35	0.69	0.57	1.09	1.16	1.31
Standard Deviation	1.16	0.83	0.75	1.04	1.08	1.14
Total Responses	18	18	18	18	18	18

## School-SOTA respondents

#	Question	Essential	Important	Somewhat Important	Limited Importance	Unimportant	Responses	Mean
1	Collaborative and interdisciplinary work	3	5	5	3	1	17	2.65
2	Liberal Education program leadership	1	9	3	3	1	17	2.65
3	Active and applied learning	8	4	4	1	0	17	1.88

**St. Cloud State University College of Liberal Arts Strategic Plan**

4	Community engagement	5	6	4	1	1	17	2.24
5	International opportunities	2	1	6	5	3	17	3.35
6	Rewarding teaching and enhancing faculty and staff morale	5	3	3	5	1	17	2.65

Statistic	Collaborative and interdisciplinary work	Liberal Education program leadership	Active and applied learning	Community engagement	International opportunities	Rewarding teaching and enhancing faculty and staff morale
Min Value	1	1	1	1	1	1
Max Value	5	5	4	5	5	5
Mean	2.65	2.65	1.88	2.24	3.35	2.65
Variance	1.37	1.12	0.99	1.32	1.49	1.87
Standard Deviation	1.17	1.06	0.99	1.15	1.22	1.37
Total Responses	17	17	17	17	17	17

**Department or Program-SOTA Respondents**

#	Question	Essential	Important	Somewhat Important	Limited Importance	Unimportant	Responses	Mean
1	Collaborative and interdisciplinary work	9	3	2	2	1	17	2.00
2	Liberal Education program leadership	4	7	2	3	1	17	2.41
3	Active and applied learning	13	1	3	0	0	17	1.41
4	Community engagement	7	7	2	0	1	17	1.88
5	International opportunities	2	3	2	6	4	17	3.41
6	Rewarding teaching and enhancing faculty and staff morale	5	3	4	4	1	17	2.59

St. Cloud State University College of Liberal Arts Strategic Plan

Statistic	Collaborative and interdisciplinary work	Liberal Education program leadership	Active and applied learning	Community engagement	International opportunities	Rewarding teaching and enhancing faculty and staff morale
Min Value	1	1	1	1	1	1
Max Value	5	5	3	5	5	5
Mean	2.00	2.41	1.41	1.88	3.41	2.59
Variance	1.75	1.51	0.63	1.11	1.88	1.76
Standard Deviation	1.32	1.23	0.80	1.05	1.37	1.33
Total Responses	17	17	17	17	17	17

**If I could add a planning theme to the list, it would be to:**

Text Response
<ul style="list-style-type: none"> <li>• Something wrong here. Descriptors such as "essential" or "important" are not descriptors relevant to goodness of performance. They are descriptors of the value of themes (to someone...). I do not know how to respond.</li> <li>• Encourage learning for its own sake/resist trendy flavor-of-the-month educational ideas.</li> <li>• Academic integrity</li> <li>• The ambiguity of the "international opportunities" theme marginalizes this theme in ways that I am sure are not intended.</li> <li>• A plan to reduce the paper work involved in assessing these objectives.</li> <li>• Get administration to stop destroying staff morale through overwork and through allocating budget to new initiatives less essential than respect for the people who run our offices.</li> <li>• this item is confusing. The question asks about current PERFORMANCE, but the response items have to do with IMPORTANCE. my answers are based on the "essential" end being "high performance"</li> <li>• Rewarding research and enhancing faculty and staff morale</li> <li>• advertising our value to the state, community, and university</li> <li>• Technology competence, increased emphasis on collaboration and interdisciplinarity and synthesis.</li> <li>• support the integration of scholarship with teaching and work with students.</li> <li>• support scholarship/research because we understand that engaged scholars make excellent teachers and community partners.</li> <li>• Question is nonsensical: Question asks to evaluate performance, but scale asks about importance.</li> </ul>

Statistic	Value
Total Responses	14

**Question 9: Please indicate how important you believe strong performance on each theme will be to the future success of the College of Liberal Arts and your department or program.**

**College**

#	Question	Essential	Important	Somewhat Important	Limited Importance	Unimportant	Responses	Mean
1	Collaborative and interdisciplinary work	18	20	10	2	0	50	1.92
2	Liberal Education program leadership	25	19	7	0	0	51	1.65
3	Active and applied learning	23	22	4	2	0	51	1.71
4	Community engagement	19	22	7	1	1	50	1.86
5	International opportunities	20	22	6	3	0	51	1.84
6	Rewarding teaching and faculty and staff morale	34	12	5	0	0	51	1.43

Statistic	Collaborative and interdisciplinary work	Liberal Education program leadership	Active and applied learning	Community engagement	International opportunities	Rewarding teaching and faculty and staff morale
Min Value	1	1	1	1	1	1
Max Value	4	3	4	5	4	3
Mean	1.92	1.65	1.71	1.86	1.84	1.43
Variance	0.73	0.51	0.61	0.78	0.73	0.45
Standard Deviation	0.85	0.72	0.78	0.88	0.86	0.67
Total Responses	50	51	51	50	51	51

**Department or Program**

#	Question	Essential	Important	Somewhat Important	Limited Importance	Unimportant	Responses	Mean
1	Collaborative and interdisciplinary work	19	23	5	1	1	49	1.82
2	Liberal	22	19	7	0	0	48	1.69

St. Cloud State University College of Liberal Arts Strategic Plan

3	Education program leadership Active and applied learning	31	12	3	2	0	48	1.50
4	Community engagement	17	23	5	2	2	49	1.96
5	International opportunities	20	17	6	5	0	48	1.92
6	Rewarding teaching and faculty and staff morale	31	13	4	0	0	48	1.44

Statistic	Collaborative and interdisciplinary work	Liberal Education program leadership	Active and applied learning	Community engagement	International opportunities	Rewarding teaching and faculty and staff morale
Min Value	1	1	1	1	1	1
Max Value	5	3	4	5	4	3
Mean	1.82	1.69	1.50	1.96	1.92	1.44
Variance	0.74	0.52	0.64	1.00	0.97	0.42
Standard Deviation	0.86	0.72	0.80	1.00	0.99	0.65
Total Responses	49	48	48	49	48	48

### College-SOTA Respondents

#	Question	Essential	Important	Somewhat Important	Limited Importance	Unimportant	Responses	Mean
1	Collaborative and interdisciplinary work	8	6	4	0	0	18	1.78
2	Liberal Education program leadership	9	4	5	0	0	18	1.78
3	Active and applied learning	9	5	4	0	0	18	1.72
4	Community engagement	6	9	2	0	1	18	1.94
5	International opportunities	6	3	9	0	0	18	2.17
6	Rewarding teaching and faculty and staff morale	11	5	2	0	0	18	1.50

St. Cloud State University College of Liberal Arts Strategic Plan

Statistic	Collaborative and interdisciplinary work	Liberal Education program leadership	Active and applied learning	Community engagement	International opportunities	Rewarding teaching and faculty and staff morale
Min Value	1	1	1	1	1	1
Max Value	3	3	3	5	3	3
Mean	1.78	1.78	1.72	1.94	2.17	1.50
Variance	0.65	0.77	0.68	1.00	0.85	0.50
Standard Deviation	0.81	0.88	0.83	1.00	0.92	0.71
Total Responses	18	18	18	18	18	18

**School-SOTA Respondents**

#	Question	Essential	Important	Somewhat Important	Limited Importance	Unimportant	Responses	Mean
1	Collaborative and interdisciplinary work	11	4	3	0	0	18	1.56
2	Liberal Education program leadership	6	7	4	0	1	18	2.06
3	Active and applied learning	10	4	4	0	0	18	1.67
4	Community engagement	8	7	2	0	1	18	1.83
5	International opportunities	5	4	9	0	0	18	2.22
6	Rewarding teaching and faculty and staff morale	11	5	1	1	0	18	1.56

Statistic	Collaborative and interdisciplinary work	Liberal Education program leadership	Active and applied learning	Community engagement	International opportunities	Rewarding teaching and faculty and staff morale
Min Value	1	1	1	1	1	1
Max Value	3	5	3	5	3	4
Mean	1.56	2.06	1.67	1.83	2.22	1.56
Variance	0.61	1.11	0.71	1.09	0.77	0.73
Standard	0.78	1.06	0.84	1.04	0.88	0.86

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

Deviation						
Total Responses	18	18	18	18	18	18

**Department or Program-SOTA Respondents**

#	Question	Essential	Important	Somewhat Important	Limited Importance	Unimportant	Responses	Mean
1	Collaborative and interdisciplinary work	12	4	2	0	0	18	1.44
2	Liberal Education program leadership	5	9	3	0	1	18	2.06
3	Active and applied learning	12	3	3	0	0	18	1.50
4	Community engagement	10	5	2	0	1	18	1.72
5	International opportunities	6	4	7	1	0	18	2.17
6	Rewarding teaching and faculty and staff morale	11	5	1	1	0	18	1.56

Statistic	Collaborative and interdisciplinary work	Liberal Education program leadership	Active and applied learning	Community engagement	International opportunities	Rewarding teaching and faculty and staff morale
Min Value	1	1	1	1	1	1
Max Value	3	5	3	5	4	4
Mean	1.44	2.06	1.50	1.72	2.17	1.56
Variance	0.50	1.00	0.62	1.15	0.97	0.73
Standard Deviation	0.70	1.00	0.79	1.07	0.99	0.86
Total Responses	18	18	18	18	18	18

**PLANNING THEMES**

**Question 10: For each theme, provide up to three recommendations for how we might integrate these themes into the work of the College of Liberal Arts.**

**Collaborative and interdisciplinary work**

#	Answer	Response	%
1	One	42	100%
2	Two	26	62%
3	Three	15	36%

One	Two	Three
GIVE EQUAL LOAD TO TEAM TAUGHT ENDEAVORS, DO NOT SPLIT THE LOAD UP	GIVE DEPARTMENTS LOAD RELIEF TO ENCOURAGE AND SUPPORT THIS WORK	PUNISH DEPARTMENTS THAT DO NOT ENGAGE IN THIS KIND OF WORK
There must be a practical way for this to happen. There is none.	The Dean of Public Affairs has created and supported a scholarly forum. Do the same.	
Make better use of meta-disciplinary programs like Philosophy		
Make team teaching across departments and college easier by removing the "load" issues.		
Promote co-teaching classes		
Facilitate communication, learn about important projects lead by departments	Create networks that would appeal engagement in such projects	
Allow more team teaching	SUpport interdisciplinary programs with more resources	
Allow for more oppourtunities to pair courses from different departments together		
We need structural mechanisms to require professors across departments and programs to communicate with each and to collobrate in order for this theme to be successful.	Establish an Program in Applied Linguistics as a unit to provide structure for collaboration between TESL and Foreign Languages.	Establish a university-wide teacher education unit that CLA teacher educators can join along with teacher educators from across the univeristy.
We must redesign teaching assignments. Team teaching is discouraged by the current structure.	Reassigned time for active and applied pedagogy (such as directing a performance or leading a small number of students through a practicum/project) should be more widely available. Students often report that these experiences were the most educational.	We need physical space for such collaborations to happen. Under our current atomized teaching assignment structure, each faculty member must be "supported" by at least 10 students, but usually closer to 25-40. Combining teachers means combining students. We need larger, more flexible spaces in which to do so.
Have one faculty member propose a research topic (as project leader), and announce it to the faculty from		

St. Cloud State University College of Liberal Arts Strategic Plan

various disciplines with related research interests.		
pair faculty with other department faculty		
Inter-disciplinary cafes that asks two departments and or their representatives to have an 'intellectual date' or retreat to imagine ways they can work together to offer combined or complimentary classes and perhaps conduct research.	Sponsored Programs can identify and promote grant funding opportunities that brings together various disciplines to address a central problematic..	University funds can be set aside to support pilot research projects that includes researchers from two or more departments.
Showcase the existing collaborations and interdisciplinary activities (we have some success stories in place)		
Acknowledge that much interdisciplinary teaching is already occurring in programs across our college--faculty are often teaching big picture themes that demand more than one method of approach.	Is there any way of arranging events that would enable faculty to actually talk to one another across departments?	
interdisciplinary work groups based on thematic areas, e.g. sustainability		
More flexibility in times available for scheduling classes		
support the successful interdisciplinary programs but not the failing ones		
remove administrative barriers to co-teaching		
incentive plans for cross-departmental teaching		
make it easier to team teach		
provide time and support for faculty to collaborate, team teaching etc--beyond counting heads in classes	provide time for faculty to work to develop course and projects--can't do it realistically with a 4-4 load	
Informal gathering to "get to know" neighboring dept's/staff & their work (coffee opportunity once a month @ 10am)	Something to expand upon departmental newsletters of activities/accomplishments...not sure what	Some of the best ideas and collaborations come from hallway conversations and informal contacts, build upon this comfort level.
Load should never be simply divided (two faculty on a three credit course equals 1.5 credits each).	FTE should be accounted at the school/college level. If a music and art faculty collaborate, the SotA should capture the load rather than the department.	Curricular offerings must be designed on a meta level, such as the school or college. Cross listing is often confusing and the flexibility required by interdisciplinary collaboration often wreaks havoc for department chairs.
Find out what others' research interests are across the college	Team teaching	
Provide clear models as to how team-taught courses might align with FTE/credit loads	Provide opportunities (both on and off campus) whereby faculty and students in aligned disciplines may become more aware of the work their colleagues/peers are doing (especially in SOTA)	

St. Cloud State University College of Liberal Arts Strategic Plan

make it possible to team teach and still have full time work, like teach gender and violence with soc and women's studies and we get 1/2 course reassigned time to collaborate	reassigned time for development, not proven success...great learning comes from failures, but we don't have time to try	ways to meet people that might be interested in similar issues as you...some sort of networking database or something. Social change happens when it is made easy for participants to do.
Provide avenues for inter departmental collaboration	have mechanisms in place to address the potential conflicts that may arise in such efforts	work towards reducing the mutual distrust that exists among programs because many programs feel that their existence is threatened unless they outdo the others (competition and insecurity stemming from zero sum perspective)
Find physical interdisciplinary space		
How exactly would CLA even reward it? FTEs & teaching loads?	How would CLA diminish intra-dept competition for resources?	
Closer ties between FLL and other majors, including technical majors		
Dean's office support	Providing opportunities for the college to be together so that faculty can get to know each other	Reports about long-term or on-going projects. This way faculty can know who is doing what and perhaps consider ways to collaborate
Provide real options for interdisciplinary teaching	Support interdisciplinary centers	
Continue and encourage joint assignments in two or more departments	Host interdisciplinary conferences	
Incorporate the ideas from the humanities "major" into ucurrent coursework. More team teaching, more cross discipline reading, and more assessments designed to check if students connect the dots. Liberal education may be the better place to explore these options.		
Support ongoing collaborations such as the Faculty Research Group for Immigrant Workers in Minnesota	Request that Interdisciplinary Programs (e.g. Global Studies) include all faculty who teach courses to be on program or advisory committees	Recognize and support faculty working toward collaborative teaching/pedagogy/assessment such as Racial Issues Faculty Colloquium
more interdisciplinary conversations among faculty-esp. regarding current faculty scholarship	opportunities for senior-junior faculty to work on collaborative projects	
An interdisciplinary arts major - we can do this now. Lets get started.	more opportunities to work collaboratively - ie: how do we team teach classes?	collaboration workshops - that are active and build skills, not just being talked at with a power point
Cross disciplinary teaching within the college should be encouraged.	Courses should be designed to reflect learning across the disciplines within the college	Workshops and seminars within the disciplines should cut across departments
Make it easier for faculty to teach across departments within the college.	Make it easier to co-teach a class with other faculty across departments.	Provide some support for new collaborative, interdisciplinary projects, rather than leaving it all on faculty shoulders
give incentives for collaborative classes	meet ups for those interested in teaching interdisciplinary	

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

Statistic	Value
Min Value	1
Max Value	3
Total Responses	42

## Liberal Education Program

#	Answer	Response	%
1	One	26	100%
2	Two	7	27%
3	Three	4	15%

One	Two	Three
There should be support for development and course offerings in this area. I do not see the incentives.		
We do a lot of this already		
Insist on some standards for student performance and support faculty who expect students to work hard.		
Training in the implementation		
We already do this well.		
Create faculty learning communities with faculty members who teach various LEP courses--particularly 191, 192, 194.		
Focus not only on diversity issues, but also on "solutions" to those issues. Develop new courses or modify existing courses to include this dimension.		
Compile data that maps how a Liberal Education Program benefits alumni and their employers	Include a Liberal Education component, specifically tailored to a non Liberal Arts major	
Send semester-by-semester Liberal Education Class enrollment summaries to every faculty member in the college to keep us aware of our contribution and make it concrete in our minds		
is it possible to get faculty to share what they are doing in their teaching, with one another?		
support staffing of the faculty		
more faculty to support non-major classes as well as major classes		
Create collaborative offerings in which senior faculty lecture on a common theme, like the common reading program (only designed to work across disciplines, like the theme of science and the arts)	The music department needs to severely reduce the amount of courses offered as LEP. A lesson is NOT a valid course. An ensemble is NOT a valid course.	
Make sure it coincides with best practices through out the country or at least at comparable schools.		
The central role that CLA plays in the LEP needs to be more fully broadcasted and advertised across	Further investigate and take advantage of the notion of an "experience" to fulfill a goal area.	

