MISSION

Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region and the global community.

VISION

Minnesota State Mankato will be known as a university where people expect to go further than they thought possible by combining knowledge and the passion to achieve great things.

Our foundation for this vision is our heritage of both dedicated teaching and the direct application of knowledge to improve a diverse community and world. We will achieve it by actively nurturing the passion within students, faculty and staff to push beyond possibility on the way to realizing dreams.

August 17, 2015
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EXECUTIVE SUMMARY

The Academic Master Plan 2015 – 2018 is the culmination of the University’s first-ever integrated academic planning effort, empowering the University to prepare for and shape the future – to develop an intentional path forward.

THE PLANNING PROCESS

The integrated academic planning initiative began in 2012 – 2013 through a series of guided discussions and workshops with the University’s Council of Deans, expanding in Fall 2013 to university and shared governance (bargaining unit) leadership. Big questions for the planning process included the purpose and goals; model and approach; timelines; resources; role of shared governance; involvement of faculty, staff and students; connections with other campus and system planning processes; and communication and consensus-building.

Seminal communication pieces were then drafted and developed. A brochure, Academic Planning: A Core Component of Our Integrated Strategic Planning (Appendix I) highlighted the proposed planning model, general approach, plan components, and timeline. A companion graphic, A Diagram of Integrated Strategic Planning at Minnesota State Mankato (Appendix II), illustrated how the integrated academic master plan would intentionally link the academic core of the University with other strategic planning efforts and depicted vertical integration with the University’s strategic directions and System’s strategic framework. A central piece to the planning work of academic degree programs was proposed, the Academic Degree Program Planning Tool. To further support consensus-building, community involvement, data utilization, shared governance, and transparency, a dedicated academic planning website was created, www.mnsu.edu/academicplan, with additional resources.

In February 2014, the integrated academic planning process was introduced to the broader university community. Campus and community listening and visioning sessions were held to further communicate and shape the planning process (Appendix III). Four Extraordinary Education Task Forces were launched focused in areas of high priority and interest to the campus community: Teaching Excellence and Innovation; Academic Advising; Academic Engagement Programs and Opportunities; and Research, Scholarly, and Creative Activity. The task force areas of focus cut across multiple, if not all, units within the Division of Academic Affairs (Appendix IV) and beyond. Membership of the task forces was designed to include broad campus representation. Each was co-chaired by a college dean and a faculty or an administrative services faculty, appointed by their respective association. All bargaining units and all divisions of the university were represented.

The difficult work of the Extraordinary Education Task Forces and academic department degree program planning spanned nine months, March through December 2014, culminating in submission of draft plans. Clearly, the academic master planning process was one of great energy and intensity. Faculty, staff, and students engaged in vigorous analysis, deliberative dialogue, and big ideas for the future within all four task forces and across 47 academic departments and six colleges.

In Spring 2015, the planning process moved into two cycles of campus review. Members of the campus community were able to review and offer comment on-line. Additionally, there were campus open forums and multiple scheduled meetings for targeted audiences. Responding to campus interest, additional open comment sessions were scheduled during the second cycle of campus review. Throughout this phase of the planning process, and consistent with the transparency of the entire effort, all feedback received and regular updates were posted online. All comments received from the campus community were reviewed and considered.
THE ACADEMIC MASTER PLAN 2015 – 2018

The Academic Master Plan articulates big ideas that emerged from the six academic colleges through their respective academic departments and programs. Selected highlights are to:

- Introduce new and emerging fields of study to draw upon faculty expertise and university resources, and to meet new advances in a discipline or solve pressing problems in our society
- Initiate redesigned academic programs to respond to new standards or developments in a field, or growing student and marketplace demand
- Support proposed growth of academic programs positioned to expand capacity, meet growing demand, or to become programs of prestige or distinction
- Transition programs identified to sunset to make way for new, redesigned, and growth programs
- Expand integrative and applied disciplines and programs, to develop the broad-based and critical skills being asked for, by students and employers, today
- Prepare for new program directions, with foci on graduate education, particularly professional master’s programs, and undergraduate and graduate certificate programs
- Advance student enrollment, retention, and completion efforts, across all programs, with a keen focus on success for a growing diverse student body
- Establish novel collaborations within colleges, between colleges, and beyond with other post-secondary institutions to stimulate idea-generation and provide the necessary organizational support for integrative and applied academic programs and learning experiences
- Develop and grow continuing education and customized training programs and services that meet the real-world needs of community businesses and organizations, regional industry, and the State
- Launch new Centers – academic and research – for faculty and students, community and industry partners, to engage in advanced study, project-based learning, pioneering and applied research, creative activity, and grant and contract acquisition
- Garner resources through new grants, contracts, private gifts, and revenue-generating opportunities to achieve high priority personnel, facility, equipment, and technology needs, such as increasing need for collaborative learning environments and use of simulation technology across disciplines

