



Strategic Plan Refresh

Draft 2
March 18, 2018



SCHOOL OF
PUBLIC AFFAIRS
ST. CLOUD STATE UNIVERSITY

Introduction

The School of Public Affairs' (SOPA) first strategic plan was written by SOPA's first Strategic Planning Task Force, and was formally adopted by the University in 2014 (hereafter referred to as the 2014 Task Force.) In the Fall of 2017, the dean of SOPA formed a task force to refresh SOPA's strategic plan (hereafter referred to as the 2017 Task Force). The forces behind this decision included the SCSU 2017 Strategic Plan Refresh and the greater understanding of SOPA that had occurred in the years since the unit had formed. All SOPA departments and the dean's office were asked to select two representatives to join the 2017 Task Force, and SOPA's two student government representatives joined as well. The 2017 Task Force members are Dick Andzenge, Mikhail Blinnikov, Donna Balmer, King Banaian, Darla Hamann, Patricia Hughes, Kristy Modrow, Morgan Nyendu, Rick Osborne, David Switzer, and David Wall.

In keeping with SOPA's and SCSU's commitment to student success, a group of SOPA graduate students taking the MPA 606 (Strategic Management) class in Fall 2017 were tasked with facilitating the process (hereafter referred to as the MPA class). The MPA class did several activities to prepare for this facilitation, which allowed them to also act as strategic consultants during the plan facilitation. SOPA's

plan was enriched by the involvement of students as facilitators and as voting members of the Strategic Planning Task Force. The MPA class benefited by immediately applying what they had learned in class to a real-world case of public sector strategic planning. This first draft of the plan was written by the MPA class and their instructor, Dr. Darla Hamann. While some wording has been changed to conform to strategic planning guidelines, the meaning remains as true as possible to the intent of the 2017 Task Force. A description of the process and their work appears in Appendix A.

This report does not replace the school's previous strategic plan, but rather refreshes it and aligns it with SCSU's new Strategic Plan Refresh. As such, the mission and vision of SOPA remain the same. Unlike many strategic plans, this refresh is designed to be aspirational rather than analytical. We need to envision the future before we are able to create it. That is what this plan intends to do. In addition, this plan lays out strategies for reaching SOPA's aspirational vision with six strategic goals. It is important to note that the achievement of these goals may be almost impossible, and therefore, failure to "reach" a goal by a certain date is not to be considered a failure of the school or a failure of any member of the school. The school's vision and its strategic goals

are meant to inspire our stakeholders, both internal and external, to become more passionate about our potential to make a difference for our students, our campus, and our communities. The school's strategy is meant to guide the allocation of financial and human capital in the service of SOPA's aspirational goals.

It is important to also discuss what this strategic plan is not. It is not an operational plan with annual goals or targets. It is not a detailed plan that describes what any given department or program should do. It does not contain goals for programs or for faculty, and it does not favor any program or department. It is inclusive of all programs, yet mentions none of them. Departments or Programs are encouraged to create their own goals or write their own strategic plans.

In the 21st Century, the environment for higher education has been changing rapidly. Detailed plans may need to be abandoned to seize an opportunity or avert a threat. Rather than creating a detailed plan, SOPA has elected to remain flexible, yet put in place core values that all of SOPA's members are to keep in mind as they make decisions that impact our stakeholders or our school's future. United by these core values, and our dedication to serve the public interest, SOPA can remain decentralized and flexible as we carry out our mission and strive towards our vision.



Ryan Musielewicz photographs evidence at a staged crime scene in CJS 489 Forensic Photography.

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Mission & Vision

As a strategic plan refresh, the school’s mission and vision were not changed by the task force. This mission statement was approved in Spring 2012 by President Earl Potter. Interested readers may find a description of its development in the Appendix.

In aspirational strategic planning, the plan is designed to catapult the organization towards reaching its vision. The 2017 Task Force did not change the vision that was democratically developed by internal and external stakeholders in 2012. Rather, they set out to define the vision in more detail to paint a picture of the SOPA we intend to create.

The participants at that session then accepted the following definition of that vision by consensus:

Through rigorous and relevant courses and programs, unified by a dedication to serve the public interest, SOPA will prepare students to serve local and global communities as well-trained leaders and professionals. SOPA will motivate students to act with integrity and honor in the public interest while adapting to changing community needs at the local, national, and international levels. SOPA will be the school of choice for many international students and students from diverse backgrounds, who enrich students, faculty, and our communities by a full exchange of ideas and world views.

Through the expertise of dedicated, committed faculty and staff, SOPA students will immerse themselves in an education of applied, service and experiential learning, including opportunities to work with faculty on community research and consulting projects. SOPA faculty will engage freely and proactively in joint applied research across disciplines, increasing understanding of the nature of community problems and facilitating the development and implementation of creative solutions. SOPA’s state-of-the-art spaces and technology will enable collaborative endeavors among faculty, students, and community partners.

As alumni and former students become successful community leaders, they will remain involved with SOPA and invest in helping form the next cohort of students by sharing their experiences and mentoring. Alumni, former students, and community partners will consider SOPA graduates ideal candidates for their most challenging and rewarding employment opportunities.

MISSION

Through active, experiential, and global learning opportunities, we prepare our students to be stewards of the public interest and practitioners and leaders in the public and private sectors.

VISION

We provide the highest quality and most comprehensive undergraduate and graduate public affairs education in the upper Midwest by engaging our students and faculty in the study and critical analysis of public policy and by serving as a rich source of knowledge for our stakeholders, both local and global.



Leadership and learning are indispensable to each other.

–John F. Kennedy

Core Values

The values chosen by the 2017 Task Force were the values that SOPA should aspire to uphold in all of its decisions and actions. The fact that they do not differ much from the values SOPA appears to already hold signals that in some ways SOPA already is what it intends to become. In all future decisions and actions, SOPA will value: applied and experiential research & learning; collaboration between people, cultures, and disciplines; integrity; being student-centered; and leadership.

During and after the activity, Task Force members explained what each of these core values meant to them and how they would look like in their execution. The MPA class created definitions based upon these conversations:



Applied & Experiential Research & Learning

SOPA values its research institute and community partnerships as means to provide students with applied, simulated, and service learning opportunities where they apply theoretical knowledge and practice skills learned in the classroom.

Collaboration: People, Cultures & Disciplines

SOPA values demographic, cultural, and disciplinary diversity in its faculty, staff, and student populations and encourages collaboration among these diverse groups.

Integrity

SOPA values being intellectually rigorous, personally responsible, and civically engaged.

Student-Centered

SOPA values students as its most important stakeholder and actively works to facilitate student success.

Leadership

SOPA values the transformation of students into well-informed leaders in the local and global communities in which they live and work.

The relationship of these core values to SCSU's Strategic Plan and to Our Husky Compact can be found in Appendix A.