St. Cloud State University College of Liberal Arts Strategic Plan

campus. We need to be louder and prouder about this.		
find out what each of our programs offers and market it to the outside and in the process, we have it marketed to us so we can believe it and be proud of the work we do instead of always feeling embattled to survive	a marketing program to students so they understand the value of a liberal education their first year and teach them how to sell the skills and tools they get from it so they don't feel the need to have a technical degree to succeed in life (and they can sell to parents)	conversations between faculty who teach various aspects of the program to help us know what others are doing and how we can build on it.
have smaller class sizes for gen ed courses		
no clear recs here		
Suggest multipdiscipline, team taught courses be incorporated into the LEP/		
Encourage and support faculty who teach within each Goal Area to collaborate with each other regarding assessment; training for Curriculum Committee members together with LEAPS and pedagogy (model is Racial Issues Colloquium)	Update all forms for new LEP and assure that LEP Committee, College Curriculum Committees and UCC members understand the processes for adding new courses and for assessment	Take LEP seriously across campus as a Program (equivalent to Programs that have majors or minors); and assure that faculty follow the intent of goals & SLOs for each Goal Area in the same way that a Program oversees its majors and minors
greater emphasis on global curriculum and international literacy- I feel that SCSU is lagging behind a little in this area-based on my informal interactions with faculty at other teaching comprehensive public universities. A viable liberal education program looks very different now than 10 years ago		
work out transferable classes with community colleges		
Departmental programs should continue to reflect learning outcomes for leadership training	Pedagogy within Liberal Education program should strive at comtemporary issues	The program should be made more attractive for students in meeting requirements for Majors and graduation.
Discuss what it is with faculty across departments		
posters, banners		

Statistic	Value
Min Value	1
Max Value	3
Total Responses	26

## Community engagement

#	Answer	Response	%
1	One	29	100%
2	Two	17	59%
3	Three	10	34%

One	Two	Three
More colloquia that are free and open to the public--better advertisement for these		
Hire graduate students to conduct internship site visits.		
Require ALL students to do community work before graduating		
Welcoming communities in different departments, and define "welcoming"	Make students more aware of the importance of community engagement while pursuing their degrees.	
Enhance resources for Service learning and civic engagement.	Make community engagement as important to the EPT process as are publications.	
Develop courses with the primary assignment consisting of community service projects relevant to the field of study.		
Encourage internships	Seminars, workshops	Projects relevant to a community partner
Institutionalize Service Learning as a requirement for graduate	Invest, or work with the city, to provide a fleet of buses that can transport service learners to their community partners outside the immediate region.	Invite guest speakers to discuss how the university can be even more transformed into a service oriented institution.
Hire the communications expert we've been promised. The community will engage with us more readily if people know about all the good things we do.		
The new internship coordinators should expect to earn their keep, should network beautifully, and move these programs to much higher quality.	Rules regarding what counts as internship, service learning, etc., must be enforced. No empty credits should be signed off on.	
Have a staff person devoted to community issues and engagement, including internships		
continue gallery vault	some arts connection in the twin cities?	
support for faculty to develop community connections--my efforts on this we met with little univeristy support beyond rhetoric		
Capitalize on programs and depts	Partner with external like minded	There is a great deal of respect for

St. Cloud State University College of Liberal Arts Strategic Plan

that exemplify this goal. Use their model to encourage & develop modes to emulate	groups, ie non profits that fit disciplines.	SCSU from arts, culture and non profit word, a "quiet majority" if you will
Find out the needs of the city and the neighborhoods and work to help with these in classes.	Find out the needs of United Way supported orgs and help them.	
The broader community seems reluctant to come to campus and generally unaware of what we do (except for hockey games). We must find ways to either get the community to the campus or get our work out to the community.	More relation/programming with local high schools.	
support staff	release time	understanding in promotion and tenure that this IS scholarship/creativity
if we are serious about community engagement, please provide reassigned time for such efforts; otherwise such efforts wont be sustainable		
keep art gallery downtown CLA & otehrs deans have never defined what "service" means in PDR/PDP reviews.	Because of this, nobody really knows exactly what "CE" means - it's a black box.	So, profs tend to see service as an individual goal, it's not seen as group/communal
c	c	c
My recoomendatiosn for community engagement are similar to what I stated above		
Acknowledge service learning efforts		
Crucial Change: Provide students with recognition for community service, volunteer work on their transcripts	Increase the support staff to act as liaisons between faculty and community organizations so that community service can be carried out by students without faculty doing all the required legwork	Support students doing community service or internships with financial assistance (travel expenses, etc) and with recognition on transcripts
make performances available to seniors and to High School students interested in Theatre	collaborate with other producers in the area - Great Theater, Pioneer Place, St Johns/St Bens	
Faculty should intensify community engagement with training for activists within the community.	Outreach by faculty and students can be carried out jointly for workshops, seminars etc.	Outreach lectures on diversity, citizenship, immigration etc. within the community
Use the resources in the theatre department to interact with the community, not only present for the community	Provide support for a website for the creative writing program. If the community has access to information about us, we can better engage.	Connect with St. Cloud and Twin Cities theaters for internships, theatre discounts, and more.
banners and posters in the community about the arts events	using "The Cloud" website to give info about the gallery, the performances	banners/murals in downtown made by students and community together

Statistic	Value
-----------	-------

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

Min Value	1
Max Value	3
Total Responses	29

## International opportunities

#	Answer	Response	%
1	One	32	100%
2	Two	17	53%
3	Three	10	31%

One	Two	Three
DO NOT CHARGE STUDENTS TUITION FOR SCSU AND ALSO TUITION FOR LOCAL INTERNATIONAL LEARNING	DO NOT PUNISH DEPARTMENTS WITH LOW COURSE ENROLLMENTS BECAUSE THEY HAVE STUDENTS OVERSEAS	
Maybe we need college-level coordination. I have ideas but no forum to share them in		
I don't know		
Provide better financial aid to students wanting to study overseas.		
REquire all students to be on an academic program at least for three weeks during their college life.		
Provide resources for faculty engaged in international projects	Facilitate intercultural experiences	
Support, funding, and enrollment need to all work together for this to be a success.		
Develop a funding formula to reward international efforts so that tuition dollars that are brought to the university through these programs are recycled to maintain these programs.	Create start-up funding for faculty to establish international partnerships for programs within the college.	Encourage faculty exchange programs so that more college faculty go and teach in other countries and so that more professors from other countries come here to teach our students.
Provide more support for advertising programs. I was unable to recruit enough students for my program, so it was canceled.		
Develop opportunities for establishing additional SCSU campuses overseas. (Modeled on the U.K. program, but in more diverse cultures).		
Asia-connect with a Chinese University to do projects, share artwork and/or faculty-student work	Promote online exchanges	Promote visiting artists/lecturers
Foster exchanges/connections with international universities situated in regions that are similar to St. Clouds.	Promote local research that includes an international component.	Promote more international research presentations to the broader campus community.
Frankly, we have to get more realistic about the fact that overseas programs for students are not financially feasible for the typical SCSU student. Excursions to Mexico and Quebec might be wiser pursuits.		

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

promote and value international research and scholarship	invite visiting scholars from abroad for a semester or year	develop internal funding that leverage's external grants to support international fieldwork
develop reciprocal arrangements with international institutions and further the ones that we have		
fund creative research opportunities abroad	student exchange with foreign countries?	
Continued involvement in current international programs.	Exploration of additional involvement in programs in China and Africa.	
There needs to be far better support for the development of international programs. These appear to be constructed around the interests of a very few privileged faculty and most of the rest of us do not have access to developing better programs.		
Require overseas experience for some programs i.e. intercultural, Spanish, French, etc.	Publicize programs on posters in all halls, not only residence halls.	
financial supports for faculty who are burdened by student loan debt themselves and students who come from working class backgrounds	opportunities to get release time to do scholarship on the countries we could partner with or teach in	faculty oriented workshops on various countries and connections and how to get oneself prepared to participate.
support global research, particularly given the changing nature of our student body	bring in more faculty members with international experience -- such experience can be richly rewarding for students	
send out research team from art department to find a new home for study abroad		
Money, but also priorities. Where to invest? Short or long-term?	If foreign enrollments have dropped 50% in the past 5-7 years, it's bigger than CLA as a problem	Mostly, intl' programs are seen as "can we get more foreign students", not "what do our students want"
See one above: collaboration of FLL with other majors and colleges		
More opportunities for visiting professors	Some collaborations with international/ national / local agencies abroad who are working in the area of improving the human condition	
I don't have enough information to make suggestions		
Create a 1 or 2 credit course that recognizes students' attendance (response papers required) at International Nights or Cultural Cafes	Create a network with faculty for students who return from Study Abroad to give presentations in appropriate courses to share their knowledge and experiences with other students	Link Residential programming with the International Nights or other events that are presented by the international students on campus
More study abroad and exchange program opportunities	eventually establish a global campus?	more outreach and recruitment esp. in Asia
money/finances & opportunities for us and our students		

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

Design programs for international appeal- Immigration, Citizenship, Diversity etc.	Develop exchange programs with foreign Universities in different geographical regions of the world	The program should get more involved with the United Nations program for international opportunities
Actively promote programs and opportunities to faculty		

Statistic	Value
Min Value	1
Max Value	3
Total Responses	32

## Rewarding teaching and enhancing faculty and staff morale

#	Answer	Response	%
1	One	38	100%
2	Two	25	66%
3	Three	17	45%

One	Two	Three
More interest from the administration in promoting and recognizing quality teaching.		
There should also be recognition of scholarship.	Morale is low because the work on SPA's has not linked up well what has happened afterwards.	
Have decisions about the educational direction of the college be less top-down. At least at the University level, when faculty are allowed to have a say, it's at the level of "How can we accomplish this?"--and what we should be accomplishing has already been decided.		
Support the official student complaint policy instead of allowing students to bypass it.	Recognize faculty who collaborate in creative ways with other faculty.	Be more generous with reassigned time for new course development and course enhancement.
Give awards to professor who really care about their students		
Consider not just the initiatives from the "majority programs", small programs also make contributions to students and the university	Faculty and staff morale: sometimes the "cultures" in any given unit can be oppressive (train chairs?)	Allocate resources where needed.
The constant reports and reorganization processes can detract from the projects faculty want to work on.	Create a climate of a more balanced workload and a healthier sense of well-being.	Enhance positive working relations.
As I write, I write within "an administrative culture of second guessing faculty;" we need to move to a culture of supporting faculty.	Culturally, the university needs to move toward a system where we stop "blaming students" for their failure and move to a culture of helping students achieve their goals.	We don't need awards or prizes.
Morale will be enhanced by support so that we may focus on teaching. This support will come in the form of additional staff, additional time, and additional resources. Unfortunately, I doubt we will get any of these things.	Teaching awards are great, but they only come once a year. Starting a culture of celebrating pedagogical success continuously (and without the time-consuming process of putting together a teaching award application and the review of these applications) would be helpful. So, for example, if you observe an excellent student performance, sending out a department-wide email to recognize the contributions of the faculty member(s) to such work is greatly heartening. I'm not proposing a formal system of	

St. Cloud State University College of Liberal Arts Strategic Plan

	recognition, but rather a suggestion that we lead by example and make time to observe and laud each other's teaching work.	
Recognize credible evidence of quality performance in teaching, scholarly, and creative activity.	Provide a "merit pay" mechanism, above and beyond contractual agreements with the IFO.	
Release time for community engagement projects	Financial support for expertise from outside university	
Reduce the teaching load to three courses a semester, by increasing class sizes in introductory courses and perhaps reducing the numbers of classes students need to graduate (replace this with service learning projects or with combined disciplinary classes, where the students get credit for two classes by taking a relevant hybrid))	Re-evaluate the meaning of 'duty day' within the context of the new digital networking.	Reduce the amount of paper work for program assessment.
Revive faculty mentorships. Match new faculty up to a few seasoned veterans of our college, especially people who have been teaching a long time who still have their passion for it.	Ask all SCSU students when they apply for graduation to name one or more faculty members who they thought were outstanding, then have these names collected and have individual letters sent to anyone whose name turned up (even once) which inform them "you have been named as an outstanding faculty member in this year's survey of graduating students." This is a simple, inexpensive way of boosting morale. The incoming FA president is in favor of it (I floated it to her at dinner recently) and I think the office of records & registration could easily compile the names. The Provost's office should send the letter out under Devinder's signature. Faculty who receive this letter will not be told whether they were named by 1 or 100 students, it doesn't matter. This system has been used successfully at other universities (UNLV in particular) and is a low-cost morale-booster.from the Provost's office informing	Give deans and department chairs more flexibility in removing bad teachers from the classroom and into alternate responsibilities. OK, I know this is not easy and the union would have a fit, but there is nothing worse for student morale than bad teachers, and I think it erodes faculty and staff morale to know there is bad teaching being perpetuated and that we all get painted with the same brush.
improve working conditions for office staff, especially through hiring more help for existing staff, including work-study	Use best practices in dealing with unprofessional faculty behavior, e.g., bullying.	Do a study of class sizes and workload conditions across the college and be attentive to whether this is working out equitably and ethically.
morale = limit the administrative burden on faculty, i.e. no more surveys, pointless visioning exercises, etc.	morale = reduce the excessive assessment requirements and push back against the business model of higher education	sustained, aggressive advocacy for increased state funding of SCSU/MnSCU budget
Provide best teacher awards each	Respect program/departmental	Help the department/program solve

St. Cloud State University College of Liberal Arts Strategic Plan

year	collective decision making power	short-staffing problem
Institute an annual excellence in teaching award ( students make nominations)	institute an annual excellence in assessment of learning award ( self nominations)	
money money money		
time to develop classes, smaller classes--good classes and student learning take time and energy. i have not idea if anyone who tries to teach quality classes at a 4-4 level with appropriate student writing will even read this of course, so you may not understand this--ask faculty who do		
More recognition within the college of faculty and staff achievements.		
Create access points to each other to informally connect, something as simple as brown bag lunch, Valhalla Wednesday etc. Coffee Thursday...	Its amazing what a 2 sentence email from leadership can do for morae. Often simply being recognized is touching to an individual.	
Get staffing back up to where it belongs! That would enhance morale!		
There is low morale due to ongoing budget woes. We seem to be rarely rewarded and constantly unde attack from outside and within,		
Have a college-wide picnic at the end of the school year.		
support the quiet ones who aren't out there marketing themselves. goodies should not be distributed only to the ones who are good at selling themselves. Reward those who do the work no one else wants to do. Every program needs people out front and people behind the scenes and both should be rewarded.	when there are issues/complaints, talk to all people involved so that everyone feels heard, not just the squeaky wheels and don't believe negative rumors without checking it out yourself. There are agendas behind rumors and when people in positions of power behave towards faculty as if rumors are true when they've never even talked to you about it, it diminishes the administrator and reduces staff morale among everyone who thinks they might be the target of the next power play and rumors of those who are inclined to use these. Not all of us want to play, we just want to be recognized for who we are and encouraged to produce our best work. But it is easy to give up when you get attacked and people who've never met you (especially those in positions of power) treat you poorly/rudely/with disrespect and so you know they have been told about you before you even got there. It makes them give up and it makes the rumor monger more powerful and	send a message (strongly) that good teaching doesn't always mean good evaluations. Good evaluations can be related to serious grade inflation and making your course more like television. I am not a TV.