The Academic Master Plan also presents the sixteen strategic recommendations from the four Extraordinary Education Task Forces. In summary:

Teaching Excellence and Innovation
- Recommendation #1: Engagement to transform effective teaching into excellent and innovative teaching.
- Recommendation #2: Become a partner for life in our students’ education.
- Recommendation #3: Provide infrastructure and support for teaching and learning excellence and innovation.
- Recommendation #4: Ensure equity in educational opportunities.

Academic Advising
- Recommendation #1: Raise the visibility and importance of advising.
- Recommendation #2: Implement a university-wide academic advising model.
- Recommendation #3: Implement advising technological tools to full capacity.
- Recommendation #4: Develop a university-wide, consistent assessment process for academic advising.

Academic Engagement Programs and Opportunities
- Recommendation #1: Ramp up the high-impact practices we are currently employing.
- Recommendation #2: Deepen efforts to support academic engagement within the classroom.
- Recommendation #3: Advising as Engagement: Centralize academic advising and engagement.
- Recommendation #4: Engage students in continuous dialogue about academic engagement.

Research, Scholarly, and Creative Activity
- Recommendation #1: Increase the engagement of faculty in research, scholarly, and creative activities.
- Recommendation #2: Infuse student involvement in research, scholarly and creative activities throughout their studies.
- Recommendation #3: Report, market, and assess research, scholarly, and creative activities.
- Recommendation #4: Make targeted changes to the financial, physical, and organizational infrastructures supporting research, scholarly, and creative activity.
Examination of the highlights point to two of the purposes set forth at the outset of the planning process. Those were: 1) to “intentionally define the kind of institution we want to be” and 2) “to enable us to select carefully where our growth should occur and seize opportunities for greater success.” In short, to define what we want to be known for as a regional, comprehensive university in southcentral Minnesota.

ADVANCING OUR ACADEMIC MASTER PLAN

With the Academic Master Plan completed, the campus community is ready to move to implementation. Given that this is the University’s first-ever integrated academic planning effort, there is curiosity and excitement in moving from conceptual to tactical. The Academic Master Plan clearly offers numerous recommendations while also bringing to bear areas for refinement, questions to ask, and ideas to explore.

The Academic Master Plan, and the multi-phased integrated academic planning that occurred, enabled the campus community to intentionally look at how we have delivered on a nearly 150-year-old commitment to promote learning and how it will advance that commitment into the next 150 years. The campus community is invited to read the Academic Master Plan 2015 – 2018 in full, but more importantly, to become engaged in the implementation and advancement of the plan to achieve new levels of greatness.
Dear Colleagues,

As Minnesota State University, Mankato nears its sesquicentennial, we are truly poised to become an even greater University and force-multiplier in our region, state, and global marketplace. Nurturing big ideas built upon real-world thinking has come to define Minnesota State Mankato.

The following Academic Master Plan brings together in one place the big ideas from across our campus through the broad cross-cutting work of four Extraordinary Education Task Forces and the deep and deliberate planning of our academic departments within our six academic colleges, with visioning of community members. The Academic Master Plan showcases future aspirations and plans for our undergraduate and graduate academic programs, research, and special academic endeavors, and outlines sixteen courageous and well-researched recommendations from the Extraordinary Education Task Forces. Equally important, shared academic principles and areas of distinction for our University surfaced. The resulting Academic Master Plan boldly provides an intentional path forward for our university.