Stakeholder Value Proposition

Students, faculty, staff and external stakeholders (alumni, community partners, Central Minnesota community members, employers and donors) constitute a diverse set of stakeholder groups. It is critical that programs and services provided by SOPA meet the needs and expectations of our stakeholders. Our stakeholders' perspectives will drive program development, engagement and communication efforts, and will frame how we measure our success.

Students

SOPA faculty and staff will serve as mentors who provide high-quality academic experiences that support student professional growth and development as well as be inspirational, knowledgeable, approachable and accessible. SOPA will provide students enriching community engagement opportunities, the ability to form global perspectives; and skills to maneuver a complex public affairs network.

Faculty

SOPA faculty and staff will be empowered to facilitate student-centered success; align their community efforts with the university's community efforts; and engage external stakeholders by soliciting their input in shaping our programs. SOPA will provide faculty and staff with professional growth opportunities.

Alumni, Community Partners, Central Minnesota Community Members, Employers, Donors

SOPA's community efforts will align with the University's community efforts. SOPA will be community focused by providing applied research and educational programming to the region. When partnering with external stakeholders, SOPA faculty and staff will be innovative, knowledgeable, respectful, responsive, and approachable. Students will be engaged in the community through mutually beneficial experiential learning experiences. SOPA's external stakeholders will also be engaged in program development.

SOPA will provide Central Minnesota with graduates that are: highly educated public and nonprofit leaders who are community focused, support the local tax base, and ready to work in the 21st Century.

The New SOPA Brand

SOPA's brand is the way in delivers upon its value proposition; however, SOPA is a young school unknown to many stakeholders. Several slogans or branding ideas have been brainstormed including:

- Get Ready to Lead
- Stewards of Place in Action (SOPA)
- Service of Public Affairs (SOPA)
- SOPAssionate
- Get Ready to Lead
- Unleashing Tomorrow's Leaders
- Unleashing Community Leaders
- Serving to Lead
- Collaborating in Service

Internal and External Environmental Analysis

SOPA is the only academic unit of its kind in the Minnesota State Colleges and Universities. In the Upper Midwest there are only a handful of such programs, including the Humphrey School at the University of Minnesota. SOPA has four strong, complementary social science disciplines– Criminal Justice, Economics, Geography and Planning, and Political Science.

Our particular configuration of disciplines provides opportunities for enriching multi- and inter-disciplinary teaching and research. There are significant research assets in SOPA; In addition to a generally research active faculty, SOPA's active research assets include the SCSU Survey, Center for Economic Education, and the St. Cloud Area Quarterly Business Report. These research assets are embedded in SOPA Research Institute (SOPARI), a central coordinating structure that strives to facilitate high quality faculty and student research on public affairs issues, especially research that is multi- or interdisciplinary, grant funded, and involving internal or external collaboration.

The strengths, weaknesses, opportunities, and threats from the previous plan were presented to the committee by our facilitators and we were asked to come up with any new items for the SWOT analysis that were not addressed by the class or the previous plan. On the next page is the outcome of the new SWOT analysis.

Being an integral part of SCSU, SOPA's environment is in many ways similar to SCSU's environment. SCSU faces declining public [financial] support, so too does

SOPA. SCSU is negatively affected by demographic changes (i.e., high school graduating classes getting smaller), as is SOPA. SCSU speaks of "diminished public confidence in return on investment" in higher education, but it is primarily the declining public appreciation and support of a liberal arts education that attracts news headlines.

While SOPA is affected by the declining public confidence in the liberal arts, SOPA is less affected by this trend than other colleges or schools because most of SOPA's programs have a sharp professional focus and lead directly into careers. In contrast to SCSU's environmental scan, SOPA sees more strengths and opportunities. While SCSU states that "the complex challenges facing our state, country and world cannot be addressed by the traditional state university model," SOPA sees a strength in the willingness of faculty, staff, and students to adapt to change and invent a new model for itself. SOPA also views "Adaptability to the 21st Century," a key component of SCSU's mission, as an opportunity to seize since many other universities are slow to adapt to change.

Because of its disciplinary content, SOPA is uniquely positioned to teach citizenship to all SCSU students, thereby assisting SCSU in its mission to "prepare students for...citizenship..." In addition, several SOPA courses focus on "critical thinking," which will assist SCSU in teaching this competency in "Our Husky Compact."

All of SOPA's strengths can be capitalized upon to seize the opportunity to teach "Personal Integrity and Civic Responsibility" systematically to all SCSU students, thereby fulfilling this part of Our Husky Compact.



A clear public policy focus already exists within all programs in the school. Programmatic and research collaborations across the School, SCSU, and local/global community partners.

A solid foundation (highly skilled faculty, passionate students, and present engagement with the community)

Winter Institute

Unique faculty with diverse faculty experts in their field (breadth of expertise of faculty, global strength of faculty).

SOPA has yet to develop a clear shared identity among its faculty, staff and students and a reputation among the external community.

There is no common space for SOPA personnel and students.

Marketing the school to potential students and marketing students to potential employers.

While the students expressed appreciation for opportunities for online education, and noted that SOPA is quickly attempting to meet the demand by students for online education, the students noted relatively poor online education in SOPA, and poor quality technology in general.

There is not enough faculty interaction between departments.

SOPA is ideally positioned to teach "citizenship," "critical thinking," and democratic values to all SCSU students and even other stakeholders.

Opportunity for a common course to explore SOPA majors/minors and programs.

Interdepartmental projects that engage students and faculty from different majors.

The potential for the development of a unit that embodies the "Act with Personal Integrity and Civic Responsibility" competency in Our Husky Compact.

SOPA can become the unit that leads more personalized education programs within the university (build your own programs).

SOPA exists within a higher education context in which public support and resources are diminishing, expectations from students and other stakeholders are increasing, and high school graduating classes are getting smaller.

Political environment- higher education support
Declining public appreciation and support of a liberal arts education.

More competitive environment considering neighboring states' decline in high school class sizes.

Increasing competition between colleges and schools in the university, and programs within SOPA, as SCSU's focus has shifted to recruiting and retaining students

The committee has edited the SWOT analysis to these to focus our work in the near-term. A longer list appears in the appendix for future strategic plans to mine for more ideas.

Strategic Issues

Based on this inventory of key strengths, weaknesses, opportunities, and threats, as well as ongoing large-scale initiatives taking place in the school already, the 2017 Task Force was asked to formulate new strategic issues facing the school. Strategic issues are fundamental policy questions or challenges facing an organization's mandates, mission and values, product or service level and mix, clients or users, cost, financing, organization, or management. When thinking about new strategic issues, the committee was presented a grid to help them contemplate where strengths and opportunities intersect (issues to invest in), where threats and weaknesses intersect (issues where damage control should be implemented), where strengths and threats intersect (issues to defend by mobilizing resources and collaborating with others), and where opportunities and weaknesses intersect (issues that could be acted upon with assistance of strategic partners who would offset SOPA's weakness).