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

<p>reduce workload -- particularly given the teaching load, the amount of committee work kills any possibility of scholarly improvement, besides adversely impacting health of faculty members</p>	<p>destroys our ability to collaborate when we don't know who believes the lies.</p> <p>reduce insecurity -- by ensuring that programs are protected and allowed to thrive so jobs are not threatened</p>	<p>more funds and better pay -- faculty members in SCSU work way more than those in other similar institutions for poorer rewards</p>
<p>hold fast to fair assessment of professional development plans and reports</p>	<p>keep accurate written records of performance</p>	<p>reward faculty even once they are tenured for solid research and teaching</p>
<p>This is the principal failure of SCSU and CLA over time.</p>	<p>Most problems exist because deans don't want to touch dept. issues, "hands off"/quicksand</p>	<p>So problems fester. The CLA dean as yet has shown any inclination to change from earlier patterns</p>
<p>Restoring OAS staffing in departments</p>		
<p>Time for innovative projects especially in the area of civic engagement</p>		
<p>Develop stronger mentoring programs</p>	<p>Publicize staff and faculty accomplishments in more open venue/s</p>	
<p>Mentoring for faculty: Solve ongoing problem that some Dept Chairs act as Supervisors, when contractually they are not supervisors</p>	<p>Mentoring for faculty of color: Assure that all faculty of color know about and are not discouraged by their departments from participating in Staff &amp; Faculty of Color Caucus, Racial Issues Faculty Colloquium and other support groups -- too many faculty of color feel isolated in their departments</p>	<p>Acknowledge faculty leadership and volunteer collaborations mentioned above for PDR and tenure/promotion</p>
<p>More re-assigned time for innovative and time consuming faculty projects. Personally, it has been quite challenging to carve out more time for other projects beyond teaching and service.</p>		
<p>small group work - my department is not a group. It is a set of individuals who think they collaborate.</p>	<p>collaboration workshops - many people think they collaborate and don't have the skills to do so.</p>	<p>find ways to break through the attitude that staff are inferior to faculty.</p>
<p>Increase number of people of color as faculty and staff for increased diversity.</p>	<p>Foster collaborative efforts among faculty by sponsoring more conference participation.</p>	<p>Assist faculty in research and publication.</p>
<p>Lack of administrative support is the greatest challenge, in my assessment. When I try to be more collaborative I am met with administrative resistance rather than with excitement.</p>	<p>Better parking. The parking situation decreases my morale on a daily basis.</p>	
<p>the awards have always been a good thing.</p>		

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

Statistic	Value
Min Value	1
Max Value	3
Total Responses	38

**Question 11: The College and School have a substantial responsibility for delivering the Liberal Education program (LEP). Please indicate your level of agreement with the following statements:**

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responses	Mean
1	11a: The responsibility for delivering the Liberal Education Program provides a strategic advantage for the College and School.	24	26	12	0	2	64	1.91
2	11b: The responsibility for delivering the Liberal Education Program provides a strategic advantage for my department or program.	22	23	13	3	3	64	2.09
3	11c: Discussion of Liberal Education, its delivery and programmatic role occurs regularly in the College and School.	9	21	22	7	5	64	2.66
4	11d: Discussion of Liberal Education, its delivery and programmatic role occurs regularly in my department or program.	10	30	15	4	5	64	2.44
5	11e: I am excited by the opportunity to guide the further development of the Liberal Education program.	14	23	18	7	2	64	2.38

---

**St. Cloud State University College of Liberal Arts Strategic Plan**

---

Statistic	11a: The responsibility for delivering the Liberal Education Program provides a strategic advantage for the College and School.	11b: The responsibility for delivering the Liberal Education Program provides a strategic advantage for my department or program.	11c: Discussion of Liberal Education, its delivery and programmatic role occurs regularly in the College and School.	11d: Discussion of Liberal Education, its delivery and programmatic role occurs regularly in my department or program.	11e: I am excited by the opportunity to guide the further development of the Liberal Education program.
Min Value	1	1	1	1	1
Max Value	5	5	5	5	5
Mean	1.91	2.09	2.66	2.44	2.38
Variance	0.85	1.17	1.21	1.17	1.10
Standard Deviation	0.92	1.08	1.10	1.08	1.05
Total Responses	64	64	64	64	64

**Question 12: The greatest concern I have about our responsibility for the delivery of the Liberal Education program is:**

Text Response
<ul style="list-style-type: none"> <li>• THAT IT DISTRACTS FROM DISCIPLINE SPECIFIC AND UPPER DIVISION RESPONSIBILITIES</li> </ul>
<ul style="list-style-type: none"> <li>• We should have a greater strategic advantage than we do. We should see more \$\$ support. We have been discouraged somewhat in our offering of courses in the Liberal Arts Program.</li> </ul>
<ul style="list-style-type: none"> <li>• Time and effort involved in assessment</li> </ul>
<ul style="list-style-type: none"> <li>• The lack of quality control in transfer courses.</li> </ul>
<ul style="list-style-type: none"> <li>• How to meet our vision and mission.</li> </ul>
<ul style="list-style-type: none"> <li>• Faculty are overworked, teach high course loads, do not have released time for professional development, and generally have weak morale. Few faculty have time for additional work or commitments.</li> </ul>
<ul style="list-style-type: none"> <li>• Having the "whole picture" of expectations and results from the college, hear about success stories in a more organized way.</li> </ul>
<ul style="list-style-type: none"> <li>• Resources and the simultaneous responsibility of building small program while offering the LEP courses.</li> </ul>
<ul style="list-style-type: none"> <li>• Not enough resources are provided to the college to do it well</li> </ul>
<ul style="list-style-type: none"> <li>• The LEP program itself is too big and too restrictive. It kills international student transfers for any student with a two year degree from another country. It kills 2 + 2 international agreements.</li> </ul>
<ul style="list-style-type: none"> <li>• I don't want our departments to become "handmaidens" (and yes, I am employing the gendered connotations of that term), to the "serious" programs such as business or engineering, which have very narrow programming. So we end up helping students become more engaged people and citizens while they get the credit for producing employed workers (which is what seems to count right now).</li> </ul>
<ul style="list-style-type: none"> <li>• The time and energy to contribute to it.</li> </ul>
<ul style="list-style-type: none"> <li>• Keeping the quality of Liberal Education courses high. I think there are many great examples of wonderful Liberal Education courses to which students flock. I don't want to lose that. I don't want to see faculty assigned to teach Liberal Education courses who see it as a tiresome duty. These should be our recruiter classes, not classes which students grudgingly endure.</li> </ul>
<ul style="list-style-type: none"> <li>• Will SCSU just turn into an empty shell provider of online courses and hiring of exploited transitory part-time faculty, gutting what used to be genuinely excellent teaching and learning work?</li> </ul>
<ul style="list-style-type: none"> <li>• The assessment burden placed on departments which have extensive LE program offerings.</li> </ul>
<ul style="list-style-type: none"> <li>• Short staffing. Currently, the Sociology Program which has provided large amounts of LEP is very much short staffed. We have been forced to cut the number of LEP because of that.</li> </ul>
<ul style="list-style-type: none"> <li>• watering down our major program</li> </ul>
<ul style="list-style-type: none"> <li>• We must not become just a college that serves the business and professional programs. Liberal arts must be valued in and for themselves.</li> </ul>
<ul style="list-style-type: none"> <li>• the main conversation seems to always be about how many people can fit in a class, how quickly we get our book orders in, and how might this be taught on-line. it is rare that discussion are about quality of classes or how they relate to each other.</li> </ul>
<ul style="list-style-type: none"> <li>• Erosion of quality of online classes, ability of faculty to deliver a quality class online without skills and unique interaction this requires. Many students feel very unhappy about online class structure and engagement with faculty. A few do it right, most are sub par.</li> </ul>
<ul style="list-style-type: none"> <li>• It isn't taken seriously by my department and is seen as a way of melt boosting class sizes.</li> </ul>
<ul style="list-style-type: none"> <li>• I don't know enough about it and what it will do to our teaching load.</li> </ul>
<ul style="list-style-type: none"> <li>• It places a larger burden of LEP assessment onto our departments/programs (which everyone feels is a waste of time anyway). LEP assessment (and assessment in general at SCSU) needs to be completely rethought and overhauled if it is to be of any value.</li> </ul>
<ul style="list-style-type: none"> <li>• we are now competing with the technical schools and community colleges who are hiring adjuncts to teach these courses making our work just more expensive and will be a loss for us.</li> </ul>

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

- that it will overwhelm our needs and responsibilities in other areas (teaching within the major, scholarship). I know it's not possible, but I'd like to see the LEP be a little smaller. We also need to focus on retention and graduation, so we need to put energy and resources into major programs as well as LEP.
- Figuring out ways to directly integrate into departmental curriculum
- No idea what it is to be. Every faculty is out for themselves, so no real "programmatic" design, just working the system.
- The potential overwhelming of our valuable major programs and reduction of our departments to service departments a la a community college
- agreement within collaborative efforts
- With turnover in the College Curriculum Committee and a new LEP Area Goals in place recently, there needs to be mandatory training for curriculum committee members; it is also problematic that the CCC and the UCC are chaired by the same person, these two faculty committees should not be that closely linked in personnel
- I do not have one.
- My lack of understanding of what the program is in relation to the overall mission of SCSU.

Statistic	Value
Total Responses	33

**Question 13: The greatest opportunity we have in delivering the Liberal Education program is:**

Text Response
<ul style="list-style-type: none"> <li>• I CANNOT THINK OF ONE</li> </ul>
<ul style="list-style-type: none"> <li>• Liberal Arts lines up with liberal education (even in the use of the word "liberal"). The question is of whether \$\$ will follow. If not then there is an obvious disincentive, since majors have to come first.</li> </ul>
<ul style="list-style-type: none"> <li>• Not sure</li> </ul>
<ul style="list-style-type: none"> <li>• The opportunity to object to the compromising of our academic integrity in the pursuit of seamless transfer.</li> </ul>
<ul style="list-style-type: none"> <li>• Providing rigorous courses</li> </ul>
<ul style="list-style-type: none"> <li>• Reaching a wide range of students who might then declare our major or minor and who receive an interdisciplinary educational experience by taking our classes.</li> </ul>
<ul style="list-style-type: none"> <li>• For some departments, it creates FTE as they offer large sections with hundreds of students in them and then allows for lower enrolled upper division classes.</li> </ul>
<ul style="list-style-type: none"> <li>• We reach students as human beings and citizens. We are concerned with their whole lives, not just their future employment. We need to promote this aspect of liberal education and highlight the ways in which this contributes to a better society.</li> </ul>
<ul style="list-style-type: none"> <li>• The facilities and staff that exist. They are ready to go and be used.</li> </ul>
<ul style="list-style-type: none"> <li>• Frankly I think we should push for double majoring across colleges. I'd like to see Business Majors also be majors in humanities and arts. I'd like our School of the Arts students to double major in science. Our Liberal Education program should win over students who thought they were just passing thru, not to "steal them" away from their engineering degrees, but to show them that a second major in arts or humanities will diversify them and enhance their lives.</li> </ul>
<ul style="list-style-type: none"> <li>• Whenever faculty are brought together to talk about teaching, interesting things happen and ideas are exchanged rapid-fire.</li> </ul>
<ul style="list-style-type: none"> <li>• growth; advancing the understanding of arts across the university community</li> </ul>
<ul style="list-style-type: none"> <li>• Leadership in in showing how various perspectives can be related in any discipline.</li> </ul>
<ul style="list-style-type: none"> <li>• we have many very good faculty here who have little time to collaborate or discuss their teaching and research in a way that can enhance each other's teaching</li> </ul>
<ul style="list-style-type: none"> <li>• Invest in talent (faculty and staff), listen and react realistically to student concerns brought to leadership (1 often represents many students), set the bar high and expect outcomes to be met by faculty/staff. It appears, at times new, fresh &amp; engaged faculty threaten long term faculty. This is very unfortunate to observe. New faculty move on to other institutions that may be more supportive.</li> </ul>
<ul style="list-style-type: none"> <li>• Developing and modeling collaboration, interdisciplinarity, synthesis, and responsible academic practice.</li> </ul>
<ul style="list-style-type: none"> <li>• No idea.</li> </ul>
<ul style="list-style-type: none"> <li>• getting all SCSU students to think critically and creatively and instilling in them an appreciation of diverse perspectives.</li> </ul>
<ul style="list-style-type: none"> <li>• We are specialists in our areas, so we can deliver actual quality courses, but we too are relying too much on adjunct and fixed term faculty who try to pretzel themselves into fitting whatever the need is, rather than having specialists.</li> </ul>
<ul style="list-style-type: none"> <li>• To help provide a foundation in critical thinking/liberal arts to students from throughout the university.</li> </ul>
<ul style="list-style-type: none"> <li>• Being able to reach students who are not focused majors in an arts program</li> </ul>
<ul style="list-style-type: none"> <li>• Here is an interesting point. No mention fo the graduate programs the survey. What does that suggest? Or are grad programs seen by CLA as the same as 100-200 level undergrad. education?</li> </ul>
<ul style="list-style-type: none"> <li>• Recruitment of excellent students for our own majors and for other majors (e.g., music as a recruotment for strong students in ALL majrs; English and FLL as strong complementary majors with technical majors</li> </ul>
<ul style="list-style-type: none"> <li>• improved relationships</li> </ul>
<ul style="list-style-type: none"> <li>• Letting Minnesota and International students know about may areas of knowledge they did not receive at home or in high school; providing new ideas to undecided students about future majors, academic</li> </ul>

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

disciplines, and potential careers or areas of knowledge

- Our focus on diversity within the multi-racial, multi- cultural setting of the US
- To truly consider and provide students with the kind of flexible education that they need in our fast changing world. I think we have a responsibility to advise students to be ready for multiple careers, rather than one. A liberal education can open their eyes to many career possibilities, rather than just one path.

Statistic	Value
Total Responses	27

**Question 14: One way I believe we can improve the delivery of the Liberal Education program would be to:**

Text Response
<ul style="list-style-type: none"> <li>Encourage the administration of MNSCU and SCSU, as well as students, to treat it as an important part of a student's education, rather than as something that needs to be gotten through so that students can get to job training. Encourage programs to allow their students a greater diversity of choice in fulfilling their liberal education requirements.</li> </ul>
<ul style="list-style-type: none"> <li>RUN IT THROUGH A GENERAL COLLEGE RATHER THAN ATTEMPT TO DISTRIBUTE IT THROUGHOUT ALL PROGRAMS</li> </ul>
<ul style="list-style-type: none"> <li>Not sure. would like some suggestions myself.</li> </ul>
<ul style="list-style-type: none"> <li>Not sure</li> </ul>
<ul style="list-style-type: none"> <li>Support faculty who insist on high standards for academic work in order to better prepare students for their majors, graduate school, and the expectations of the marketplace.</li> </ul>
<ul style="list-style-type: none"> <li>Provide reassigned time for research, creative activity, and collaborative work.</li> </ul>
<ul style="list-style-type: none"> <li>Develop a waiver system for certain categories of students: 1) non-trad students and 2) international students.</li> </ul>
<ul style="list-style-type: none"> <li>Use more collaborative and interdisciplinary approaches. We can help create communities of students who might have different majors, but allied interests. So two or three LEP courses could work with students to produce creative projects (an art installation or concert), for example. The First Year Experience attempts to do this, but stops at the first year. In addition, the projects in those courses are usually viewed as means to a grade. By emphasizing the project aspect, we might be able to move students into using their education more fruitfully.</li> </ul>
<ul style="list-style-type: none"> <li>Reduce the amount of classes students need to take and professors need to teach through innovative service learning project in the community and hybrid discipline classes</li> </ul>
<ul style="list-style-type: none"> <li>Eliminate on-line versions of Liberal Education courses. I know this will never happen, and that it is academic blasphemy, but a growing number of students have to be trained in the value of just showing up, something that we never used to have to add to our teaching repertoire. On-line convenience for all undermines so called face-to-face educational experiences. While it will never happen, I'd be proud if SCSU dropped out of online Liberal Ed delivery altogether and embraced the value of showing up.</li> </ul>
<ul style="list-style-type: none"> <li>Across campus, make sure that online courses aren't empty shell work-book courses but engage students. Peer and institutional pressure on colleagues who have little interest in real teaching of lower-division courses.</li> </ul>
<ul style="list-style-type: none"> <li>To get the university and the state to support the LEP much more.</li> </ul>
<ul style="list-style-type: none"> <li>hire more tenure-track faculty and offer more classes</li> </ul>
<ul style="list-style-type: none"> <li>smaller classes, more integration of disciplines</li> </ul>
<ul style="list-style-type: none"> <li>connections between departments and faculty in terms of what actually is taught in classes--so we can each connect to what others say. this doesn't happen automatically, it takes time and effort--support is needed to do so.</li> </ul>
<ul style="list-style-type: none"> <li>Accountability of faculty and students.</li> </ul>
<ul style="list-style-type: none"> <li>Increase rigor and reward senior and highly qualified faculty participation.</li> </ul>
<ul style="list-style-type: none"> <li>Take more advantage of the notion of "experience" as a goal fulfillment.</li> </ul>
<ul style="list-style-type: none"> <li>have specialists teach in their areas AND market our Liberal Education program that way, so that students know that a school that hires mostly adjuncts and fixed term faculty is inferior!</li> </ul>
<ul style="list-style-type: none"> <li>attend a seminar on what is expected from it</li> </ul>
<ul style="list-style-type: none"> <li>too many to name.</li> </ul>
<ul style="list-style-type: none"> <li>Despite its risks and limitations, move to better use of online modes and media</li> </ul>
<ul style="list-style-type: none"> <li>consistent presence and participation from those in leadership positions and roles</li> </ul>
<ul style="list-style-type: none"> <li>More strict adherence to the Writing Requirement for all students and making it mandatory for students to take English Composition in their first year if at all possible. The greatest impediment in teaching social</li> </ul>

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

sciences and humanities is that students do not know how to write in an academic manner; too many use colloquial "speech" and there is not enough emphasis on learning how to write in a formal manner (syntax, use of references & citations, vocabulary, essay organization, etc) Write Place does a great job but should not have the entire burden of improving student writing which has been my experience in teaching 100 and 200 classes, and even 300 - 400 courses where students still do not know how to write social science papers.