With this Academic Master Plan, we are connecting the dots with our institutional and divisional strategic priorities and many campus initiatives to be the very best at serving the pressing needs of our local community, region, and beyond. When we look at the challenges and opportunities that drive our institution today and into the future, there is one constant. Everything that we do is centered on providing exceptional academic programs and learning experiences for students. The pride and energy that exists at Minnesota State Mankato is unprecedented among our peers. It is authentic and based on our real accomplishments.

The development of our Academic Master Plan, a core component of our integrated strategic planning, would not have been possible without the bold leadership of Dr. Marilyn J. Wells, Provost and Senior Vice President for Academic Affairs. Also, our dedicated faculty and department chairs, deans and vice presidents, undergraduate and graduate students, and alumni and community leaders are to be commended for their contributions over many months. Thank you for a job well done. I look forward to the aspirations set forth in this Academic Master Plan that will come to fruition and be advanced over the next three years, as we embark on our next 150 years!

Sincerely

Richard Davenport
President
Dear Colleagues,

Public higher education is in the midst of a fascinating era. The proliferation of educational options and new credentials, economic pressures and sustainable models, expectations for student success and educational equity, and shifting demographics and global competitiveness are among the prime issues confronting universities nationwide.

Yet while the landscape of public higher education continues to evolve, the basic responsibilities and values held by Minnesota State University, Mankato remain constant. We remain committed to our institutional mission to promote learning and to preparing our graduates for work, life and citizenship. We hold true to responsible stewardship of the resources entrusted to us, both public and private.

And as we prepare to celebrate the University’s 150th anniversary, we see fit to honor our institution’s long tradition of sound and thorough planning with a new, dynamic and integrated Academic Master Plan.

Of course, integrated planning is required by the new Higher Learning Commission Criteria for Accreditation, adopted in January 2013. But I am honored to say that we seized this opportunity to dig deep and examine our programs and operations in new ways. We made the most of this chance to pause and create a thoughtful, intentional definition of the kind of institution we want to be, carefully selecting where our growth should occur, identifying opportunities for even greater success.

In short, we set out to define how we want to be known as a large and comprehensive university, with graduate and undergraduate programs, right now and in the future.

A set of shared principles or values not previously associated with any official plan or document of the University, but clearly part of our character as an institution since our beginning, ascended during both the academic degree program planning and work of the task forces. These principles will be points of deliberative dialogue as we advance our plan:

- Liberal arts and applied learning
- Entrepreneurial thinking and innovation
- Leadership and global awareness
- Student engagement and success
- Diversity and equity
- Academic advising and mentoring
- Teaching excellence and innovation
- Research, scholarly, and creative activity
- Information technology and competency
- Fiscal responsibility and stewardship

Furthermore, twelve overarching areas of distinction – academic, research, industry – for our university, by 2018, emerged and set the stage for further conversation, clarification, and confirmation over the next three years, and as we look toward our next 150 years. In alphabetical arrangement, they are:

- Agriculture, Food, and Natural Resources
- Business, Management, and Financial Services
- Creative and Performing Arts
- Data and Information Sciences
- Education and Human Services
- Engineering, Manufacturing, and Technology
- Global Communications, Media, and Information Technologies
- Health Care and Biomedical Sciences
- Integrative and Applied Disciplines
- Marketing, Sales, and Professional Services
- Public Policy and Administration
- Transportation, Distribution, and Logistics
Our formal planning process spanned 18 months (http://www.mnsu.edu/academicplan/), included many formal retreats and meetings, and — perhaps most critical — involved careful work by small groups and individuals to shape and hone the most strategic and ambitious plan possible for each area.

It is with this process in mind that I state, proudly, that the ideas herein will have a life beyond this document. We have, in these pages, an intentional path forward on every level — from individual course offerings and delivery methods, to our identity as an institution among our peers in public higher education, to our responsiveness to the changing needs of a global society.