Strategic Goals

SOPA will establish efficient and effective pathways for students' success in school and post-graduation and be responsive to the changing community and employer needs.

SOPA will incentivize and explore methods to create memorable experiences for students.

SOPA will infuse civic engagement into its programs and into education that reaches across the campus.

SOPA will be well known in the community and on campus for its success in mission accomplishment and its effective branding and marketing strategies.

SOPA will create opportunities and incentives for reciprocal relationships between SOPA programs, the SOPA research institute, and community organizations resulting in authentic human connections that leave lasting, favorable impressions for all participants.

SOPA will create and develop an innovative, interdisciplinary and creative collaborative learning space.

Strategic Issues from Vision

Five more strategic issues were chosen by the committee using a "Vision Defined" exercise. The committee split up into groups and each took a section of the "Vision Defined." From the vision defined and SWOT analysis, groups were asked to come up with strategic issues in the form of questions. These strategic issues were narrowed down by voting and are listed below:

How can we engage students and faculty in joint projects with the "local" community?

Can we develop/require public policy and civic engagement in all majors?

How do we incentivize collaboration between faculty and students (experiential learning, community research, consulting projects)?

How could we create a more widespread mentoring program for all majors in SOPA?

How can we increase memorable experiences of our students that drive the passion that leads to promotion?

The following table shows how the goals of the School connect to Our Husky Compact and how we will measure how we meet these goals. These connections are explained after the table. In Appendix B the reader can find a fuller map of the connection of resources, inputs, outputs, outcomes and impacts of each of these six goals.

SOPA Strategic Goal (abbreviated)	Our Husky Compact Connection	Outcomes	Success Measures
Pathways for student success that fulfill community/employee needs	Think Creatively and Critically Seek and Apply Knowledge Communicate Effectively	<ul style="list-style-type: none"> Programs are responsive to changing community and organizational needs. Recruitment, enrollment, and retention all increase. Students obtain high quality jobs in their chosen career field. 	<ul style="list-style-type: none"> Surveys of alumni to assess SOPA's impact on their success, post-graduation. Number of courses with guest speakers highlighting careers or career preparation strategies. Number of participants in student or alumni events.
Create memorable experiences for students	Think Creatively and Critically Seek and Apply Knowledge Communicate Effectively	<ul style="list-style-type: none"> SOPA will develop a wide-spread mentoring program for all majors. SOPA will expand the use of high-impact practices (undergraduate research, service learning, community-based learning, internships, capstone experiences, diversity and global learning, and study abroad. 	<ul style="list-style-type: none"> The number of mentor-mentee pairs within SOPA programs. Number of students directly working with community partners, interning, or studying abroad. Survey of students and alumni to assess the quantity and quality of memorable experiences during their time at SCSU.
Civic engagement	Engage as a Member of a Diverse and Multicultural World Act with Personal Integrity and Civic Responsibility	<ul style="list-style-type: none"> Students are civically engaged both in and out of the classroom. SOPA teaches all of campus to "Act with Personal Integrity and Civic Responsibility." 	<ul style="list-style-type: none"> Faculty reports of the number of classes utilizing a civic engagement component. Number of debates, fireside chats, or community volunteering activities sponsored by SOPA or SOPA faculty.
Brand recognition	None	<ul style="list-style-type: none"> Increased alumni and donor engagement. Consistent SOPA branding. 	<ul style="list-style-type: none"> Survey of SOPA alumni and other community partners to gauge the community's knowledge of SOPA. Number of people/organizations on SOPA's contact list for dispersion of annual report/newsletter and number of likes/followers on SOPA's social media sites. Net promoter score.
Reciprocal relations with community organizations	Engage as a Member of a Diverse and Multicultural World Act with Personal Integrity and Civic Responsibility	<ul style="list-style-type: none"> Increase number of faculty/student/community organization connections Students have larger networks upon graduation. 	<ul style="list-style-type: none"> Number of community partners. The number of faculty recognized and rewarded for serving community partners. Surveys/feedback.
Interdisciplinary learning space	Integrate Existing and Evolving Technologies	<ul style="list-style-type: none"> Students and faculty have increased quantity and quality of interactions outside of classroom. Improved student technological proficiency. 	<ul style="list-style-type: none"> The quality and quantity of physical space and technology in use, both in the classroom and online. Number of SOPARI projects that engage and facilitate student interest in occupational fields.

Strategic Alignment of SOPA Strategic Goals with SOPA's mission and SCSU's Plan

Due to the manner in which SOPA's Strategic Goals were created, their achievement will lead to solutions for some of SOPA's strategic issues and will move SOPA towards realizing its vision. Acting upon SOPA's strategic goals will also allow SOPA to move towards mission accomplishment as its students follow "efficient and effective pathways to success" in programs "infused with civic engagement" and thereby become "leaders and practitioners in the public and private sectors" who are "stewards of the public interest."

The accomplishment of SOPA's Strategic Goals will also assist SCSU in accomplishing its goals. For example, since SOPA will "establish efficient and effective pathways for students' success in school and post-graduation," and "explore methods to create memorable experiences for students," SCSU's most important outcome—student success—can be expected to improve. Since SOPA will "infuse civic engagement into its programs and into education that reaches across the campus" SCSU will be enacting its mission to "prepare students for... citizenship in the twenty-first century" while also achieving part of its strategic objective 3.1 "Civic Action and Community Engagement." Since SOPA will become better known in the community and on campus, SCSU will be better positioned to recruit, develop and retain a high quality, diverse work force and student body while also seeing improvements in its Objective 3.C "Communications and Brand Management." Since SOPA will create opportunities and incentives for reciprocal relationships between SOPA programs, the SOPA Research Institute, and community organizations resulting in authentic human connections that leave lasting, favorable impressions for all participants, SCSU will be able to make progress on Objective 3.A, supporting the needs of our region while providing opportunities for students to put learning into practice and leading to the attainment of Outcome 3 "Deepening Reciprocal Partnerships." Since SOPA will create and develop an innovative, interdisciplinary, and creative collaborative learning space, SCSU will simultaneously create systems and structures that support faculty interdisciplinary program development, teaching, and research and expand opportunities to bring community partners into the space to provide students with experiential learning opportunities, facilitating the achievement of Objective 1.B "Active and Applied Learning Experiences."

Appendix A. The 2017-18 Strategic Planning Process

The School of Public Affairs Strategic Planning Task Force was formed in August 2017. To assist its work it enlisted

the MPA 606 class of Professor Darla Hamann. The class consisted of students Martin Calitz, Lisa Drew, Nathan Fiene, Andrea Harrell, Dillon Hayes, Megan Kalk, Rueben Mugula, Adesola Samson and Mohamed Warsame. The task force is grateful for their work as moderators, note-takers, and in developing a first draft of this report.