- To constantly review and upgrade the pedagogy.

Statistic	Value
Total Responses	25

**Question 15: We intend to reach out to our external stakeholders as we develop the strategic plan for the College of Liberal Arts and School of the Arts. Who are three employers, organizations, groups or individuals that we should engage as part of our planning process?**

#	Answer	Response	%
1	One	40	100%
2	Two	26	65%
3	Three	17	43%

One	Two	Three
Minnesota public schools		
internship and practicum site entities.	Alumni	
Primary and secondary schools	non-profits	
3M	Minnesota Foundation	Bremer Foundation
Wells Fargo Bank	ING Direct	
graduate schools	public schools	business community
Corporations that would support "unique" features such as an university museum or art institute, school of music	Local city library and museums	Companies that employ our students
Local community groups focusing on underrepresented or marginalized populations		
Paramount Arts District	City Arts Commission	Central Minnesota Arts Board
Immigrant groups.	school districts	international partners.
The Minnesota State Arts Board		
Fortune 500 companies, headquartered in Minnesota		
AIGA MINNESOTA	WALKER ART CENTER	
Non-profit NGOs that work closely with minorities and migrant workers	Government organizations like the Mayor's Office, the Criminal and Civil Court, DMV, state agencies that represent OCEA, EPA, Labor right etc..	Home owners associations and retail management companies who manage the retail property in St Cloud and Wait Park
Education Minnesota, the union representing high school teachers in the state		
Just don't assume we are supposed to meet external needs rather than the ultimate individual needs of our students to develop.		
small business owners	St. Cloud Symphony	local arts boards
Governor	State Legislature	
Chamber of Commerce	Coborns	All organizations in St. Cloud area
Community arts and business leaders		
High schools (do not know the		

St. Cloud State University College of Liberal Arts Strategic Plan

names of contact persons) in town and in the region		
local arts organizations		
walker art center	minneapolis institute of art	
state legislature	SCSU administrators	people with children (potential students at SCSU)
Town Square Media	MPR	Minnesota Broadcasters Asociation
Minnesota Public Relations Society of America (and/or some PR agencies)		
St. Cloud Chamber of Commerce Minnesota state arts board	Minneapolis Chamber of Commerce Walker arts center	St. Paul Chamber of Commerce University of Minnesota-they are facing many of the same problems and collaborating with them would be prudent
local high schools	Saint Cloud arts commission	
Paramount Theater and other theater collaboration	St. Cloud Hospital for Communication Studies and English Studies majors	SJU, St. Ben's for collaboration on liberal arts
City of St.Cloud	Schools	
Forecast Public Art for ideas for community art outreach		
Central MN Community Foundation	ISD 742	
faculty, staff and student alums		
All local service-providing non profits. These offers everal oportunitites to integrate several of the goals articulated.		
For community engagement, the scheduled events ongoing are very helpful, but there needs to be a larger support staff who can act as liaisons between faculty and organizations so that students have more direction and guidance (difficult for faculty to teach 4 courses and do all the logistics for service learning etc)	Speakers from stakeholder organizations to come to speak in classes not just on "job fair" days, but to explain to students what the actual and basic job requirements are in given fields, and to know what people in diverse fields actually do (before students are in their majors)	Bremer Bank & Foundation; City of St Cloud / Counties of Stearns, Sherbourne, Benton, etc; / Stearns County Museum
I don't know enough		
The state of Minnesota	The US Department of Labor	The United Nations Organization

Statistic	Value
Min Value	1
Max Value	3
Total Responses	40

**SOTA DATA-Mission, Vision and Values**

**MISSION**

**Question 1: What is your level of agreement with the proposed Sota mission statement?**

#	Answer	Response	%
1	Strongly Agree	7	50%
2	Agree	6	43%
3	Neutral	1	7%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	Total	14	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.57
Variance	0.42
Standard Deviation	0.65
Total Responses	14

**Question 2: How well does the proposed mission statement align with the mission of your department or program?**

#	Answer	Response	%
1	Very Well	3	21%
2	Well	8	57%
3	Somewhat	3	21%
4	A little	0	0%
5	Not at all	0	0%
	Total	14	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.00
Variance	0.46
Standard Deviation	0.68
Total Responses	14

**Question 2A: How well does the proposed mission statement align with the student outcomes identified for your department or program?**

#	Answer		Response	%
1	Very Well		3	21%
2	Well		8	57%
3	Somewhat		3	21%
4	A little		0	0%
5	Not at all		0	0%
	Total		14	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.00
Variance	0.46
Standard Deviation	0.68
Total Responses	14

**If I could make one change to the proposed mission statement, I would:**

Text Response
<ul style="list-style-type: none"> <li>I'd like to see references to technological, social connections and civic engagement</li> <li>No bullets</li> </ul>

Total Responses	2
-----------------	---

**SOTA VISION**

**Question 3: What is your level of agreement with the proposed SotA vision statement?**

#	Answer	Response	%
1	Strongly Agree	7	54%
2	Agree	6	46%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		13	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.46
Variance	0.27
Standard Deviation	0.52
Total Responses	13

**Question 4: How well does the proposed vision statement align with the vision of your department or program?**

#	Answer	Response	%
1	Very Well	4	31%
2	Well	7	54%
3	Somewhat	0	0%
4	A little	2	15%
5	Not at all	0	0%
Total		13	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.00
Variance	1.00
Standard Deviation	1.00
Total Responses	13

**If I could make one change to the proposed vision statement, I would:**

Text Response	
•	It's a bit clunky.

Total Responses	1
-----------------	---

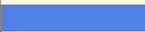
## SOTA VALUES

### Question 5: What is your level of agreement with the proposed SotA values statement?

#	Answer		Response	%
1	Strongly Agree		7	54%
2	Agree		5	38%
3	Neutral		1	8%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.54
Variance	0.44
Standard Deviation	0.66
Total Responses	13

### Question 6: How well does the proposed values statement align with the values of your department or program?

#	Answer		Response	%
1	Very Well		4	31%
2	Well		5	38%
3	Somewhat		2	15%
4	A little		2	15%
5	Not at all/Not applicable		0	0%
	Total		13	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.15
Variance	1.14
Standard Deviation	1.07
Total Responses	13

**Question 6A: How well do student outcomes for your department or program embody these values?**

#	Answer		Response	%
1	Very Well		4	31%
2	Well		4	31%
3	Somewhat		4	31%
4	A little		1	8%
5	Not at all/Not applicable		0	0%
	Total		13	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.15
Variance	0.97
Standard Deviation	0.99
Total Responses	13

**If I could make one change to the proposed values statement, I would:**

Text Response
<ul style="list-style-type: none"> <li>I WOULD DROP "REFLECTIVE."</li> <li>put risk taking first, theory with practice second, reflective and critical thinking third, interdisciplinary, fourth and community engagement last</li> <li>what do you mean by risk?</li> <li>I wrote a list that was a mesostic (it spelled CREATE vertically). Something visually creative better reflects the school and maintains the academic rhetoric that all such statements utilize.</li> </ul>

Statistic	Value
Total Responses	4

**Question 7: Please indicate your level of agreement with the following statements about the proposed SotA mission, vision and values statements:**

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responses	Mean
1	7a: Provide enough flexibility for my program/department to develop new academic programs.	4	7	2	0	0	13	1.85
2	7b: Provide enough flexibility for me to pursue my scholarly interests.	4	7	2	0	0	13	1.85
3	7c: Establish a clear direction for the future growth and development of the school.	4	3	5	1	0	13	2.23
4	7d: Establish a clear direction for program outcomes to align with the student experience within my department or program.	2	6	5	0	0	13	2.23
5	7e: Do not reflect the interests and pursuits of my department or program.	0	1	2	6	4	13	4.00
6	7f: Do not provide a framework for uniting the departments and programs within the school.	0	0	9	3	1	13	3.38
7	7g: Help frame the college as an attractive place to teach, collaborate, and engage as a scholar.	0	7	5	0	1	13	2.62
8	7h: Will help us attract new faculty and staff to the school.	0	5	6	1	1	13	2.85
9	7i: Will enable us to promote the college to internal and external stakeholders.	1	6	5	1	0	13	2.46

St. Cloud State University College of Liberal Arts Strategic Plan

Statistic	7a: Provide enough flexibility for my program/department to develop new academic programs.	7b: Provide enough flexibility for me to pursue my scholarly interests.	7c: Establish a clear direction for the future growth and development of the school.	7d: Establish a clear direction for program outcomes to align with the student experience within my department or program.	7e: Do not reflect the interests and pursuits of my department or program.	7f: Do not provide a framework for uniting the departments and programs within the school.	7g: Help frame the college as an attractive place to teach, collaborate, and engage as a scholar.	7h: Will help us attract new faculty and staff to the school.	7i: Will enable us to promote the college to internal and external stakeholders.
Min Value	1	1	1	1	2	3	2	2	1
Max Value	3	3	4	3	5	5	5	5	4
Mean	1.85	1.85	2.23	2.23	4.00	3.38	2.62	2.85	2.46
Variance	0.47	0.47	1.03	0.53	0.83	0.42	0.76	0.81	0.60
Standard Deviation	0.69	0.69	1.01	0.73	0.91	0.65	0.87	0.90	0.78
Total Responses	13	13	13	13	13	13	13	13	13

St. Cloud State University College of Liberal Arts Strategic Plan

Appendix C—CLA/SotA Program Data

College-wide data on current program status:

Full-Year Equivalent students for all CLA/SotA rubrics, 2010-2013

FYE by Subject Course and Section

Measures: **FYE**, Org Unit: **College of Liberal Arts**, Term Type: **Fall, Spring, Summer**, Filter empty rows and columns

Course SubCouSec	2010						2011						2012						2013					
	UGrad	Grad	UGrad	Grad	UGrad	Grad	UGrad	Grad	UGrad	Grad	UGrad	Grad	UGrad	Grad	UGrad	Grad	UGrad	Grad	UGrad	Grad	UGrad	Grad	UGrad	Grad
All	266.9	25.1	2,243.0	85.5	2,073.1	80.6	283.5	18.7	2,239.1	79.7	1,956.1	75.5	265.1	24.2	2,018.8	72.2	1,808.8	75.3	221.2	22.8	1,978.1	76.6	1,688.3	74.5
African Studies	0.8		2.9		0.1		1.5		3.1				0.9		3.3						3.3			
Anthropology	6.0	2.6	54.6	5.4	57.6	5.0	7.9	1.7	58.0	5.6	66.1	5.5	6.1	2.1	51.4	5.4	53.9	5.9	7.9	2.3	46.7	5.5	56.9	5.0
Art	16.6		142.1		129.4		13.7		144.5	0.4	122.4	0.2	14.7		138.0		112.1		16.2		127.1		111.6	
Communication Studies	31.2	0.2	279.2	0.6	270.6	1.2	35.4	0.2	271.3	0.3	235.5	0.3	38.7	0.2	235.1	0.6	210.6	1.1	26.6	0.3	231.5	0.2	225.0	
Dance			21.5		18.3				16.6		18.1				17.9		20.7				15.6		17.4	
East Asian Studies			0.1		2.9										3.0									
English	42.7	15.3	368.0	38.6	340.3	37.3	36.1	12.9	368.7	38.2	275.7	36.4	39.9	17.7	322.4	35.6	269.9	40.8	24.7	15.4	325.5	44.8	261.6	44.4
English as a Second Language			21.5		19.1				23.0		10.9				25.2		14.5				29.3		17.9	
Ethnic Studies	4.6		48.9		44.4		8.0	0.1	61.1		35.5		3.6	0.5	53.9		48.7		3.7	0.9	61.7		56.0	0.1
Film Studies	2.1		52.7	0.2	54.1	0.2			57.2	0.3	50.9	0.2			48.6		45.1				43.1	0.2	37.2	0.6
Foreign Languages and Literature	1.9		4.2		3.1				3.4	0.2	2.7	0.1	0.0		4.5		2.8				2.4		1.0	
French	0.0		12.5		17.7		0.1		14.4		11.5		1.1		14.3		9.4		0.1		21.8		9.9	
German	1.2		16.7		11.9		2.0		19.7		16.5		2.3		18.5		16.2				29.5		11.9	
Global Studies	1.0		15.3		13.8		2.3		16.6		18.9		0.1		15.3		16.1		0.4		11.4		13.0	
History	17.1	3.3	150.7	8.8	118.9	8.1	21.4	1.4	168.5	7.1	122.1	7.8	13.3	0.2	151.5	5.6	119.5	5.3	7.4	1.4	125.4	3.6	85.9	4.0
Humanities					1.4						1.2												0.1	
Intensive English Center	0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	
Japanese			4.0		1.3				3.7		1.6				4.3		1.7				4.0		2.1	
Jewish Studies	0.1		0.1						1.6						1.0						0.8	0.2		
Latin American Studies			2.0												0.9						0.6			
Mass Communications	22.9	0.9	140.8	9.8	139.5	10.1	23.1	0.2	133.8	7.1	139.2	7.8	20.2	0.4	120.2	8.8	121.5	9.2	27.9	0.2	119.9	7.7	117.1	6.3
Music		2.0		3.7		3.9		0.9		1.5		2.7		0.4		1.4		0.8		0.2		0.5		0.6
Music Education		0.1	5.6		7.7	0.3		0.1	7.4	0.6	8.3	0.2			4.7	0.2	6.5	0.1	0.1	0.1	6.3		6.7	0.2
Music Musicianship	1.9	0.1	98.4	0.3	88.4		6.5		100.4	0.8	95.3		7.6		92.6	0.5	90.4	0.7	5.9		82.2	0.1	81.3	
Music Performance			22.6	1.0	20.8	0.6			24.3	0.7	21.5	1.0			21.1	0.2	17.8	0.1			20.0	0.2	16.6	0.2
Philosophy	21.3		214.2	0.5	245.1	0.9	20.3		195.8	0.2	227.1	0.5	17.9		179.9		186.1		18.9		180.7		161.8	0.2
Psychology	65.4		233.5	9.2	217.9	8.6	70.8	0.3	228.4	8.3	220.9	6.5	70.7	2.1	214.0	8.0	193.0	5.7	53.0	0.9	238.0	9.1	180.4	8.0
Religious Studies			18.8	0.2	7.5		4.2		11.2		14.3	0.2	0.2		10.2		13.0		1.7		3.6		7.9	0.2
Russian			5.8		4.1		1.9		5.6		4.6				5.3		1.3		0.9		3.6		1.9	
Sociology	19.4	0.8	187.3	7.1	145.8	4.0	15.8	1.2	171.8	6.8	140.9	4.1	17.0	0.7	147.5	5.4	136.9	4.2	16.6	1.4	126.3	4.2	116.3	4.0
Soviet Studies			3.0								0.1													
Spanish	6.9		68.4		43.3		8.5		75.7		39.6		4.7		67.3		46.6		4.6		70.6		43.0	
Theatre	1.4		22.6		22.0		1.7		25.8		27.4		1.5		20.8		29.6		0.1		23.4		24.1	
Women's Studies	2.5		25.1	0.5	26.1	0.8	2.3		27.5	2.0	27.3	2.5	4.7		26.0	0.8	24.9	1.6	4.3		23.8	0.6	23.7	1.2

CLA/SotA Declared and Intended Majors, Fall 2010-Fall 2013; ART-ETHNIC STUDIES

Declared and Intended Majors - 30th Day Counts

Major Degree MajorDegreeHierarchy	Fall 2010	Fall 2011	Fall 2012	Fall 2013
[-] College of Liberal Arts	2902	2765	2655	2484
[-] Art	392	360	341	297
Art Education, BS	36	36	31	19
Art History, BA	10	9	3	4
Art, BA	12	15	15	9
Art, MA	1			
I-Art Education, BS			1	12
I-Art History, BA		1	2	2
I-Art, AD	5	1		
I-Art, BA	146	141	146	115
I-Art, BES			1	
I-Art, BFA	39	21	13	2
I-Art, BS	23	12	6	1
I-Studio Art, BFA			1	22
Studio Art, BFA	120	124	122	111
[-] Communication Studies	222	222	234	249
Communication Studies, BA	109	107	133	147
Communication Studies: Interdepartmental, BS	23	16	16	16
Communication Studies: Supplementary, BA	16	31	27	27
I-Communication Studies, BA	73	68	58	59
I-Communication Studies, BS	1			
[-] English	416	429	438	405
Communication Arts and Literature, BS	56	56	47	27
English, BA	77	84	89	97
English, MA	105	101	121	122
English, MS	1	1	1	2
Humanities, BA	5	4	4	
I-Communication Arts and Literature, BS	47	48	45	49
I-English, BA	123	135	131	108
I-Humanities, BA	2			
[-] Ethnic and Women's Studies	23	31	30	19
I-Women's Studies, BA	2	5	5	5
Women's Studies, BA	21	26	25	14
[+] Global Studies	30	22	23	22
[+] History	128	111	82	73
[+] Languages and Cultures	101	92	84	86
[+] Mass Communications	592	530	507	502
[+] Music	134	112	103	92
[+] Philosophy	36	30	35	32
[+] Psychology	537	546	532	479
[+] Sociology & Anthropology	177	172	144	136
[+] Theatre & Film Studies	114	108	102	92