Of course, all thorough planning work unearths questions for future examination. Our process did just that and also created a framework for identifying and considering further questions as they emerge. Selected and timely overarching issues for us to consider as an institution are as follows:

- How will our Academic Master Plan continue to inspire and guide our University’s other strategic planning processes — enrollment, information technology, budget, facilities, partnerships, and development?
- How can we use our Academic Master Plan as a beacon for leading equity and inclusive excellence for all students, that is, for reversing “deepening divides and disparities in our society?”
- How will we use our Academic Master Plan as an instrument to ensure fidelity to our mission, vision, and values?
- How will new opportunities, not set forth in our Academic Master Plan, be deliberatively and boldly seized?

These and other strategic questions will be adjoined by numerous tactical questions, such as: How will we broadly communicate the big ideas and real-world thinking in our plan? How will we continually advance our plan? What monitoring conversations or processes will take place? How will we collaborate and celebrate milestones? What preliminary activities will be initiated for the five, 10, and 15 year aspirations?

I look forward to working with you in addressing those questions, and others, in our new paradigm of a remarkably thorough, flexible, inspired and aspirational plan. And I invite you to join me in embracing, implementing and advancing our plan to achieve new levels of greatness for Minnesota State University, Mankato and the students we serve.

Sincerely

Marilyn J. Wells, Ph.D.
Provost and Senior Vice President for Academic Affairs
ACADEMIC DEGREE PROGRAM PLANS:
COLLEGE EXECUTIVE SUMMARIES
2015 - 2018
MISSION

The College of Allied Health and Nursing is dedicated to educating individuals who promote wellness and improve the quality of life through teaching, scholarship and service.

INTRODUCTION

The College of Allied Health and Nursing has a long history of preparing students to serve as well-rounded, respected professionals across health-related disciplines. Most programs hold external accreditation and many graduates are employed in their field before completing their degree.

STUDENT ENROLLMENT AND SUCCESS

Twenty-five percent of new students at Minnesota State University, Mankato select academic programs in the College of Allied Health and Nursing. Ten of the 15 bachelor’s degree programs offered through the College of Allied Health and Nursing rank in the top 40 majors declared by first-year students at Minnesota State Mankato. Undergraduate students within the College retain from semester to semester, complete awards, and gain employment at high levels. Faculty are committed to improving student retention, completion, and employment following graduation, as well as increasing the number of enrolled students from underrepresented populations.

STRATEGIC PLANNING PROCESS

Over the past two years, the College has been actively engaged in strategic planning. During the summer of 2013, the College leadership team, comprised of department chairs of the seven units in the College, plus the Student Relations Coordinator, the Technology Director, and the Development Director, generated a list of 14 potential strategic priorities to guide the College until the completion of the university-wide academic planning process. With the help of facilitators from Regenerate Group, faculty used a retreat to narrow the 14 potential strategic priorities down to five, and brainstormed ideas about what could be accomplished in the upcoming academic year and beyond. The five strategic priorities aligned well with institutional goals and included: 1) Student Outcomes and Advising; 2) Fundraising and External Partnerships; 3) Online Pedagogies; 4) Technology; and 5) Transdisciplinary Practice and Scholarship. Faculty volunteered to serve on Action Teams charged with addressing the priorities and making recommendations to the College by January 2014.

The top accomplishment of each Action Team included: 1) Hired a new academic advisor with summer revenue; 2) Published the inaugural issue of the Pulse, a College publication, in May 2014; 3) Funded Quality Matters reviewer training and course certification; 4) Converted Highland Center 2010 into a collaborative learning classroom; and 5) Brought together 140 students and faculty from five departments to participate in an Interdisciplinary Case Study Day. Additional accomplishments allowed the College to serve students in extraordinary ways.

As a component of the university-wide academic planning process each unit submitted academic degree program planning tools that were then summarized and presented at a college meeting held in January 2015. This summary included requests for 19 new positions, as well as points of pride and five-year visions for each unit. At that time, a plan was developed for further review of the academic degree program planning documents and the role of the Leadership Team in a deeper dive into the plans. What follows is a summary of the points of pride and five-year visions or aspirations for each unit.
POINTS OF PRIDE AND ASPIRATIONS

AT THE COLLEGE LEVEL

At present, there are 15 bachelor’s degree programs, 10 master’s degree programs, two doctoral programs, and seven graduate certificate programs, within the College of Allied Health and Nursing. Two are baccalaureate-completion programs delivered in online platforms (BS in Dental Hygiene, RN to BS); three graduate certificate programs are offered in online platforms (Coaching Education, Forensic Vocational Rehabilitation, Public Health Education). Ten master’s programs and four Graduate Certificate programs are offered in face-to-face and/or hybrid formats. The Doctorate of Nursing Practice (DNP) is offered independent of the previous consortium agreement and is in its second year. The DNP is offered in an online-plus format, and sequences from the Bachelor of Science in Nursing (BS) and from the Masters of Science in Nursing (MSN).