Development of the Mission Statement

SOPA's mission statement is the result of a democratic process inclusive of many stakeholders and illustrates their consensus as to the school's purpose. Shortly after SOPA's birth, the SOPA Interim Dean organized a full-day retreat in downtown St. Cloud for a group of persons comprising internal stakeholders (some SOPA faculty and students and several faculty and staff from SCSU units outside SOPA) and external stakeholders (some SOPA alumni, local employers and government leaders). The retreat was facilitated by Dr. Roby Robertson, Professor of Political Science and Director of the Institute of Government at University of Arkansas-Little Rock. The facilitator helped the group draft preliminary mission and vision statements and identify strengths and challenges facing the school.

During the retreat, sub-groups wrote different draft mission statements. Afterwards, the entire group convened to hear the various draft mission statements and write a composite mission statement. An edited and polished version of the composite statement was presented to the school at an afternoon retreat during the opening of the 2011/12 academic year. Faculty were asked to provide feedback on the draft mission statement and the Interim Dean discussed the statement with the Provost throughout Fall Semester, 2011. Eventually, the draft statement was sent to the University's Strategic Planning Committee for review, who recommended that it be approved by the President. The President approved the statement in Spring 2012.

Under instruction from the dean and from Professor Hamann, the students and the task force left the mission and vision statements alone. However, the task force has retained the work done in showing how the students saw the mission and vision statements connecting to the university mission statement, which we have placed below.

SOPA's Mission as it relates to St. Cloud State University's Strategic Plan

When SCSU reorganized, it rewrote its mission and vision statements and created a strategic framework for its academic programs. Below is a discussion of each of these changes at the institutional level:

The university's mission statement says "We prepare our students for life, work and citizenship in the twenty-first century."

The objective "citizenship" emphasizes the importance of civic engagement as part of the student's on-campus and post-graduate experiences.

The university's vision statement says "St. Cloud State University makes a positive, long-term impact on the lives of our students. We provide rigorous and relevant academic experiences with engaged, active learning opportunities in an intellectually vibrant, inclusive and diverse campus community. Our graduates are well-prepared to act as responsible global citizens and professionals who remain actively connected with our university."

The goal of developing "responsible global citizens" emphasizes the importance of intercultural competence, coupled with civic engagement. Responsible global citizens are public and private practitioners and leaders who, in their occupations and their private lives, are "stewards of the public interest."

The SCSU Husky Compact is the essential and cross-cutting attributes of a St. Cloud State University education. It is a commitment SCSU makes to its students and students make to their education. By the time that they graduate, SOPA students will have learned to:

- **Communicate Effectively**
- **Engage as a Member of a Diverse and Multicultural World**
- **Think Creatively and Critically**
- **Seek and Apply Knowledge**
- **Integrate Existing and Evolving Technologies**
- **Act with Personal Integrity and Civic Responsibility**

SOPA's mission statement ensures that SOPA students will "Engage as a Member of a Diverse and Multicultural World" and "Act with Personal Integrity and Civic Responsibility" through the "stewardship of the public interest." Since in the 21st Century, the public is increasingly diverse and

multicultural, it follows that stewardship of the public interest incorporates the stewardship of a multicultural society. Additionally, SOPA's mission states that the method by which students learn to be stewards of the public interest includes "global learning activities." SOPA students also learn to act with civic responsibility as they become stewards of the public interest. Furthermore, when SOPA pursues its mission, it also teaches its students to "seek and apply knowledge" and "think creatively and critically" through active and experiential learning.

The Minnesota State system has a strategic framework based on three commitments:

1. Ensuring access to an extraordinary education for all Minnesotans.
2. Be the partner of choice to meet Minnesota's workforce and community needs.
3. Deliver to students, employers, communities and taxpayers the highest value/most affordable option.

Through its use of active and experiential learning, SOPA will provide its students with an extraordinary education. In addition, as SOPA



Social Studies Teaching majors Sarah Miller and Joseph Nagel are nothing but smiles after presenting at the 2019 Huskies Showcase.

prepares students to be “stewards of the public interest,” it ensures that students will be committed to something greater than themselves. Being a steward of the public interest is, by definition, being concerned for the welfare of the community.

SOPA’s Vision as it relates to St. Cloud State University’s Strategic Plan

SOPA’s vision statement aligns very nicely with SCSU’s vision statement, presented earlier. Note in particular two pieces in the university’s vision statement: “We provide rigorous and relevant academic experiences with engaged, active learning opportunities...” and “Our graduates are well-prepared to act as responsible global citizens and professionals who remain actively connected with our university.” The first half of SOPA’s vision statement speaks to the “rigorous and relevant” reference and the second half of the vision statement speaks to the importance of our students and graduates being civically

engaged and having a global perspective.

SOPA’s vision also aligns well with the strategies in SCSU’s 2017 Strategic Plan Refresh, Building the 21st Century Engaged University. Its three strategic goals are to create Engaged Students, an Engaged Campus, and Engaged Communities.

The SOPA vision statement aligns with the SCSU’s Engaged Student Objective 1.B “Active and Applied Learning Experiences” and 1.C “Rigorous and Relevant Academic Programs.” SOPA students immerse themselves in “applied, service and experiential learning, including opportunities to work with faculty on community research and consulting projects” which directly aligns with “active learning experiences...that put classroom learning into practice.” SOPA also “engag[es] our students and faculty in the study and critical analysis of public policy...” The study and critical analysis of public policy in SOPA is rigorous and is needed more than ever in this hyper-partisan political climate where too many people choose ideology over thoughtful analysis. Since 21st Century organizations and communities are constantly changing, SOPA not only adapts to these changes itself but also trains its students to be “adaptable to local, national and international community needs.”

SOPA’s vision aligns with SCSU’s Engaged Campus Objective 2.A, “Diverse, Multicultural, and Equitable Campus,” since it seeks to become the school of choice for international students and students from diverse backgrounds.

SOPA’s vision aligns with SCSU’s Engaged Communities Objectives 3.A, “Civic Action and Public Engagement” and 3.C, “Communications and Brand Management.” SOPA’s vision includes becoming a school immersing its students in service learning and community-based research and consulting and “serving as a rich source of knowledge for our stakeholders, both local and international.”

Katie Koetz remains calm before presenting “Demographic and Landscape Changes in Linden Hills, Minneapolis: A Case Study in Gentrification at the 2019 Huskies Showcase. Koetz won for Best Our Husky Compact Reflection: Act with Personal Integrity and Civic Responsibility.

global”, which aligns with SCSU’s objective to “preserve and build upon the strong bonds with our local and global communities, supporting the needs of our region...” SOPA’s vision to “provide the highest quality and most comprehensive undergraduate and graduate public affairs education in the upper Midwest” aligns with Objective C.3 because quality programming will assist SCSU’s efforts to “reposition our institution among prospective students and key constituents.”