---

St. Cloud State University College of Liberal Arts Strategic Plan

---

CLA/SotA Declared and Intended Majors, Fall 2010-Fall 2013; GLOBAL STUDIES-MUSIC

Declared and Intended Majors - 30th Day Counts

Major Degree MajorDegreeHierarchy	Fall 2010	Fall 2011	Fall 2012	Fall 2013
[-] College of Liberal Arts	2902	2765	2655	2484
[-] Art	392	360	341	297
[-] Communication Studies	222	222	234	249
[-] English	416	429	438	405
[-] Ethnic and Women's Studies	23	31	30	19
[-] Global Studies	30	22	23	22
Global Studies, BA	24	17	9	13
I-Global Studies, BA	6	5	14	9
[-] History	128	111	82	73
History Teacher Education, MS		1	1	
History, BA	32	31	24	21
History, MA	25	21	12	17
History, MS	2	1		1
I-History, BA	69	57	45	34
[-] Languages and Cultures	101	92	84	86
French, BA	2	3	1	2
French, BS	5	1		
German, BA	3	9	9	8
German, BS	2	2	3	2
I-French, BA	1	5	3	1
I-German (Teaching), BS				2
I-German, BA	6	7	5	4
I-Spanish (Teaching), BS				8
I-Spanish, BA	34	19	22	23
Spanish, BA	30	32	29	23
Spanish, BES			1	
Spanish, BS	18	14	11	13
[-] Mass Communications	592	530	507	502
I-Mass Communications, BS	233	224	248	262
Mass Communications, BS	342	283	239	213
Mass Communications, MS	17	23	20	27
[-] Music	134	112	103	92
I-Music Teaching, BS				17
I-Music, BA	70	53	52	31
I-Music, BMUS				9
Music Teaching, BS	12	12	8	7
Music, BA	30	35	37	25
Music, BES	1	1	1	
Music, BMUS	6	4	3	2
Music, MM	15	7	2	1
[-] Philosophy	36	30	35	32
[-] Psychology	537	546	532	479
[-] Sociology & Anthropology	177	172	144	136
[-] Theatre & Film Studies	114	108	102	92

CLA/SotA Declared and Intended Majors, Fall 2010-Fall 2013; PHILOSOPHY-THEATRE

Declared and Intended Majors - 30th Day Counts

Major Degree MajorDegreeHierarchy	Fall 2010	Fall 2011	Fall 2012	Fall 2013
[-] College of Liberal Arts	2902	2765	2655	2484
[-] Art	392	360	341	297
[-] Communication Studies	222	222	234	249
[-] English	416	429	438	405
[-] Ethnic and Women's Studies	23	31	30	19
[-] Global Studies	30	22	23	22
[-] History	128	111	82	73
[-] Languages and Cultures	101	92	84	86
[-] Mass Communications	592	530	507	502
[-] Music	134	112	103	92
[-] Philosophy	36	30	35	32
I-Philosophy, BA	9	5	8	7
Philosophy, BA	27	25	27	25
[-] Psychology	537	546	532	479
Industrial-Organizational Psychology, MS	15	13	18	20
I-Psychology, BA	321	276	280	211
I-Psychology, BS			1	1
Psychology, BA	201	257	233	247
[-] Sociology & Anthropology	177	172	144	136
Anthropology, BA	46	35	31	26
Cultural Resources ManagementArchaeology, MS	19	18	18	23
I-Anthropology, BA	22	32	19	24
I-Anthropology, BES			1	
I-Sociology, BA	35	35	29	23
Sociology, BA	50	48	42	37
Sociology, BES	3	1	1	
Sociology-Interdepartmental, BA	2	3	3	3
[-] Theatre & Film Studies	114	108	102	92
Film Studies, BA	54	52	46	32
I-Film Studies, BA	24	28	26	33
I-Theatre, BA	17	13	16	11
Theatre, BA	19	15	14	16

Total Degrees awarded for SCSU

**Total Degrees Awarded last 5 Yrs**

Degree Level	2011	2012	2013	2014
Associate	118	141	164	142
Baccalaureate	2,419	2,507	2,387	2,226
Certificates	13	7	12	9
Doctorate	1	10	14	9
Masters	480	514	528	469
Post-Baccalaureate Certificate	201	170	169	130
Specialist, Advanced Prof, MFA, JD	1			
<b>Total Degrees</b>	<b>3,233</b>	<b>3,349</b>	<b>3,274</b>	<b>2,985</b>

**Undergraduate Degrees Awarded last 5 Yrs**

Degree	2011	2012	2013	2014	2015
Associate in Arts	118	138	162	139	5
Associate in Science		3	2	3	
Bachelor of Applied Science	4	5	1	1	
Bachelor of Arts	582	578	557	530	
Bachelor of Elective Studies	173	168	180	160	1
Bachelor of Fine Arts	30	48	38	50	
Bachelor of Music	3	4	2		
Bachelor of Science	1,627	1,704	1,609	1,485	5
Certificate	13	7	12	9	
<b>Total Degrees</b>	<b>2,550</b>	<b>2,655</b>	<b>2,563</b>	<b>2,377</b>	<b>11</b>

**Graduate Degrees Awarded last 5 Yrs**

Degree	2011	2012	2013	2014
Doctor of Education	1	10	14	9
Graduate Certificate	201	170	169	130
Master of Arts	39	44	39	48
Master of Business Administration	81	79	64	43
Master of Engineering Management	34	43	53	31
Master of Music	4	6	2	
Master of Science	307	324	347	316
Master of Social Work	15	18	23	31
Specialist	1			
<b>Total Degrees</b>	<b>683</b>	<b>694</b>	<b>711</b>	<b>608</b>

## St. Cloud State University College of Liberal Arts Strategic Plan

### Degrees Awarded by program, CLA/SotA, 2011-2013: ART-COMMUNICATION STUDIES

#### Concentration Completions

Major Concentration Concentration Hierarchy	2011									2012									2013									
	Summer 2010			Fall 2010			Spring 2011			Summer 2011			Fall 2011			Spring 2012			Summer 2012			Fall 2012			Spring 2013			
	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	
All	90	8	98	177	27	204	293	32	325	107	25	132	178	14	192	334	23	357	111	16	127	200	12	212	256	24	280	
Art	7		7	16		16	19		19	11		11	31		31	28		28	4		4	23		23	27		27	
Art	1		1	1		1	4		4	1		1	2		2	5		5				5		5	4		4	
Art	1		1	1		1	3		3	1		1	1		1	5		5				5		5	4		4	
Graphic Design									1			1			1			1										
Art Education				1		1	3		3				3		3	5		5								6		6
Art History												3			3	2		2						1		1		
Studio Art	6		6	14		14	12		12	10		10	23		23	16		16	4		4	17		17	17		17	
2-D Media				1		1	1		1				1		1	2		2				2		2	6		6	
3-D Media																			1		1				1		1	
Drawing										2		2	1		1									1		1		
Graphic Design	3		3	10		10	3		3	8		8	16		16	6		6	3		3	10		10	8		8	
Integrated Media																1		1				2		2	1		1	
Painting				2		2	3		3			2		2	3		3					2		2				
Photography	1		1	1		1	1		1				1		1	2		2								1		1
Printmaking	2		2				2		2				2		2	2		2										
Sculpture							2		2																			
Communication Studies	13		13	26		26	38		38	18		18	22		22	45		45	17		17	32		32	32		32	
Communication Studies	7		7	21		21	31		31	6		6	15		15	30		30	11		11	20		20	21		21	
Communication Studies	5		5	11		11	15		15	1		1	3		3	6		6	2		2							
Communication Studies Comprehensive				1		1							2		2							1		1	1		1	
Intercultural Communication	1		1													1		1										
Leadership&Organizational Communication	1		1	6		6	8		8	3		3	5		5	14		14	6		6	9		9	15		15	
Relational Communication				3		3	7		7	2		2	3		3	6		6	3		3	9		9	4		4	
Rhetorical and Performance Studies							1		1				2		2	3		3				1		1	1		1	
Communication Studies: Interdepartmental	4		4	4		4	3		3	11		11	6		6	4		4	5		5	7		7	5		5	
Communication Studies: Supplementary	2		2	1		1	4		4	1		1	1		1	11		11	1		1	5		5	6		6	
English	7	4	11	19	15	34	41	14	55	7	18	25	17	7	24	52	11	63	13	9	22	28	6	34	34	18	52	
Ethnic and Women's Studies				2		2	4		4	2		2	1		1	6		6				1		1	8		8	
Global Studies				3		3	8		8				3		3	4		4				2		2	3		3	
History	2	1	3	8	1	9	12	5	17	3	2	5	2	2	4	9	2	11	4		4	3	2	5	13	1	14	
Languages and Cultures	8		8	2		2	18		18	2		2	6		6	18		18	4		4	6		6	17		17	
Mass Communications	29		29	46	4	50	52	8	60	35	1	36	41	2	43	53	6	59	30	1	31	36	3	39	41	2	43	
Music	2	1	3	3	1	4	7	2	9	2	2	4	2	3	5	12	1	13	3	2	5	7		7	9		9	
Philosophy	1		1	1		1	5		5	2		2	2		2	6		6	2		2	2		2	4		4	
Psychology	15	2	17	34	5	39	53	3	56	15	2	17	30		30	69	3	72	21	1	22	42		42	49	3	52	
Sociology & Anthropology	4		4	11	1	12	24		24	7		7	10		10	19		19	10	3	13	12	1	13	10		10	
Theatre & Film Studies	2		2	6		6	12		12	3		3	11		11	13		13	3		3	6		6	9		9	

St. Cloud State University College of Liberal Arts Strategic Plan

Degrees Awarded by program, CLA/SotA, 2011-2013: ENGLISH-LANGUAGES AND CULTURES

Concentration Completions

Major Concentration Concentration Hierarchy	2011						2012						2013														
	Summer 2010		Fall 2010		Spring 2011		Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013										
	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total									
All	90	8	98	177	27	204	293	32	325	107	25	132	178	14	192	334	23	357	111	16	127	200	12	212	256	24	280
Art	7		7	16		16	19		19	11		11	31		31	28		28	4		4	23		23	27		27
Communication Studies	13		13	26		26	38		38	18		18	22		22	45		45	17		17	32		32	32		32
English	7	4	11	19	15	34	41	14	55	7	18	25	17	7	24	52	11	63	13	9	22	28	6	34	34	18	52
Communication Arts and Literature	2		2	6		6	8		8				11		11	19		19	2		2	10		10	8		8
English	5	4	9	13	15	28	31	14	45	7	18	25	6	7	13	33	11	44	11	9	20	18	6	24	24	18	42
Creative Writing	2		2	5		5	9		9	2		2	1		1	9		9	1		1	2		2	6		6
English		1	1		3	3	1	6	7		4	4			3	3				1	1	1	1	1	2	5	5
General	1		1	3		3	11		11	2		2	2		2	10		10	6		6	2		2	9		9
Linguistics	1		1			3			3							5		5	1		1	5		5	1		1
Literature	1		1	4		4	4		4	2		2				6		6				5		5	5		5
Rhetoric and Applied Writing					1	1				2		2							2		2						
Rhetorical and Applied Writing				1		1	3		3	1		1	3		3	3		3	3		3	3		3			
Teaching College English										1		1															
Teaching English as a Second Language	3		3		11	11		8	8		11	11		4	4		9	9		7	7		5	5		13	13
Undefined Concentration																										3	3
Humanities						2			2																	2	2
Ethnic and Women's Studies				2		2	4		4	2		2	1		1	6		6				1		1	8		8
Women's Studies				2		2	4		4	2		2	1		1	6		6				1		1	8		8
Global Studies				3		3	8		8			3		3	4		4					2		2	3		3
Global Studies				3		3	8		8			3		3	4		4					2		2	3		3
History	2	1	3	8	1	9	12	5	17	3	2	5	2	2	4	9	2	11	4		4	3	2	5	13	1	14
History	2	1	3	8	1	9	12	4	16	3	2	5	2	1	3	9	2	11	4		4	3	2	5	13	1	14
History	2	1	3	8	1	9	12	4	16	3	2	5	2		2	9	1	10	4		4	3	1	4	13	1	14
Public History													1		1		1						1		1		
History Teacher Education							1		1						1		1										
Languages and Cultures	8		8	2		2	18		18	2		2	6		6	18		18	4		4	6		6	17		17
French	2		2			3			3			1			1	1		1									
German	1		1			1			1			1			1	3		3				1		1	2		2
Spanish	5		5	2		2	14		14	2		2	4		4	14		14	4		4	5		5	15		15
Mass Communications	29		29	46	4	50	52	8	60	35	1	36	41	2	43	53	6	59	30	1	31	36	3	39	41	2	43
Music	2	1	3	3	1	4	7	2	9	2	2	4	2	3	5	12	1	13	3	2	5	7		7	9		9
Philosophy	1		1	1		1	5		5	2		2	2		2	6		6	2		2	2		2	4		4
Psychology	15	2	17	34	5	39	53	3	56	15	2	17	30		30	69	3	72	21	1	22	42		42	49	3	52
Sociology & Anthropology	4		4	11	1	12	24		24	7		7	10		10	19		19	10	3	13	12	1	13	10		10
Theatre & Film Studies	2		2	6		6	12		12	3		3	11		11	13		13	3		3	6		6	9		9

## St. Cloud State University College of Liberal Arts Strategic Plan

### Degrees Awarded by program, CLA/SotA, 2011-2013: MASS COMMUNICATIONS-MUSIC

#### Concentration Completions

Collapse	2011									2012									2013								
	Summer 2010			Fall 2010			Spring 2011			Summer 2011			Fall 2011			Spring 2012			Summer 2012			Fall 2012			Spring 2013		
	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total
Major Concentration Concentration Hierarchy	90	8	98	177	27	204	293	32	325	107	25	132	178	14	192	334	23	357	111	16	127	200	12	212	256	24	280
Art	7	7	16	16	19	35	19	11	30	11	31	42	31	28	59	28	4	32	4	23	27	23	27	50	23	27	50
Communication Studies	13	13	26	26	38	64	38	18	56	18	22	40	22	45	67	45	17	62	17	32	49	32	32	64	32	32	64
English	7	4	11	19	15	34	41	14	55	7	18	25	17	7	24	52	11	63	13	9	22	28	6	34	34	18	52
Ethnic and Women's Studies			2	2	4	6	4	2	6	2	1	3	1	6	7	6		6			1	1	8	9	1	8	9
Global Studies			3	3	8	11	8		8			3	3	4	7	4		4			2	2	3	5	2	3	5
History	2	1	3	8	1	9	12	5	17	3	2	5	2	2	4	9	2	11	4		4	3	2	5	13	1	14
Languages and Cultures	8	8	16	2	18	20	18	2	20	2	6	8	6	18	24	18	4	22	4	6	10	6	17	23	6	17	23
Mass Communications	29	29	58	46	4	50	52	8	60	35	1	36	41	2	43	53	6	59	30	1	31	36	3	39	41	2	43
Mass Communications	29	29	58	46	4	50	52	8	60	35	1	36	41	2	43	53	6	59	30	1	31	36	3	39	41	2	43
Advertising	7	7	14	15	15	30	15	10	25	10	11	21	11	12	23	12	15	27	15	6	21	6	6	12	6	6	12
Broadcasting	10	10	20	13	13	26	15	15	30	12	11	23	11	22	33	22	6	28	6	12	18	6	12	18	6	12	18
Mass Communications			4	4	8	12	8	1	9	1	2	3	2	2	4	6	6	12	1	1	2	3	3	6	3	3	6
News Editorial	3	3	6	5	5	10	7	7	14	4	6	10	6	6	12	6	3	9	3	3	6	4	4	8	4	4	8
News Editorial/Photojournalism																									5	5	10
Public Relations	9	9	18	13	15	28	15	9	24	9	13	22	13	13	26	13	6	19	6	6	12	14	14	28	14	16	30
Radio																									4	4	8
Undefined Concentration																									10	10	20
Music	2	1	3	3	1	4	7	2	9	2	2	4	2	3	5	12	1	13	3	2	5	7	7	14	7	9	16
Music	1	1	2	1	1	2	5	2	7	1	2	3	3	3	6	5	1	6	3	2	5	6	6	12	6	5	11
Conducting		1	1	1	1	2	2	2	4	2	2	4	2	2	4	1	1	2	2	2	4						
Instrumental Performance							1	1	2	1	1	2				1	1	2				1	1	2			
Jazz																									1	1	2
Music	1	1	2		2	3	2	2	4							1	1	2	2	2	4	1	1	2	1	3	4
New Media					1	1	1	1	2								1	1	2	2	4	2	2	4			
Piano Pedagogy				1	1	2							1	1	2												
Piano Performance																2	2	4				1	1	2			
Theory and Composition																1	1	2				1	1	2			
Undefined Concentration																									1	1	2
Vocal Performance							1	1	2																		
Music Teaching	1	1	2	2	2	4	2	2	4	1	1	2	2	7	9	7		7				1	1	2	1	4	5
Instrumental				2	2	4							1	1	2	1	1	2							2	2	4
Vocal	1	1	2		2	3	2	1	3	1	1	2	1	6	7	6		6				1	1	2	1	2	3
Philosophy	1	1	2	1	1	2	5	5	10	2	2	4	2	6	8	6	2	8	2	2	4	2	2	4	2	4	6
Psychology	15	2	17	34	5	39	53	3	56	15	2	17	30	30	60	69	3	72	21	1	22	42	42	84	49	3	52
Sociology & Anthropology	4	4	8	11	1	12	24	24	48	7	7	14	10	19	29	19	10	29	3	13	16	12	1	13	10	10	20
Theatre & Film Studies	2	2	4	6	6	12	12	3	15	3	3	6	11	13	24	13	3	16	3	3	6	6	6	12	6	9	15