One bachelor’s degree (BA in Athletic Training) and three graduate programs will be suspended (Graduate Certificates in Coaching Education; Forensic Vocational Rehabilitation; Clinical Nurse). Several academic programs are currently in the process of revision (BS in Alcohol and Drug Studies, the BS and MS in Community Health Education, the Graduate Certificate in Public Health Education, and the RN Baccalaureate Completion Program).

Three new academic degree programs are planned or in process (MS in Athletic Training, MS in Wellness Coaching and Disease Prevention, and MS in Physical Education). The MS in Athletic Training replaces the BA in Athletic Training due to changes in accreditation standards. Other priorities for new academic award programs include a bachelor’s degree in Consumer Sciences, a post-baccalaureate certificate program for Family Consumer Science Education, and a certificate program for Parent Education. There is also potential to develop a post-baccalaureate program for individuals who hold a baccalaureate degree in a discipline other than communication sciences and disorders to take the prerequisite coursework necessary for admission to the graduate program in Communication Disorders. The significant shortage of master’s prepared speech-language pathologists is well documented, but increasing the existing graduate program would be very expensive. A post-baccalaureate program could be a better approach to meet demand and generate revenue to expand the size of the existing graduate program.

A significant academic program need, and opportunity, is to identify and develop quality and relevant health-related academic programs for the significant numbers of students who are not admitted to the basic Nursing program (BS in Nursing), as well as other programs within the College. One potential academic program may be the Associate of Arts in Liberal Arts and Sciences with an emphasis in Allied Health professions. Another important and related academic program plan is to finalize articulation agreements for the Community Health and other health-related programs with Normandale Community College and other regional two-year institutions. Finally, the creation of a Center for Communication Disorders was determined to be a priority for the College of Allied Health and Nursing, as was identification of ways to support expansion of the use of simulation in the basic Nursing program.

The College leadership team prioritized two undergraduate programs (BS in Alcohol and Drug Studies, BS in Dental Hygiene) and three graduate programs (MS, Exercise Physiology, MS in Rehabilitation Counseling, MSN to DNP) for growth. For the BS in Dental Hygiene, enrollment in this high-demand, online program has tripled in three years and could admit more students, in particular by developing dual enrollment and/or dual-degree partnerships with MnSCU institutions.

The need and opportunity to grow the Nursing programs, in particular, the graduate program is seen as both a need and an opportunity. Current projections from the American Association of Colleges of Nursing (AACN) indicate a potential surplus of Registered Nurses in the state and region. However, there will be a need for baccalaureate-prepared nurses. AACN also projects significant shortages of advance practice nurses. The College is well positioned to address this need, in the Twin Cities metropolitan area and beyond with online-plus graduate programs.

In addition to the programs prioritized for growth, there is significant potential for increasing enrollments in the BS in Family and Consumer Sciences with an emphasis in Dietetics, the BS in Exercise Science, the BS in Health and Physical Education, and the BS in Sport Management. Each of these programs has strong interest by students and has resulted in employment opportunities for graduates.
There are many opportunities to reach new demographics of students with programs available in the College of Allied Health and Nursing. As the College leadership team discussed these opportunities, it was clear that we did not have all the answers about how to reach out to these students effectively or how a revenue stream could support expansion of program offerings. The College is eager to have a better understanding of financial models that would support extended education program offerings.