SOPA’s vision aligns well with Our Husky Compact. SOPA aspires to engage “students and faculty in the study and critical analysis of public policy,” which aligns directly with the Husky Compact Attribute “Think Creatively and Critically.” SOPA aspires to be a “rich source of knowledge for our stakeholders” and to immerse students in “applied, service and experiential learning” which align with the Husky Compact Attribute “Seek and Apply Knowledge.” SOPA aspires to collaborate with students on applied and multidisciplinary research which aligns with Husky Compact Attribute “Communicate Effectively” since working in multidisciplinary teams involves communicating in ways that people outside of one’s discipline can understand. SOPA aspires to “be the school of choice for many international students and students from diverse backgrounds, who enrich students, faculty, and our communities by a full exchange of ideas and world views” which aligns with Husky Compact Attribute “Engage as a Member of a Diverse and Multicultural World.” SOPA aspires to “motivate students to act with integrity and honor in the public interest” which aligns with Husky Compact Attribute “Act with Personal Integrity and Civic Responsibility.”

SOPA’s Core Values as they relate to SCSU’s Strategic Plan

SOPA’s values are well-aligned with SCSU’s three strategic goals:

- **Engaged Students:** Objective 1.B, Active and Applied Learning Experiences: “Deliver active learning experiences to all students that puts classroom learning into practice.” SOPA’s core value of Applied &

Experiential Research & Learning directly aligns.

- **Engaged Campus:** In Objective 2.A, Diverse, Multicultural, & Equitable Campus: “Cultivate a growing multicultural and engaged campus that prepares our students and employees to live and work in a larger global community,” SOPA’s core value of “Collaboration: People, Cultures, & Disciplines” directly aligns.
- **Engaged Communities:** In Objective 3.A, Civic Action and Public Engagement: “Preserve and build upon the strong bonds with our local and global communities, support the needs of our region, and provide opportunities for students to put learning into practice through programmatic innovation, research, creative activity, and community engagement” SOPA’s values of “Collaboration: People, Cultures & Disciplines” and “Applied and Experiential Research & Learning” directly align. In addition, these core values are closely aligned with SCSU’s Objective 3.B, Global and Cultural Engagement: “Prepare our students to participate in a world community through a culturally inclusive and internationalized curriculum, education abroad opportunities, and strong multicultural and international communities on campus.”

As SOPA leaders and employees act in accordance with their chosen core values, SOPA will assist SCSU in becoming Minnesota’s 21st Century Engaged University.

SOPA’s Core Values align well with the SCSU Husky Compact, defined above:

- SOPA’s core value of “Leadership” aligns well with the Husky Compact’s “Communicate Effectively” because one must communicate effectively to earn the role of a leader in a community or an organization.
- SOPA’s core value of “Collaboration: People, Cultures & Disciplines” aligns with the Husky Compact’s “Engage as a Member of a Diverse and Multicultural World” which includes collaborating with people from other cultures and having other world views.
- SOPA’s core value of “Applied & Experiential Research & Learning” aligns with the Compact’s “Think Creatively

Danny Decemson, criminal justice major, shows off the Tower Bridge in London on a spring break trip to the United Kingdom to explore the effects of Brexit.

& Critically” because students must think creatively and critically to put their knowledge into practice and solve community problems. SOPA’s core value of “Collaboration: People, Cultures, Disciplines” also aligns with it because discussions among diverse participants usually result in more creative thinking than discussion among homogeneous groups.

- SOPA’s core value of “Applied & Experiential Research and Learning” aligns with the Compact’s Seek & Apply Knowledge since students apply the knowledge they

have learned when they participate in applied or experimental activities or research. Allowing students to seek and apply knowledge through experimental learning is also a Student-Centered practice because practicing what is learned in an applied setting allows students to learn more deeply and makes their learning more memorable.

- Finally, SOPA’s core value of “Integrity” aligns directly with the Compact’s capacity of Act with Personal Integrity and Civic Responsibility.

The following table illustrates how SCSU’s Husky Compact aligns with SOPA’s core values.

Husky Compact tenants as they compare to SOPA’s Core Values	Integrity	Leadership	Applied & Experiential Research & Learning	Collaborations: People, Cultures, Disciplines	Student-Centered
Communicate Effectively					
Engage as a member of a diverse and multicultural world					
Think creatively and critically					
Seek and apply knowledge					
Integrate existing and evolving technologies					
Act with personal integrity and civic responsibility					

Understanding SOPA’s Core Values

The first activity completed by the MPA class prior to its facilitation of the 2017 Task Force involved a cultural analysis of SOPA. The MPA class took a tour of SOPA guided by Dean Banaian and analyzed SOPA’s web and social media presence and former strategic plan. They observed cultural artifacts and listened to stories that could be analyzed to uncover SOPA’s enacted values. The students utilized nominal group technique and critical incident technique to identify the core values SOPA appeared to project (whether intentionally or not): Accountability, Honor/integrity, Community responsibility, Leadership, Community engagement, Public interest, and Diversity.

The MPA class Core Values list was shared with the 2017 Task Force during their October 25 meeting. Task Force members participated in a nominal group activity to identify SOPA’s aspirational core values. The core values observed by the MPA class were not the values that the students believed SOPA should have, they were the values that SOPA appeared to have.

Appendix B. Strategy Formulation Process and Details

The strategy formulation process began following the development and selection of six strategic goals by the 2017 Task Force. The strategy formulation process was facilitated to develop actions to bring the six strategic goals to fruition; therefore, a process was initially developed, and subsequently implemented six times, once for each strategic

goal. This appendix shows all the work done and can offer additional insight into outcomes and impacts that we expect to have. They may guide further development of the strategic goals listed in the refresh document.

The strategy formulation process included utilization of a logic

model to facilitate strategic thinking by the Task Force. This logic model, shown below, provides a framework for outlining a plan to move from work to intended results; or, in this case, working backwards from intended results (i.e., achievement of the strategic goals) to the work necessary for goal accomplishment.

The process in practice began with step five of the logic model, the impact, stated in this case as the strategic goal. The strategic planning committee then provided input, generally working backwards through the four remaining logic model components, identifying the outcomes, outputs, activities, and resources necessary to fulfill the strategic goal. Following completion of the logic model, actions were identified by the strategic planning committee that would be necessary to fulfill each step of the logic model.



Strategic Goal #1

After a demonstration of how to develop a logic model and use it to create strategic actions, the 2017 Task Force created the logic model below for the attainment of Strategic Goal 1: SOPA will establish efficient and effective pathways for students' success in school and post-graduation.