St. Cloud State University College of Liberal Arts Strategic Plan

Degrees Awarded by program, CLA/SotA, 2011-2013: PHILOSOPHY-THEATRE

Concentration Completions

Major Concentration ConcentrationHierarchy	2011									2012									2013								
	Summer 2010			Fall 2010			Spring 2011			Summer 2011			Fall 2011			Spring 2012			Summer 2012			Fall 2012			Spring 2013		
	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total	UGrad	Grad	Total
All	90	8	98	177	27	204	293	32	325	107	25	132	178	14	192	334	23	357	111	16	127	200	12	212	256	24	280
Art	7		7	16		16	19		19	11		11	31		31	28		28	4		4	23		23	27		27
Communication Studies	13		13	26		26	38		38	18		18	22		22	45		45	17		17	32		32	32		32
English	7	4	11	19	15	34	41	14	55	7	18	25	17	7	24	52	11	63	13	9	22	28	6	34	34	18	52
Ethnic and Women's Studies				2		2	4		4	2		2	1		1	6		6				1		1	8		8
Global Studies				3		3	8		8				3		3	4		4				2		2	3		3
History	2	1	3	8	1	9	12	5	17	3	2	5	2	2	4	9	2	11	4		4	3	2	5	13	1	14
Languages and Cultures	8		8	2		2	18		18	2		2	6		6	18		18	4		4	6		6	17		17
Mass Communications	29		29	46	4	50	52	8	60	35	1	36	41	2	43	53	6	59	30	1	31	36	3	39	41	2	43
Music	2	1	3	3	1	4	7	2	9	2	2	4	2	3	5	12	1	13	3	2	5	7		7	9		9
Philosophy	1		1	1		1	5		5	2		2	2		2	6		6	2		2	2		2	4		4
Philosophy	1		1	1		1	5		5	2		2	2		2	6		6	2		2	2		2	4		4
Psychology	15	2	17	34	5	39	53	3	56	15	2	17	30		30	69	3	72	21	1	22	42		42	49	3	52
Industrial-Organizational Psychology				2		2	5		5			3			3			3			1		1				3
Psychology	15		15	34		34	53		53	15		15	30		30	69		69	21		21	42		42	49		49
Sociology & Anthropology	4		4	11	1	12	24		24	7		7	10		10	19		19	10	3	13	12	1	13	10		10
Anthropology				7		7	9		9	1		1	3		3	9		9	7		7	5		5	3		3
Cultural Resources ManagementArchaeology					1	1													3		3		1		1		
Sociology	4		4	4		4	13		13	6		6	7		7	9		9	3		3	6		6	7		7
Sociology-Interdepartmental							2		2							1		1				1		1			
Theatre & Film Studies	2		2	6		6	12		12	3		3	11		11	13		13	3		3	6		6	9		9
Film Studies	2		2	5		5	10		10	2		2	7		7	10		10	2		2	4		4	9		9
Theatre				1		1	2		2	1		1	4		4	3		3	1		1	2		2			
Acting / Directing							1		1							3		3									
Design / Technology				1		1							1		1												
Generalist												1		1					1		1	2		2			
Theatre							1		1	1		1	2		2												

## **Appendix D**

Strategic National Arts Alumni Project (SNAAP) data for SCSU (highlights). The full report is available upon request, which includes full analysis of all survey responses, including extensive written responses to survey questions.

(see next page)



STRATEGIC  
NATIONAL ARTS ALUMNI  
PROJECT

TRACKING THE LIVES AND CAREERS OF ARTS GRADUATES

# SNAAP Institutional Report 2011



St. Cloud State University

---



## STRATEGIC NATIONAL ARTS ALUMNI PROJECT

Tracking the Lives and Careers of Arts Graduates

April 23, 2012

Dr. Mark Springer  
Dean, College of Liberal Arts  
St. Cloud State University  
720 4th Ave S  
KVAC 111  
St Cloud, MN 56301

Dear Mark:

We are pleased to present your institution's results from the 2011 Strategic National Arts Alumni Project (SNAAP). First, let me thank you for your leadership in this important effort. By stepping forward and including your school in this first national administration of SNAAP, your institution is among the first to make an investment in learning more about the educational experiences and careers of your arts alumni.

In this report, you will find both your institution's confidential data as well as aggregate findings from peer institutions. Before delving into your school's results beginning in Section 2, we encourage you to review the front section, *SNAAP Overview and Interpretation* (Section 1). Your SNAAP data contain rich insights and most likely some actionable findings. You can determine the reliability of your data based on the number of total alumni who responded, your school's overall response rate, and the sampling error. This information can be found in the *Respondent Characteristics* report(s).

Registration is now open for SNAAP 2012, and the priority deadline to register is June 15. Although we anticipate that many schools will not participate annually, we welcome the opportunity to discuss how multi-year participation can help you build on the information presented in this report and the accompanying dataset. More information is available at [www.snaap.indiana.edu](http://www.snaap.indiana.edu) including the participation fee scale.

Again, we are very pleased that you are involved in this national effort to learn more about the lives and careers of graduates of arts alumni. As always, we are keenly interested in hearing your views about how SNAAP findings can be used to improve the student and alumni experience. We are planning to offer several workshops this Fall to help your school maximize effective use of SNAAP data. If you are interested in hosting such a workshop, please let us know. We will send you registration information when the workshops are confirmed.

Finally, we are currently at work on our second annual report of national findings which will be available in June. As a participating institution, you will see this report before it is released publicly.

Best wishes,

George D. Kuh  
Chancellor's Professor Emeritus and Director

# SNAAP Undergraduate and Graduate Institutional Report 2011

## Table of Contents

### Section 1: SNAAP Overview and Interpretation

#### About SNAAP

- 2011 Field Test Participating Institutions
- SNAAP Staff
- National Advisory Board
- Current Funders

#### Interpreting Your 2011 SNAAP Results

### Section 2: Undergraduate Alumni

#### Data Highlights

#### Comparison Groups

#### Respondent Characteristics

#### Frequency Report

- Education
- Institutional Experiences
- Career
- Current Work
- Arts Engagement
- Facts and Figures

#### Alumni Comments

### Section 3: Graduate Alumni

#### Data Highlights

#### Comparison Groups

#### Respondent Characteristics

#### Frequency Report

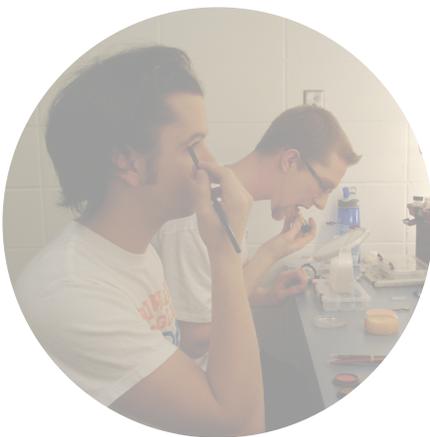
- Education
- Institutional Experiences
- Career
- Current Work
- Arts Engagement
- Facts and Figures

#### Alumni Comments

## Section 1: SNAAP Overview and Interpretation

About SNAAP

Interpreting Your SNAAP Results



# About SNAAP

## What is the Strategic National Arts Alumni Project (SNAAP)?

The Strategic National Arts Alumni Project (SNAAP) is an annual online survey, data management, and institutional improvement system designed to enhance the quality of arts-school education. SNAAP is generating rich, detailed information about the lives and careers of people with intensive training in the arts, broadly defined. The project will also help to identify ways to better connect arts training to artistic careers, making it possible for arts leaders, educators, and researchers to understand and address the systemic factors that help or hinder the career paths of alumni, whether they work as artists or pursue other paths. SNAAP data allow participating schools to compare themselves with other similar schools on multiple dimensions. The annual findings also provide insight into national patterns and trends resulting from detailed analyses of employment and career outcomes by artistic discipline, region of the country, cohort, and degree type.

SNAAP grew out of the Surdna Foundation's interest in helping arts training institutions across the country learn more about their graduates. Following several years of planning, three field tests of the survey were conducted beginning in 2008, and the first national administration occurred in fall 2011.

### Mission:

The Strategic National Arts Alumni Project (SNAAP) investigates the educational experiences and career paths of arts graduates nationally. SNAAP provides the findings to educators, policy makers, and philanthropic organizations to improve arts training, inform cultural policy, and support artists.



## Why is SNAAP important now?

Arts education institutions have expressed an urgent need for high quality, actionable data. The information SNAAP provides is especially timely given the changing environment in which arts training institutions operate: career opportunities are shifting, competition for both students and resources is on the rise, and a generational shift in leadership is under way. Institutions require good information to respond and plan effectively. Accreditation requirements also increasingly require information about alumni paths.

## How can key stakeholder groups benefit from SNAAP?

**For arts high schools, arts colleges and conservatories, and arts schools and programs within comprehensive universities, SNAAP results will help:**

- inform, develop, and reform curriculum by discovering what aspiring young artists need to advance in rapidly changing arts fields
- compare their work to that of similar institutions to identify relative strengths and areas needing attention
- strengthen alumni engagement and support
- clarify what students learned and how it has been used in both arts and non-arts contexts
- address student and alumni career needs
- enhance recruitment, public relations, marketing, and development efforts



**For policy makers, community development professionals, and funders, information from SNAAP will point to:**

- opportunities and barriers, including debt, school networks, internships, and mentors, that influenced the career pathways of arts graduates
- contributions of people who have been educated intensively in the arts to the creative economy nationally
- local and regional arts workforce issues and market patterns for community developers and planners
- gaps in the arts training ecology, across disciplines, at different training junctures and across various geographic locales
- support mechanisms and resources needed to encourage and sustain artists in their most vulnerable five years after school and beyond

**For parents and students considering intensive arts education, SNAAP will provide information about:**

- career patterns of arts graduates in the arts and in other fields
- learning outcomes of arts graduates: what skills and competencies were learned in arts school that are particularly valued by individuals who work both in and outside the arts

- influence of professional relationships and networks on career outcomes
- obstacles to achieving arts training and professional goals
- career satisfaction across different occupations and types of employment

**Who is surveyed?**

All arts graduates of institutions that participate in SNAAP are invited to complete SNAAP’s online questionnaire.

**What kinds of questions are asked?**

- satisfaction with curricular and cocurricular experiences
- current and past education and employment
- relevance of arts education to work and further education
- turning points, obstacles, critical relationships, and opportunities
- support and resources needed after graduation
- types of art practiced and how often
- income and support, student debt, other financial issues

**How is SNAAP administered?**

SNAAP is a Web-based survey that collects data from alumni through questions with checkboxes and open-ended responses. The user-friendly, adaptive questionnaire was developed to be sensitive and responsive to the diverse pathways and experiences of arts graduates.

**What does it cost to participate in SNAAP?**

Thanks to the generous support of our funders, three field tests (2008, 2009, 2010) were conducted at no cost to participating institutions. To become a self-sustaining resource for the arts community, participating institutions now share the survey administration costs. Fees are based on institutional size and range from \$1,300 to \$2,800 for high schools, and \$3,300 to \$7,800 for postsecondary institutions. Institutions that conduct alumni surveys on their own typically spend far more on such projects without having access to the rich, informative comparison data SNAAP provides.

## SNAAP 2011 Participating Institutions

The 2011 schools were composed of institutions in 27 states and two Canadian territories. Two-thirds administered SNAAP for the first time.

### Arts High Schools (8)

Baltimore School for the Arts, Baltimore, MD  
Douglas Anderson School of the Arts, Gainesville, FL  
High School for the Performing and Visual Arts, Houston, TX  
Idyllwild Arts Academy, Idyllwild, CA  
Interlochen Arts Academy, Interlochen, MI  
Los Angeles County High School for the Arts, Los Angeles, CA  
Louisiana School for Math, Science, and the Arts, Natchitoches  
South Carolina Governor's School for the Arts and Humanities, Greenville

### Postsecondary Institutions (58)

Alberta College of Art + Design, Calgary  
Albion College, Albion, MI  
Alfred University, Alfred, NY\*†  
Bloomsburg University of Pennsylvania, Bloomsburg\*  
California Baptist University, Riverside\*  
California Institute of the Arts (CalArts), Valencia\*  
California Lutheran University, Thousand Oaks\*  
The City College of New York, New York\*†  
Coker College, Hartsville, SC  
College of Visual Arts, Saint Paul, MN  
Columbia College Chicago, Chicago, IL\*  
DePaul University, Chicago, IL\*  
Kendall College of Art and Design at Ferris State University, Big Rapids, MI\*  
Georgia Southern University, Statesboro\*  
Hamilton College, Clinton, NY  
Indiana University Jacobs School of Music, Bloomington

Herron School of Art and Design, Indiana University–Purdue University Indianapolis

James Madison University, Harrisonburg, VA\*

Kent State University, Kent, OH\*

Louisiana State University  
College of Music and  
Dramatic Arts, Baton Rouge

Manhattan School of Music,  
New York, NY\*

Maryland Institute College  
of Art, Baltimore\*

Miami University, Oxford, OH\*

Milwaukee Institute of Art & Design, Milwaukee, WI

Moore College of Art and Design, Philadelphia, PA†

New York University Tisch School of the Arts,  
New York\*

North Dakota State University Division of Fine Arts,  
Fargo\*

Northern State University, Aberdeen, SD\*

OCAD University, Toronto, Ontario\*

The Ohio State University, Columbus\*

Pacific Lutheran University, Tacoma, WA\*

Purdue University, West Lafayette, IN\*

Rhode Island School of Design, Providence\*†

School of the Art Institute of Chicago, Chicago, IL\*

Seton Hall University, South Orange, NJ\*

Southern Methodist University Meadows School of  
the Arts, Dallas, TX\*

St. Cloud State University, Saint Cloud, MN\*

State University of New York at New Paltz\*†

Syracuse University, Syracuse, NY\*

University of Alaska Anchorage\*

University of California-Berkeley\*

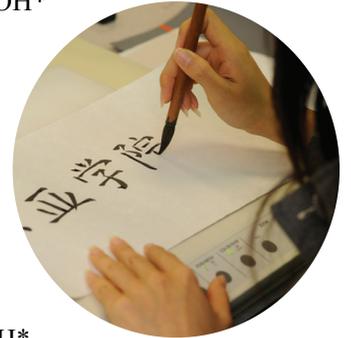
University of California-Davis\*

University of California-Irvine\*

University of California-Los Angeles School of the  
Arts and Architecture\*

University of California-Merced†

University of California-Riverside\*



University of California-San Diego\*

University of California-Santa Barbara\*

University of California-Santa Cruz\*

University of Colorado at Boulder College of Music\*

University of Massachusetts, Amherst\*

University of Michigan School of Art & Design,  
Ann Arbor\*

University of North Carolina at Charlotte\*

University of South Carolina Columbia\*†

The University of Texas at Austin\*

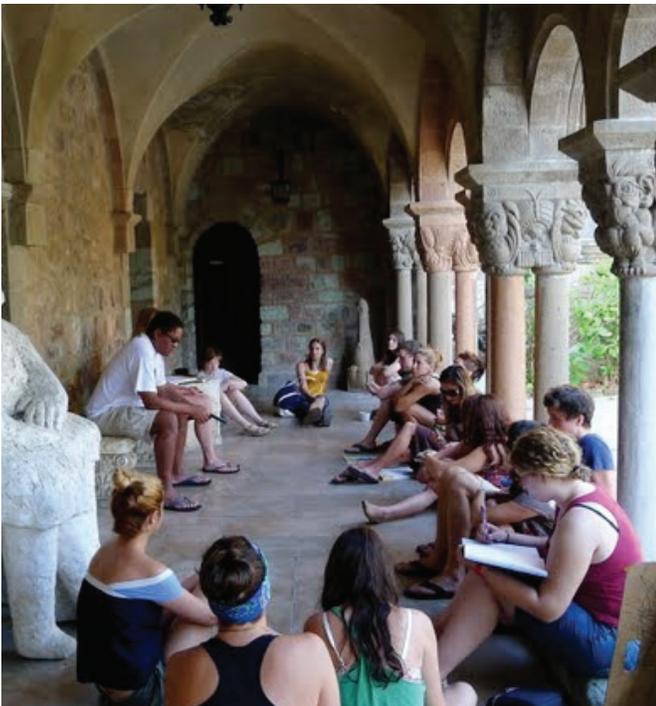
University of Wisconsin-Whitewater\*

Virginia Commonwealth University School of the  
Arts, Richmond\*

Western Michigan University, Kalamazoo\*

\* *Institutions with graduate-level alumni responding to the survey.*

† *Institutions excluded from analysis (including comparison groups) due to limited numbers of cohort years.*