What follows is an overview of insights gained from recent data collection and analysis, and corresponding goals and aspirations:

**Retention**
- Analysis of data from the preceding three years revealed that six programs had retention rates exceeding the University mean of 85.6% (Family Consumer Science Education; School Health Education; Exercise Science; Physical Education; Recreation, Parks, and Leisure Services; Communication Disorders). All programs within the College aspire to retain students at levels higher than currently achieved.
- Retention rates for students of color in undergraduate programs within the College vary dramatically. Although three programs demonstrated retention rates of 100%, this is likely due to very small cohorts. Again, there is a desire to increase retention rates for all students of color in programs within the College. In Health Science, resources are being sought in particular to enhance English composition proficiency.

**Completion**
- Historical data indicate that the four-year and six-year completion rates are very high for several programs within the College.
- Eleven of 15 bachelor’s programs in the College met or exceeded the University six-year completion rate of 52.2%, with two programs demonstrating six-year completion rates of 100% (Family Consumer Science Education, School Health Education). Each program in the College expressed a desire to increase completion rates.

**Employment**
- Career-related employment rates for graduates also are very high, with 11 of 15 bachelor’s programs reaching the 85% or higher employment rate.
- Among alumni of the BS in Communication Disorders program, 85% continue their education in a graduate program, due to the fact that the master’s degree is required for certification as a speech-language pathologist.
- Increasing career-related employment rates, including admission to graduate programs, will continue to be a priority across all programs.

**Diversity**
- Diversity of students in programs within the College varies considerably, from 0% in the BS School Health Education to 41.9% in the BS in Community Health programs, both in the Department of Health Science. Currently six of the 15 undergraduate programs have a higher percentage of students of color than the institutional performance measure in the most current academic year, and four of eight graduate programs exceeded that target. Community Health has consistently attracted the highest number of students of color in the College, over recent years, in both the BS and MS degree programs. Increasing enrollment, retention, and completion of students of color is in the plans for all academic degree programs.
- Faculty diversity, an important resource for increasing student diversity, can be found in several departments within the College (Human Performance; Nursing; Recreation, Parks and Leisure Services; Speech, Hearing, and Rehabilitation Services). Searches successfully completed in the academic year 2014-2015 resulted in hiring faculty of diverse backgrounds, with plans to continue to increase faculty diversity.

As the College looks 15 years into the future, program aspirations include three new master’s degrees: Dental Hygiene, Child Development and Family Studies, and Child Life; and a new accreditation in Exercise Science by the American College of Sport Medicine. There is also potential for two new applied doctoral programs: the Doctorate of Nursing Education, and the Clinical Doctorate for Allied Health Professions which could include many of the programs in the College. We also envision the lower level of the new Clinical Sciences Building fully utilized with laboratory space for programs in Human Performance and Recreation, Parks, and Leisure Services, as well as a telepresence classroom. An outpatient healthcare facility staffed by advance practice nurses and graduate students offering a range of medical services and collaborations on campus as well as remotely to locations around the state, country, and world rounds out the College’s aspirations for five, 10 or 15 years and beyond.
AT THE DEPARTMENT/PROGRAM LEVEL

The Department of Dental Hygiene (DH) includes the only Dental Hygiene baccalaureate degree program in the Minnesota State Colleges and Universities (MnSCU) system; examination pass rates are very high, regionally and nationally; and the service abroad program in Belize, and participation in the Give Kids a Smile program, are distinctive among Dental Hygiene programs in the nation. Building on these points of pride, the five-year vision is to establish a dual enrollment or dual-degree program and expand the online baccalaureate completion program.

The Department of Family Consumer Science (FCS) is noted for a longstanding 100% pass rate on the Registration Examination for Dietitians (RD), the largest and most comprehensive FCS program in Minnesota, and national accreditation for three of the department's programs. Aspirations include completion of a new Foods Lab, addition of a master's degree in Dietetics, expansion of the FCS Education program to address teacher shortage in the State and beyond, and addition of a Parent Education licensure program.

The Department of Health Science (HS) includes the only Community Health Education graduate program in the State, programs that are nationally accredited, and two interdisciplinary undergraduate programs. Aspirations include adding three national accreditations, increasing the number of articulation agreements and redesigning Pennington Hall 116 as a collaborative learning classroom with Telepresence to resolve challenge of securing space at times needed.