The 2017 Task Force were then asked what actions SOPA would need to take to increase the probability that each step in the logic model will occur. The following actions were suggested:

- Raise funds for staff, tutors, faculty release time, programming, events, and program implementation.
- Create a training program for faculty to implement experiential learning.
- Hire or assign a coordinator to facilitate experiential learning opportunities.
- Plan and facilitate alumni events.
- Develop shared coursework unique to SOPA.
- Develop a SOPA student club for undergraduate students in all SOPA majors.
- Work with the alumni office, career services, and the advising center to facilitate student success.
- Implement a recognition program for high-quality faculty and students.
- Align SOPA curricula with community and workforce needs



POTENTIAL MEASURES

- Surveys of alumni to assess SOPA's impact on their success, post-graduation.
- Faculty surveys to acquire feedback from within the organization regarding the implementation of strategies to further student success.
- Number of courses with guest speakers highlighting careers or career preparation strategies, including visits from career services staff.
- SOPA recognition programs implemented
- Number of participants in student or alumni events.

STRATEGIC ALIGNMENT

These strategic actions will enable SOPA to establish efficient and effective pathways for student's success in school and post-graduation. When SOPA completes these actions, it will help SCSU achieve its Objective 1.D, which states that SCSU will "deliver a high-quality, integrated, and engaged educational experience through partnerships between students, faculty, staff, and the communities that will set students apart and prepare them to be global citizens of the 21st century." For example, creating the SOPA common curriculum and the SOPA student organization will create a more integrated educational experience. Hiring or assigning an experiential learning coordinator will enable more faculty to offer students opportunities to observe or work with community members in ways that give students a global perspective and skills that will set them apart from other new graduates. The experiential learning coordinator will also enable SOPA to meet SCSU's Objective 1.B, "Deliver active learning experiences to all students that puts classroom experience into practice."

Strategic Goal #2

The 2017 Task Force created the following logic model for the attainment of Strategic Goal 2: SOPA will incentivize and explore methods to create memorable experiences for students.

The 2017 Task Force were then asked what actions SOPA would need to take to increase the probability that each step in the logic model will occur. The following actions were suggested.

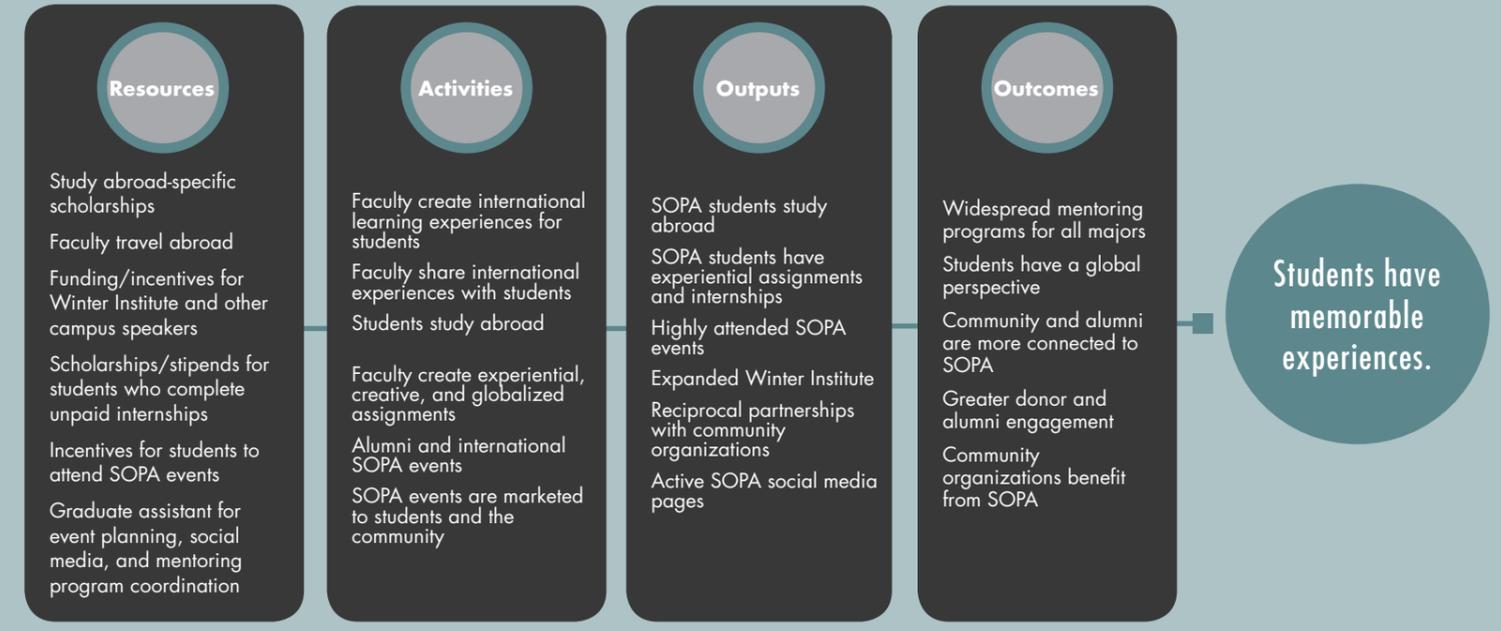
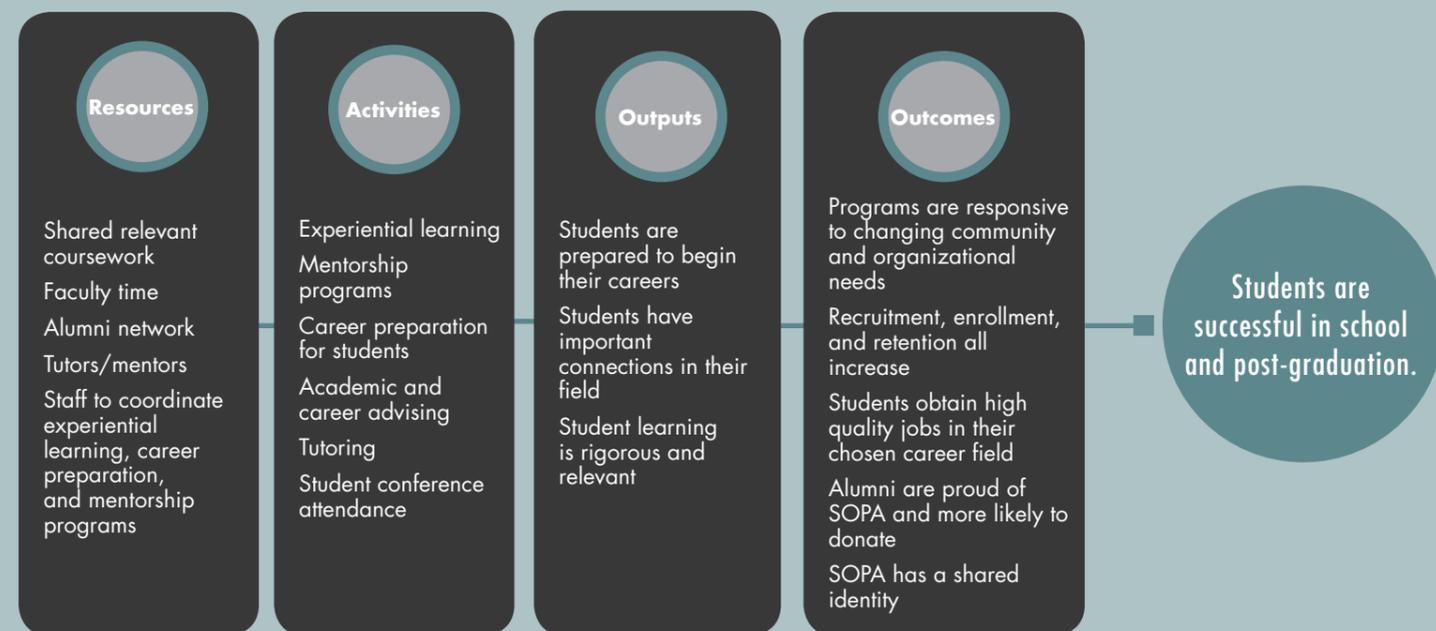
- Expand the Winter Institute to include more SOPA departments and allow more SOPA students to interact with featured speakers.
- Faculty facilitate SOPA-wide study abroad class.
- Create a speaker series where alumni, community partners, and international speakers talk to students about public affairs. Incentivize students to attend speaker series events.
- Create SOPA-wide "brown bag" events or "fireside chats" to discuss faculty research.
- Hire a graduate assistant for social media, online marketing, and an event calendar.
- Develop mentoring programs for all SOPA majors
- Showcase highly successful current SOPA students to incoming SOPA students
- Expand use of "high impact practices" in SOPA, specifically undergraduate research, service learning & community-based learning, internship and other capstone experience projects, and diversity and global learning
- Emphasize student "connection" opportunities with faculty and each other (socials, SOPA game day, web site, newsletter)
- Have 3-5 successful international partnerships ongoing, including in Canada, and bring 1-2 faculty from overseas as visiting scholars
- Incentivize professors to utilize community organizations in their curriculum and research.
- Create a list of community partners for professors, and list of professor contacts for community partners.
- Create and promote a faculty directory with listed expertise and interests.
- Add faculty biographies to the SOPA website.
- Create additional study-abroad courses with identified activities itineraries.