## SNAAP Staff

### Indiana University

*Chancellor's Professor Emeritus and Director*  
George D. Kuh

*Associate Director*  
Sally Gaskill

*Project Coordinator*  
Scott D. Jones

*Research Analysts*  
Amber D. Lambert  
Angie L. Miller  
Rick Shoup

*Project Associate*  
Josh Hoering



### Vanderbilt University Curb Center for Art, Enterprise, and Public Policy

*SNAAP Senior Scholar; Associate Director,  
Curb Center; and Associate Professor of Sociology*  
Steven J. Tepper

*SNAAP Postdoctoral Fellow*  
Danielle J. Lindemann

*SNAAP Research Associates*  
Jennifer Lena  
Elizabeth Long Lingo

*SNAAP Project Associates*  
Kendall Park  
Carly Rush  
Leah Vanderwerp

### Indiana University Center for Postsecondary Research

*Director*  
Vasti Torres

*Finance Manager*  
Marilyn Gregory

*Web Developer*  
Hien Nguyen

*Office Coordinator*  
Barbara Stewart

*Office Secretary*  
Katie Noel

## Indiana University Center for Survey Research

### *Director*

Ashley Bowers

### *Senior Research Director*

John Kennedy

### *Assistant Director, Survey Technologies*

Kevin Tharp

### *SNAAP Project Manager*

Erica Moore

### *Lead Programmer*

Jason Francis

## National Advisory Board

Kenneth C. Fischer, *Chair*

*President, University Musical Society*

*University of Michigan*

*Ann Arbor, Michigan*

Antonia Contro

*Executive Director, Marwen*

*Chicago, Illinois*

Sarah Bainter Cunningham

*Executive Director of Research, School of the Arts,*

*Virginia Commonwealth University*

*Richmond, Virginia*

Douglas Dempster

*Dean of Fine Arts, The University of Texas at Austin*

*Austin, Texas*

Aaron Dworkin

*Founder and President, The Sphinx Organization*

*Ypsilanti, Michigan*

Chris Ford

*Director, Baltimore School for the Arts*

*Baltimore, Maryland*

Barbara Hauptman

*Visiting Assistant Professor,*

*Arts Administration,*

*Purchase College*

*Former Executive*

*Director, Society of*

*Stage Directors and*

*Choreographers*

*Purchase, New York*



Samuel Hoi

*President, Otis College of Art and Design*

*Los Angeles, California*

Colleen Jennings-Roggensack

*Executive Director for ASU Gammage*

*Assistant Vice President for Cultural Affairs*

*Arizona State University*

*Tempe, Arizona*

Steven Lavine

*President, California Institute of the Arts*

*Valencia, California*

Abel Lopez

*Associate Producing Director,*

*GALA Hispanic Theatre*

*Washington, D.C.*

Ann R. Markusen

*Director, Project on*

*Regional and Industrial*

*Economics*

*Hubert H. Humphrey*

*Institute of Public Affairs*

*University of Minnesota*

*Minneapolis, Minnesota*



Carlos Martinez

*Principal, Gensler*

*Chicago, Illinois*

M. Lee Pelton

*President, Emerson College*

*Boston, Massachusetts*

Stephanie Perrin

*Previously Head, Walnut Hill School*

*Orleans, Massachusetts*

Susan Petry

*Chair, Department of Dance, Ohio State University*

*Columbus, Ohio*

Gwyn Richards

*Dean, Indiana University Jacobs School of Music*

*Bloomington, Indiana*

Robert Sirota

*President, Manhattan School of Music*

*New York, New York*

## Funders

### Lead funding provided by:

Surdna Foundation

### Major partnership support from:

Houston Endowment

Barr Foundation

National Endowment for the Arts

Cleveland Foundation

Educational Foundation of America

## Photo Credits

Thanks to the following SNAAP participating institutions for providing images for this report and other SNAAP publications:

Baltimore School for the Arts

Bloomsburg University of Pennsylvania

California Baptist University

Coker College

College of Visual Arts

DePaul University

Herron School of Art and Design

Indiana University Jacobs School of Music

Interlochen Arts Academy

James Madison University

Kent State University

Louisiana State University

Moore College of Art and Design

New York University Tisch School of the Arts

Northern State University

OCAD University

Pacific Lutheran University

Purdue University

Rhode Island School of Design

Seton Hall University

State University of New York at New Paltz

University of California-Irvine

University of California-Los Angeles

University of Colorado at Boulder

University of Massachusetts, Amherst

University of Texas at Austin



## Interpreting Your Results

SNAAP 2011 marks the first national administration of the project, following three years of field testing.

### Q: What were the response rates for the 2011 administration

**A:** There are several ways to calculate response rates of large scale surveys involving multiple institutions. Table 1 displays the two primary ways that SNAAP calculates response rates. The “overall response rate” is the total number of respondents divided by the total number of alumni contacted. The “average response rate” takes the response rate for each institution and averages those rates. Both of these rate calculations include partially completed surveys in the total response rates and are adjusted to exclude nondeliverable mailing addresses and alumni for whom contact information was not provided by the institution.



### Q: How does SNAAP contact your alumni?

**A:** SNAAP sends up to five e-mail messages to the alumni you provided in your population file, plus the additional e-mail addresses provided by SNAAP’s contract with Harris Connect, an alumni contact service (when applicable). In 2011, we introduced new survey invitations designed to appeal to arts graduates. Figure 1 is one such example.

**Table 1: SNAAP 2011 Response Rates**

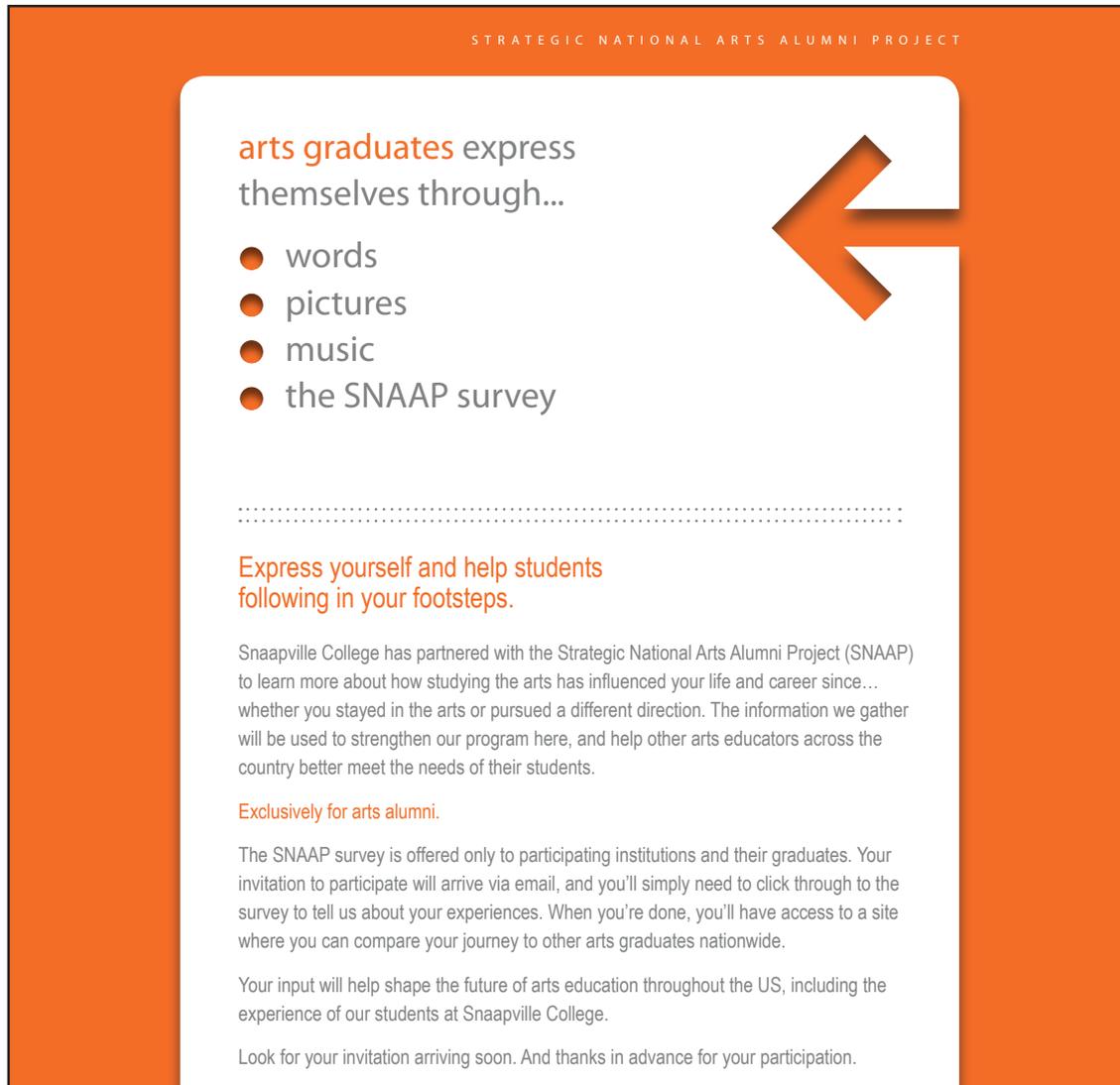
Disposition	2011 Administration		
	Number	Overall Response Rate*	Average Response Rate**
<b>Total # of records provided by institutions</b>	<b>388,923</b>	<b>N/A</b>	<b>N/A</b>
Records without e-mail addresses	161,068	N/A	N/A
Bad e-mail addresses: bounced back or undeliverable	27,900	N/A	N/A
<b>Total number of e-mail invitations sent</b>	<b>227,855</b>	<b>N/A</b>	<b>N/A</b>
Contact by e-mail but nothing returned	162,672	81.4%	78.7%
Refusals	1,659	0.8%	0.8%
Partially completed surveys	6,997	3.5%	4.1%
Completed Surveys	28,627	14.3%	16.4%
<b>Total Response Rate***</b>	<b>N/A</b>	<b>17.8%</b>	<b>20.5%</b>

\* Overall Response Rate is derived by dividing the total number of respondents by the total number of alumni contacted (minus undeliverable e-mails).

\*\* Average Response Rate is derived by calculating the response rate for each institution and averaging those response rates.

\*\*\* Response rates are adjusted for non-deliverable e-mail addresses and alumni for whom contact information was not available.

Figure 1: Sample Message to Alumni



**Q: Who responded to the 2011 SNAAP survey?**

**A:** We surveyed all arts graduates from each institution. A total of 28,627 arts alumni from 59 different institutions\* completed the online questionnaire. Another 6,997 partially completed the questionnaire for a total of 35,624 respondents.

Overall, approximately 18% of all alumni participated in SNAAP this year. About one percent of those contacted indicated that they had no interest in participating. The remaining 81% are alumni from whom we had no response. Of this large group, we do not know how many actually received the invitation

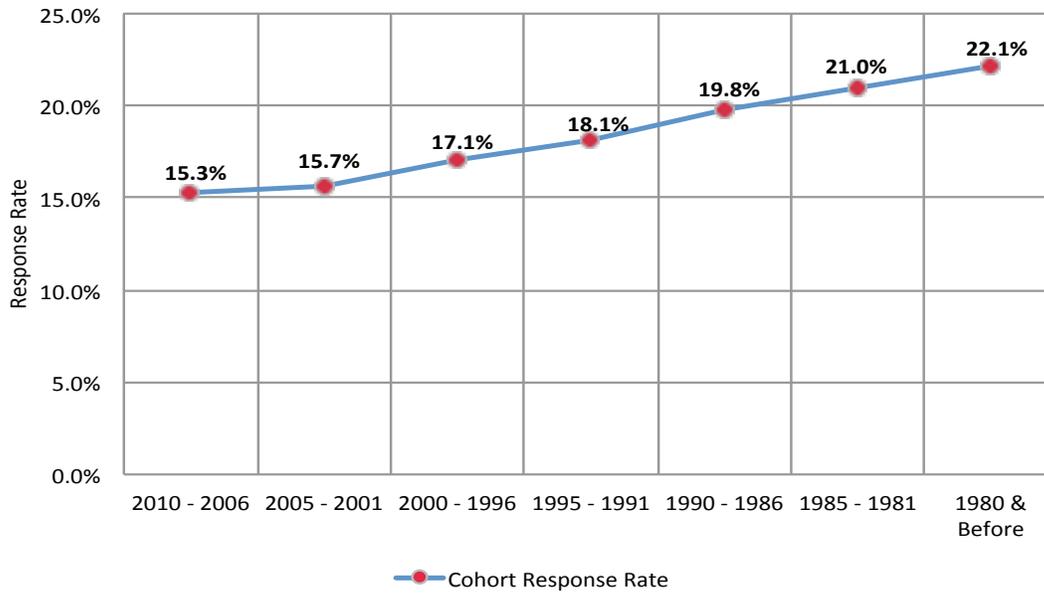
and ignored it, or did not receive the invitation because of incorrect e-mail addresses.

Approximately 71% of 2011 SNAAP respondents were graduates of undergraduate programs; 22% were graduate program alumni; and 8% were arts high school alumni.

Figure 2 shows the overall response rate by graduation year. Alumni from earlier graduation years have a higher rate of response for SNAAP than those who are from more recent graduating years. Note that response rate calculations are based on those for whom a current e-mail address is available (adjusted for those individuals whose e-mail addresses are

\*Seven institutions chose to limit the number of cohorts in their alumni file; because their data was incomplete, we were unable to include those institutions in the comparison groups or aggregate results. Beginning in 2012, all alumni must be included so that our aggregate data represents all participating institutions.

**Figure 2: Response Rates by Cohort Year**



found to be undeliverable). Because recent cohorts are more mobile and likely to change e-mail addresses often, their lower response rates may be the result of less accurate contact information. It is also possible that the older alumni for whom we have an e-mail address have better response rates because they have had to take the initiative to provide an e-mail address to their institutions, thereby indicating a higher level of institutional engagement.

**Q: Are the data from SNAAP 2011 reliable enough to draw conclusions about my institution?**

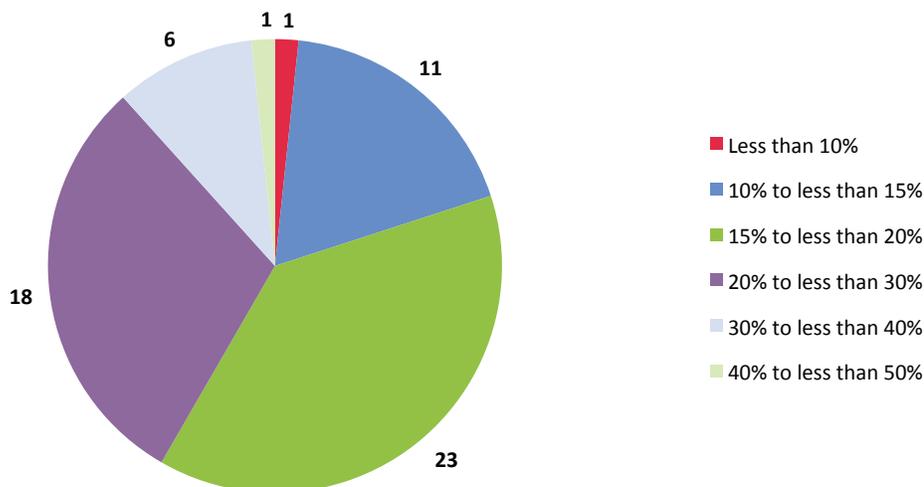
**A:** For some institutions, results from this administration will be robust enough to take action.