The Department of Human Performance (HP) is known for longstanding nationally accredited programs, high demand for majors, and strong national and international relationships for research and study abroad. Aspirations include graduating the first cohort of Athletic Training graduate students, substantially increasing lab space, and completing behavior-change competencies. In addition, the department aspires to securing funding for all graduate students, increasing availability of short-term study abroad programs, and achieving student interns managing the Super Bowl.

The School of Nursing is renowned for high-achieving students, a family- and society-focused curriculum, the high-tech simulation experiences available to students and community partners, and the Taylor Nursing Institute for Family and Society. In five years, Nursing faculty hope to be offering a metro-based BS program, substantially increasing the RN to BS program and offerings, increasing the size of the basic Nursing program and the Nursing Practice from BSN to DNP program, and availability of faculty practice and student clinical opportunities on campus.

The Department of Recreation, Parks, and Leisure Services (RPLS) includes the only nationally-accredited Recreation program in the State, strong relationships with professionals and agencies throughout the State and region, and annually hosting the Professional Connection event and the Summer Job Fair. Aspirations include lab space for experiential learning, the addition of discipline-specific requirements for the Interdisciplinary Studies major, and reaffirmation of accreditation.

The Department of Speech, Hearing, and Rehabilitation Services (SHRS) is distinguished by longstanding national accreditation of the Communication Disorders graduate program, high pass rates on board examinations, exceptionally high job placement rates, and a service abroad program in Belize. Aspirations include expanding graduate programs, achieving recognition as a regional provider of Continuing Education Units (CEUs) with national provider status, and providing Rehabilitation Counseling program offerings within the Twin Cities.

CONTINUING EDUCATION AND CUSTOMIZED TRAINING

The College recognizes that there are numerous opportunities to serve the continuing education needs of alumni and regional professionals. For example, the Communication Disorders department is seeking national provider status for delivering Continuing Education Units (CEUs) with the intent to be the regional provider of CEUs for speech-language pathologists and professionals in related disciplines. This would be a significant source of revenue that could support expansion of the graduate program in Communication Disorders, as well as other resource needs.

In addition, Mayo Clinic Health System has approached the College to provide Customized Training in Simulation, building upon highly successful simulation training currently provided to University of Minnesota, Family Practice residents. This customized training will offer professionals from Mayo Clinic Health System and other regional medical facilities simulation experiences as part of ongoing professional development. This exciting opportunity will generate revenue for the School of Nursing to invest directly into the graduate programs.
GRANTS AND CONTRACTS

In academic year 2014-2015, 12 grant proposals or contract agreements totaling more than $1.7 million were submitted by faculty in the College, with three proposals funded at various amounts. Most grants or contracts are for the purposes of funding for graduate assistants (GAs) or for a portion of the cost of clinical training for Family Nurse Practitioners in various clinical sites. One proposal was a training grant to fund faculty and students in Rehabilitation Counseling. In addition to funding for graduate assistants and clinical sites, grants and contracts also fund faculty and student research, improvement of teaching pedagogies, direct service and experiential learning opportunities, and equipment needs for the new Clinical Sciences building. All units within the College desire to increase the number of grant proposal submissions. Some units identified a need to identify strategies to support faculty in developing grant proposals.

WHERE RESOURCES ARE MOST NEEDED

Throughout the academic planning process, the College Leadership Team was mindful of the need to identify and prioritize resources to meet academic program priorities and plans. Resource priorities include three broad areas: Personnel, specialized equipment and lab space, and technology.

As reflected in the College Leadership Team’s synthesis, the following personnel priorities emerged: 1) add probationary lines in Nursing in each of 2015 and 2016 to support cohorts moving through the graduate program; 2) add a probationary line in Dental Hygiene to expand the online baccalaureate completion program and to assist in the development of a graduate program in Dental Hygiene; 3) add two new faculty to Family Consumer Science, Health Science, or Human Performance to support the new Wellness Coaching and Disease Prevention master’s degree program; 4) add a probationary line in Communication Disorders to expand the size of the graduate program and support the development of a post-baccalaureate program in Communication disorders; 5) use Online Differential or Summer Revenue to sustain the graduate program in School Health; 6) add a probationary line in Recreation, Parks, and Leisure Services to increase offerings; 7) add 2 MSUAAF positions to teach and assist in Simulation Lab; 8) add additional administrative support for the Activities Program in Human Performance.