POTENTIAL MEASURES

- The number of SOPA majors with mentoring programs.
- The number of mentor-mentee pairs within SOPA programs.
- Number of students attending SOPA Events.
- Number of students studying abroad and attending events where they learn about the global community.
- Number of students directly working with community partners or interning.
- Survey of students and alumni to assess the quantity and quality of memorable experiences during their time at SCSU.

STRATEGIC ALIGNMENT

Many of these actions are generally related to the facilitation of community connections to promote memorable student experiences. These collective actions will assist SCSU in achieving Objective 1.D, which states that SCSU will "deliver a high-quality, integrated, and engaged educational experience through partnerships between students, faculty, staff, and the communities that will set students apart and prepare them to be global citizens...." For example, the creation of incentives for faculty to utilize community organizations will increase the number of educational experiences that moves beyond the classroom to engage students in the community.



Strategic Goal #3

The 2017 Task Force created the following logic model for the attainment of Strategic Goal 3: SOPA will infuse civic engagement into its programs and into education that reaches across the campus.

POTENTIAL MEASURES

- Faculty reports of the number of classes utilizing a civic engagement component.
- Number of students volunteering or attending civic events.
- Number of debates, fireside chats, or community volunteering activities sponsored by SOPA or SOPA faculty.

STRATEGIC ALIGNMENT

These actions, infusing civic engagement into programs and education that reaches across campus, align with item 3.A of SCSU plan, which states that SCSU will “preserve and build upon the strong bonds with our local and global communities, support the needs of our region, and provide opportunities for students to put learning into practice through programmatic innovation, research, creative activity, and community engagement.” For example, working with community, public and international organizations to facilitate civic engagement opportunities assists SCSU in building strong bonds with our local and global communities. These actions also prepare students for citizenship, supporting SCSU’s mission.



The 2017 Task Force were then asked what actions SOPA would need to take to increase the probability that each step in the logic model will occur. The following actions were suggested:

- Hire or assign a coordinator and support staff to facilitate civic engagement throughout SOPA.
- Dedicate resources to facilitate utilization of faculty time for civic engagement efforts.
- Increase SOPA presence in civic debates and voter registration drives.
- Collaborate with community, public and international organizations to facilitate civic engagement opportunities.
- Convene debates and fireside chats on important domestic and international issues.
- Institute “brown bag” lunches or “round tables” for faculty and students on topics such as tourism, planning, climate, public policy and international affairs.
- Utilize the Husky Showcase to recognize faculty involvement in civic engagement with students.
- Incentivize use of Civic Engagement for criterion five of faculty performance reviews.
- Provide a platform for faculty to incorporate civic engagement in coursework.

Strategic Goal #4

The 2017 Task Force created the following logic model for the attainment of Strategic Goal 4: SOPA will be well-known in the community and on campus for its success in mission accomplishment and its effective branding and marketing strategies.

POTENTIAL MEASURES

- Conduct survey of students, campus-wide, regarding their knowledge of SOPA.
- Conduct survey of SOPA alumni and other community partners to gauge the community’s knowledge of SOPA.
- Number of people/organizations on SOPA’s contact list for dispersion of annual report/newsletter and number of likes/followers on SOPA’s social media sites.

STRATEGIC ALIGNMENT

These actions align with Objective 3.C of the SCSU plan which is to “reposition our institution among prospective students and key constituents and boost internal and external support for the university through our strategic communications efforts.” For example, the creation and disbursement of an annual report to key constituents will highlight recent achievements within SOPA to generate external support. Furthermore, the creation of an updated, consistent design aesthetic throughout SOPA will work towards changing attitudes and repositioning SCSU amongst prospective students.

The 2017 Task Force were then asked what actions SOPA would need to take to increase the probability that each step in the logic model will occur. The following actions were suggested:

- Hire or assign a coordinator to enact branding and marketing efforts.
- Begin a branding and marketing campaign (including social media).
- Enlist SOPA majors to visit their former high schools as “SOPA ambassadors” and have the Social Studies Teaching (SST) program work with high school teachers to help recruit students.
- Develop electronic/web communication pieces for guidance counselors and recruiters.
- Allocate funding for SOPA events and merchandise.
- Choose a slogan for SOPA.
- Implement a widely-dispersed SOPA annual report (including a physical copy via mail).
- Secure a donation to name the school.
- Involve University Communications in the creation of marketing materials.
- Utilize paint, signage, and other materials to create an environment with a consistent aesthetic throughout SOPA.