While response rates ranged from a high of 49% to a low of 8%, more than half of participating institutions have a response rate between 10% and 30%. Only one school had less than a 10% response rate (Figure 3).

In the absence of other data that corroborate SNAAP findings, institutions with very small numbers of alumni respondents should exercise caution, as their results may be unreliable due to an unacceptably high sampling error. This is explained in more detail on the Alumni Characteristics page of your report.

Response bias is another factor that must be considered. That is, there may be systematic differences between the 20% of the alumni who responded and the 80% who either failed to complete

**Figure 3: Number of Institutions by Response Rate Groups**



the survey, refused, or were never heard from. When response rates are very low, the nature of the possible bias must be determined before being able to have confidence that the results are an accurate reflection of the average views and experiences of all alumni. The SNAAP research team is continuing to examine the nature of survey response bias. However, a study based on the 2009 field-test data did not discover significant biases that would prevent schools from drawing conclusions from their data.

**Q: If my institution's response rate was low, does that mean this institutional report does not really tell me anything about my alumni?**

**A:** In most instances, it's reasonable to consider your institution's results to be suggestive, although not necessarily conclusive. At the same time, the 2011 results comprise the single largest data set of arts alumni ever assembled. The comparisons of your alumni responses to those from other institutions may be especially informative. Taken together, the information from all participating institutions yields some instructive and provocative insights into the nature of the educational and work experiences of arts alumni. In addition, your Alumni Comments section provides unedited feedback from your alumni to open-ended questions.

**Q: Can my institution's response rate be improved so that institutional results will be more reliable?**

**A:** SNAAP has tested a number of approaches to improve response rates. We revised and shortened the questionnaire, enhanced the design and interface of the online questionnaire, encouraged participating

institutions to inform their alumni directly about SNAAP through social media, researched and created new invitation messages for the alumni, and contracted with a national data research firm to add and verify alumni e-mail addresses. We've also conducted a special "shadow study" with alumni from five institutions to test incentives and response bias.

The most important step an institution can take to obtain more information from its graduates is to improve its alumni database. We encourage you to begin contacting alumni well in advance of the fall survey administration to let them know that you value their opinion and that you need a valid e-mail address for them to participate. Institutions have successfully used Facebook and other social media to locate lost alumni as well as to inform them to expect the SNAAP survey in the fall.



**Q: What can my institution learn from SNAAP?**

**A:** Your SNAAP data contain rich insights and probably some actionable findings. Some lines of inquiry include:

- Whether the skills and training alumni received at your school are relevant to their current work, regardless of whether they work as an artist, or as a doctor, lawyer, teacher, or business executive.
- What your graduates think your school could have done better to prepare them for work or further education.
- Whether the arts are an important part of the lives of those alumni who are not currently working as artists.

The SNAAP research team is committed to continuous improvement. We regularly ask our institutional participants for feedback on our products and services, through online surveys, focus groups, and other means, and revise our services and methodologies accordingly. Toward this end, we welcome comments and suggestions about how this report could be improved as well as other aspects of our work.



## Q: How should my institution approach its SNAAP Institutional Report?

After reading Section 1 (About SNAAP and Interpreting Your Report), we suggest you begin with the Data Highlights report. It presents some results by cohort years and the professional artist status of your alumni.

Then, review your Comparison Groups report to familiarize yourself with which institutions fall into two of your three comparison group columns. The third column contains all SNAAP 2011 respondents at the undergraduate, graduate, or high school level; the full list of institutions is contained on pages 3 and 4 of this section.

Next, review the Respondent Characteristics page to see at a glance who is represented in your data. This report includes a variety of information including overall response rates, sampling error, and demographic information such as gender, cohort years, and race/ethnicity for both your alumni and your comparison groups. If your report includes both undergraduate and graduate data, you will have two of these pages.

The Frequency Report—the largest section—provides you with the number and percentage of alumni that responded to each survey question for both your institution and your comparison groups.

Finally, the Alumni Comments, which are unedited, lets you hear directly from your alumni. We provide you with some basic information on each comment to help you put the comments into context.

In addition to the complete PDF copy of your Institutional Report, SNAAP provides you with the complete dataset and editable versions of many of the reports, which will allow you to develop your own analyses.



## Q: Will the SNAAP staff provide ongoing resources to help my institution use its data?

Yes! During the coming year, we will host Webinars and workshops to explain how to interpret and use your data. We also welcome your questions at any time at [snaap@indiana.edu](mailto:snaap@indiana.edu) or 812-856-5824. Finally, we are preparing for a national conference at Vanderbilt University on March 7–9, 2013, that will include sessions on how institutions are using their SNAAP data.

## Q: When can we expect to learn about aggregate or national findings from SNAAP 2011?

The SNAAP research team will publish its second annual report on findings from the 2011 survey in summer 2012. As a participating institution, you will receive an advance copy.



## **Section 2: Undergraduate Alumni**

**Data Highlights**

**Comparison Groups**

**Respondent Characteristics**

**Frequency Report**

**Alumni Comments**



# SNAAP 2011 Data Highlights

St. Cloud State University  
Undergraduate Level



This Data Highlights report features key findings based on your institutional data, including some information about different subgroups of your alumni. More extensive information, including comparisons to other SNAAP institutions, can be found in the Frequency Report. Throughout the Data Highlights, "n" refers to the number of alumni responding to a particular question.

## Institutional Experiences

How alumni (n = 245) rated their overall experience at SCSU:

- Excellent - 36%
- Good - 57%
- Fair - 6%
- Poor - 1%

Alumni (n = 244) who would attend SCSU if they could start over again:

- Definitely yes - 23%
- Probably yes - 47%
- Uncertain - 18%
- Probably no - 8%
- Definitely no - 3%

How well SCSU prepared alumni (n = 240) for further education:

- Very well - 28%
- Fairly well - 34%
- Not too well - 10%
- Not well at all - 0%
- Did not pursue further education - 28%

Alumni (n = 241) reporting their level of satisfaction as **very satisfied** with these aspects of their time at SCSU:

	<b>% Very Satisfied</b>
Opportunities to perform, exhibit, or present your work	41%
Opportunities to work in different artistic disciplines from your own	33%
Opportunities to take non-arts classes	48%
Instructors in classrooms, labs, and studios	46%
Academic advising	24%
Advising about career or further education	19%
Opportunities for degree-related internships or work	17%
Opportunities to network with alumni and others	9%
Sense of belonging and attachment	30%
Freedom and encouragement to take risks	34%

## Institutional Experiences (cont.)

Alumni (n = 235) reporting SCSU helped them develop the following skills and competencies:

	<b>% Very Much</b>	<b>% Not at All</b>
Critical thinking and analysis of arguments and information	38%	1%
Broad knowledge and education	46%	0%
Listening and revising	43%	1%
Creative thinking and problem solving	47%	0%
Research skills	30%	2%
Clear writing	34%	1%
Persuasive speaking	20%	6%
Project management skills	21%	6%
Technological skills	22%	9%
Artistic technique	48%	5%
Financial and business management skills	4%	27%
Entrepreneurial skills	3%	33%
Interpersonal relations and working collaboratively	31%	3%
Leadership skills	25%	9%
Networking and relationship building	18%	12%
Teaching skills	32%	14%

Alumni (n = 234) who participated<sup>a</sup> in the following non-credit activities while at SCSU:

- Participate in community service - 72%
- Participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, sports) - 81%
- Had serious conversations with students who are different from themselves in terms of their ethnicity, religious beliefs, political opinions, or personal values - 94%

Alumni (n = 234) who participated in the following activities while at SCSU:

- Work with a faculty member on a project - 58%
- Work with an artist in the community - 26%
- Study abroad - 15%
- Internship - 32%
- Complete a portfolio - 37%

<sup>a</sup> *Participated* refers to those who responded "often", "sometimes", or "rarely" in question 15.

## Career

Those who have ever worked (n = 214) said the following skills and competencies were important in their profession or work life:

	% Selected as Important <sup>b</sup>
Critical thinking and analysis of arguments and information	97%
Broad knowledge and education	98%
Listening and revising	98%
Creative thinking and problem solving	98%
Research skills	90%
Clear writing	94%
Persuasive speaking	95%
Project management skills	95%
Technological skills	95%
Artistic technique	72%
Financial and business management skills	75%
Entrepreneurial skills	65%
Interpersonal relations and working collaboratively	97%
Leadership skills	94%
Networking and relationship building	93%
Teaching skills	84%

Alumni (n = 225) who:

- Currently work as a professional artist - 37%
- Previously worked as a professional artist (but not currently) - 22%
- Never worked as a professional artist - 41%

Alumni (n = 225) who:

- Currently work as a teacher of the arts - 26%
- Previously worked as a teacher of the arts (but not currently) - 33%
- Never worked as a teacher of the arts - 40%

Alumni (n = 221) who:

- Currently are self-employed - 34%
- Previously have been self-employed (but not currently) - 27%
- Never have been self-employed - 38%

Current professional artists (n = 80) who:

- Currently are self-employed as a professional artist - 56%
- Previously have been self-employed as a professional artist (but not currently) - 16%
- Never have been self-employed as a professional artist - 5%
- Never have been self-employed at all - 23%

## Career (cont.)

Alumni who have ever been:

- Founder of a nonprofit or for-profit organization (n = 210) - 15%
- Paid intern (n = 208) - 16%
- Unpaid intern (n = 207) - 21%

The top non-arts occupational fields<sup>c</sup> for alumni currently or in the past:

	# of Alumni <sup>d</sup>
Education, training, and library	103
Sales	89
Office and administrative support	68

Those who currently spend a majority of their time in non-arts fields<sup>c</sup> (n = 89) and find their arts training at SCSU:

- Very relevant - 21%
- Relevant - 11%
- Somewhat relevant - 31%
- Not at all relevant - 36%

Alumni who are **very satisfied** with certain aspects of the current job in which they spend the majority of their work time:

	Arts fields <sup>e</sup> (n = 89)	Non-arts fields <sup>c</sup> (n = 86)
Job security	46%	50%
Opportunity to be creative	70%	33%
Income	17%	28%
Balance between work and non-work life	37%	47%
Opportunity to contribute to the greater good	52%	53%
Opportunity for career advancement	24%	21%
Work reflects my values, personality, and interests	63%	42%
Overall job satisfaction	47%	43%

Alumni who have worked directly after leaving SCSU (n = 197) reporting how closely related their first job was to their arts training:

- Closely related - 57%
- Somewhat related - 15%
- Not related - 27%

<sup>b</sup> *Important* refers to those who responded "very important" or "somewhat important" in question 39.

<sup>c</sup> *Non-arts fields* refers to occupational fields 24-44 listed in Appendix C of the codebook.

<sup>d</sup> Respondents could select more than one response option.

<sup>e</sup> *Arts fields* refers to occupational fields 1-23 listed in Appendix C of the codebook.

## Career (cont.)

Those who are past artists, or intended to be artists and never were (n = 79), and gave the following reasons:

	<b>% Selected Reason<sup>d</sup></b>
Work as an artist not available	33%
Higher pay or steadier income in other fields	52%
City/location not conducive to artistic career	13%
Change in interests	19%
Family-related reasons	19%
Lack of access to important networks and people	19%
Debt (including student loans)	19%
Lack of social support from family and friends	5%

Current professional artists (n = 76) who currently hold:

- 1 job - 59%
- 2 jobs - 33%
- 3 jobs - 7%
- 4 jobs - 0%
- More than 4 jobs - 1%

Current or past professional artists (n = 127) who indicated that the following resources and opportunities were critically helpful at times over their artistic career:

	<b>% Reported Resource Helpful<sup>d</sup></b>
Loans, investment capital	20%
Prizes, grants, or commissions	31%
Strong network of peers and colleagues	55%
Publicity or acknowledgement of work	39%
Material resources	32%
Mentors and teachers	48%
Additional training	28%
Opportunity to live in an artistically vital city	26%

Current or past professional artists (n = 126) who indicated that the following resources and opportunities were lacking at times over their artistic career:

	<b>% Reported Resource Lacking<sup>d</sup></b>
Loans, investment capital	29%
Prizes, grants, or commissions	33%
Strong network of peers and colleagues	25%
Publicity or acknowledgement of work	25%
Material resources	37%
Mentors and teachers	25%
Additional training	26%
Opportunity to live in an artistically vital city	25%

<sup>d</sup> Respondents could select more than one response option.

<sup>f</sup> *Not currently professional artists* are identified as those who did not select "yes, I do this currently" in question 25.

## Arts Engagement

How current professional artists (n = 74) rated the area where they currently live and/or work as a place to pursue their artistic career:

- Very good - 38%
- Good - 26%
- Fair - 27%
- Poor - 8%
- Very poor - 1%

Alumni (n = 183) who participated in these types of arts training during their lifetime:

	<b>% Reported Participating<sup>d</sup></b>
Summer arts program	38%
Arts high school	19%
Arts courses offered at high school	50%
After-school program	19%
Private lessons	40%
Community sponsored classes, workshops, or events	55%

Ways<sup>d</sup> those who are currently professional artists (n = 75) supported the arts in the past 12 months:

- Volunteering at an arts organization - 39%
- Serving on the board of an arts organization - 28%
- Volunteering to teach the arts - 31%
- Donating money to an arts organization or artist - 53%
- Attending an arts event - 92%

Ways<sup>d</sup> those who are not currently professional artists<sup>f</sup> (n = 131) supported the arts in the past 12 months:

- Volunteering at an arts organization - 21%
- Serving on the board of an arts organization - 10%
- Volunteering to teach the arts - 14%
- Donating money to an arts organization or artist - 34%
- Attending an arts event - 81%

Those not currently professional artists<sup>f</sup> who make or perform art in their personal (not work-related) time:

- 1980 cohorts and earlier (n = 41) - 66%
- 1981-1990 cohorts (n = 33) - 55%
- 1991-1995 cohorts (n = 17) - 47%
- 1996-2000 cohorts (n = 11) - 55%
- 2001-2005 cohorts (n = 18) - 67%
- 2006-2010 cohorts (n = 13) - 77%

## Arts Engagement (cont.)

Those who make or perform art in their personal (not work-related) time (n = 144), practiced the following art forms:

	<b>% Reported Practicing<sup>d</sup></b>
Craft Arts	44%
Creative Writing	29%
Culinary Arts	24%
Dance	3%
Design	22%
Film/Media Arts	10%
Fine Arts (painting, sculpting, drawing)	42%
Music	40%
Photography	38%
Theater	13%

For who make or perform art in their personal (not work-related) time (n = 143), how frequently they do so:

- Daily - 16%
- Several times a week - 29%
- Several times a month - 43%
- A few times a year or less - 12%

All alumni who make or perform art in their personal (not work-related) time (n = 142) who indicated that it was:

- Very important - 63%
- Important - 27%
- Somewhat important - 8%
- Not at all important - 1%

For those who make or perform art in their personal (not work-related) time (n = 142), how often they publicly perform or exhibit:

- Continuously in public or online - 20%
- 3 or more times a year - 19%
- 1 or 2 times a year - 14%
- Less than once a year - 13%
- Do not perform or exhibit in public - 35%

## Income and Debt

Median individual income<sup>§</sup> in 2010:

- 1980 cohorts and earlier (n = 62) - \$45,000
- 1981-1990 cohorts (n = 43) - \$45,000
- 1991-1995 cohorts (n = 21) - \$55,000
- 1996-2000 cohorts (n = 16) - \$40,000
- 2001-2005 cohorts (n = 26) - \$35,000
- 2006-2010 cohorts (n = 19) - \$25,000

Median household income<sup>§</sup> in 2010:

- 1980 cohorts and earlier (n = 60) - \$85,000
- 1981-1990 cohorts (n = 40) - \$80,000
- 1991-1995 cohorts (n = 21) - \$95,000
- 1996-2000 cohorts (n = 15) - \$75,000
- 2001-2005 cohorts (n = 27) - \$55,000
- 2006-2010 cohorts (n = 19) - \$35,000

For professional artists in 2010, the percentage of work time or income from work as a professional artist:

	<b>% of Time (n = 87)</b>	<b>% of Income (n = 83)</b>
Less than 20%	31%	48%
21% to 40%	15%	11%
41% to 60%	9%	4%
61% to 80%	11%	4%
81% to 100%	33%	34%

For those who acquired debt (n = 134), the impact of student loan debt on career or educational decisions:

- Major impact - 22%
- Some impact - 29%
- No impact - 49%

Current or past professional artists (n = 119), who have financial support from these sources<sup>d</sup>:

- Family and friends - 14%
- Private patron, foundation, or government grant - 16%

<sup>d</sup> Respondents could select more than one response option.

<sup>§</sup> Median income values are calculated using the midpoints of income ranges as values.