Resources

Events coordinator who plans and markets events to all of campus
Engaged faculty (e.g., who uses assignments that involve civic engagement)
Engaged students (e.g., incentives to engage civically)

Activities

SOPA sponsored debates/town halls
Public-sphere pedagogy (e.g., fireside chats, town halls, debates, etc.)
Facilitate greater awareness of absentee/early/regular voting opportunities and volunteer opportunities

Outputs

Students knowledgeable of public issues
Increased student volunteering
Increased student voter registration and participation in civic events

Outcomes

Students are civically engaged
SOPA teaches all of campus to “Act with Personal Integrity and Civic Responsibility”

Civic engagement is infused into all SOPA programs and into education that reaches across the campus.

Resources

Event coordinator
SOPA merchandise
Student worker/graduate assistant for social media communication and high school outreach

Activities

SOPA events for new students (e.g., orientation for transfer and PSEO students and faculty-student “mixers”)
SOPA community events
Give new and prospective students SOPA promotional items
SOPA social media enhancements
SOPA outreach (e.g., send SOPA students to their high schools to recruit new students)
Living/learning communities
Stakeholders choose SOPA slogan

Outputs

Increased participation of community partners
Innovative branding and marketing strategy
Slogan

Outcomes

Consistent SOPA branding
SOPA spirit/pride
Students are better placed in the workforce
Increased enrollment of new students
Increased alumni and donor engagement

SOPA is well known in the community for delivering on its mission and its effective branding and marketing.

Strategic Goal #5

The 2017 Task Force created the following logic model for the attainment of Strategic Goal 5: SOPA will create opportunities and incentives for reciprocal relationships between SOPA programs, the SOPA research institute, and community organizations resulting in authentic human connections that leave lasting, favorable impressions for all participants.

The 2017 Task Force were then asked what actions SOPA would need to take to increase the probability that each step in the logic model will occur. The following actions were suggested:

- Encourage the inclusion of "networking with community organizations" in faculty professional development plans.
- Reward faculty for forming partnerships with community organizations.
- Reward faculty for assisting community organizations through service learning, supervising student internships, or through SOPARI.
- Aid faculty who form and nurture community partnerships in other parts of their work.
- Hire or assign SOPA staff member to manage relationships with community organizations.
- Facilitate the incorporation of service-learning elements into student assessments, including feedback from associated community organizations.
- Create a feedback mechanism from community organizations to provide feedback to professors.
- Create faculty contact lists and organization contact lists to facilitate networking between SOPA and community organizations.
- Utilize SOPARI to create opportunities for student involvement in community.

POTENTIAL MEASURES

- The number of community partner connections within SOPA.
- The number of faculty recognized and rewarded for serving community partners.
- Feedback acquired through community partner and alumni surveys.

STRATEGIC ALIGNMENT

These actions all lead to faculty and student involvement in the community, which aligns with Objective 3.A of the SCSU plan, which states that SCSU will "preserve and build upon the strong bonds with our local and global communities, support the needs of our region, and provide opportunities for students to put learning into practice through programmatic innovation, research, creative activity, and community engagement." For example, the incorporation of service-learning into student assessments will enable SOPA to support the needs of the region through assistance provided by students to community organizations, and enable students to achieve praxis, supporting SCSU Objective 1.B.



Strategic Goal #6

The 2017 Task Force created the following logic model for the attainment of Strategic Goal 6: SOPA will create and develop an innovative, interdisciplinary, and creative collaborative learning space.

The 2017 Task Force were then asked what actions SOPA would need to take to increase the probability that each step in the logic model will occur. The following actions were suggested:

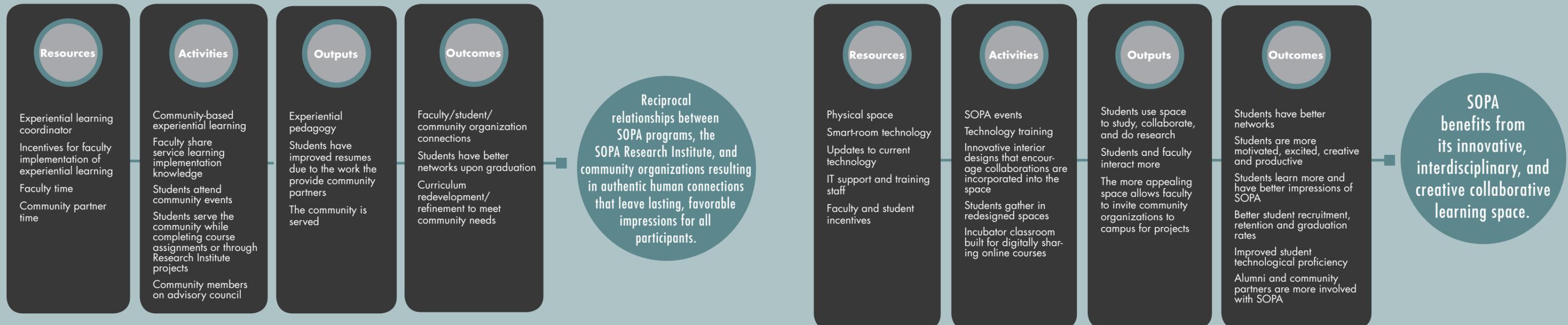
- Create a fundraising drive/event for the collaborative learning space.
- Hire support staff to further the utilization and incorporation of advanced technologies.
- Provide technology training for faculty to expand their utilization of technology in the classroom and online.
- Incentivize student/faculty research initiatives and publications.
- Create events and activities for students and faculty.

POTENTIAL MEASURES

- The quality and quantity of physical space and technology in use, both in the classroom and online.
- Utilization of SOPARI to help engage and facilitate student interest in occupational fields.

STRATEGIC ALIGNMENT

These actions will enable SOPA to create and develop an innovative, interdisciplinary, and creative collaborative learning space. Once SOPA operationalizes these actions, it will help SCSU achieve its Objective 2.C, which states that SCSU will "improve operating effectiveness and student learning through process improvement, system collaboration, technological innovation, and a focus on environmental sustainability." For example, by providing technology training for faculty, and hiring support staff to further the utilization and incorporation of advanced technologies, SOPA's utilization of new technology will be expanded in the classroom and online. Furthermore, this will enable SOPA to meet SCSU's Objective 1.E, which is to "grow SCSU's enrollment by responding more innovatively and quickly to the demands of students and employers and through the recruitment and support of diverse student populations, transfer students, online students, veterans, and adult learners."



365 Stewart Hall
720 4th Ave S
St. Cloud, MN 56301-4498

(320) 308-4791 | sopa@stcloudstate.edu

stcloudstate.edu/sopa

facebook.com/scsusopa
instagram.com/scsusopa

Nahida Nworen '18 speaks about her troubles and triumphs as a student at St. Cloud State University at the fall 2018 commencement. Nworen graduated with degrees in political science and international relations as well as a minor in human relations.