In terms of specialized equipment, lab space, and technology, resource needs became clear both for departments that will be moving into the new Clinical Sciences Building and for those that will remain in their current locations. Family and Consumer Sciences, Health Science, Human Performance, and Recreation, Parks, and Leisure Services highlighted specialized equipment and lab space needs, such as the remodel of a space in Wiecking Center for a Foods Lab. In addition, plans point to greater access to a Telepresence classroom (e.g., remodel Pennington Hall 116). Similarly, space for a Telepresence classroom in the new Clinical Sciences Building will provide greater access for delivering high-demand Nursing programs to students in the Twin Cities. In addition, technology needs of the College were identified as a priority and include software and hardware for Phase II Clinical Sciences vacated space remodeling and for remote clinical service delivery.
MISSION

Providing transformative experiences to improve the human condition through our core values: Knowledge, creativity, communication, critical thinking, diversity, integrity, and collaboration.

INTRODUCTION

The College of Arts and Humanities’ 2014-2015 Strategic Plan includes five goals in support of the College vision to engage in transformative experiences:

1) To advocate for the arts and humanities by conveying value through representation, communicating with stakeholders and key partners, and sponsoring events.
2) To inspire creative solutions, expressive works and productive lives by meeting diverse student needs with innovative educational models and by developing innovative uses of space to meet our educational goals.
3) To support curricular innovation and decisions that promote logical, analytical, and problem solving skills.
4) To encourage cultural engagement in the arts, literature and philosophies of various languages and cultural traditions in an effort to foster experiences for navigating difference and developing competencies for the 21st century.
5) To develop an educational framework to increase opportunities for global awareness and interaction, civic engagement, and increased collaboration and dialog in research and professional success. (College Strategic Task Force report 2014)

STRATEGIC PLANNING PROCESS

The College of Arts and Humanities participated in integrated academic planning to establish a foundation on which to build a three-year plan. Each department and program created academic maps for students and developed academic planning tools that pulled together a more complete picture of our more than 70 undergraduate and graduate award programs, and made it possible to articulate a vision for how programs and departments plan to develop in the next three years and beyond.

The faculty’s active research, creative activity, teaching, and service agenda has garnered awards for Global Citizenship, Distinguished Faculty Scholarship, innovative teaching, and innovative service. The College is highly productive in terms of creative and scholarly activity. Accordingly, the College recently invested in updates to the College and departmental websites so that the content now showcases the abundant opportunities within the College. Goals of these updates include attracting new students and connecting more significantly with alumni and donors.

POINTS OF PRIDE AND ASPIRATIONS

AT THE COLLEGE LEVEL

The College of Arts and Humanities upholds a strong focus on student engagement in curricular and co-curricular opportunities for participation and performance in fine arts, research opportunities, internships, study abroad, and community service. Students work collaboratively with faculty for performances and exhibitions, research, and scholarly and creative endeavors. The local community and wider region are keenly aware of the positive and engaging impact of the programs and events within the College.

College departments draw internationally and nationally renowned artists, scholars, and speakers to campus and the community. In some ways, because of their unique and successful programs, departmental identities have often stood out stronger than the overall College identity. Community members, alumni, donors, parents, and students often see the face of the College through engagement with individual activities or events associated with an academic degree program or department. The public may know of Theatre and Dance events but not the Philosophy Colloquium Series or how either is connected to the College. Similarly, the English Department provides opportunities through
the nationally recognized Good Thunder Reading Series, the Blue Earth Review, the Weekly Reader, and the Correspondent which offer students opportunities to learn from practicing artists and to engage in professional editorial and publishing that connects them to careers and also have a voice of their own that is less clearly connected to the College. The College is considering ways to increase its visibility, and recognized that some programs would benefit from additional focused marketing.

In the next three years, departments plan to put an emphasis on attracting top students to programs that are of regional and national note. There is good reason to believe the College will be able to attract top students especially if there is more support to compete nationally with scholarships and funding. A review of several points of pride indicates that the overall development of a stronger connection to the public and a more pertinent mobile-friendly web-presence that builds reputation and increases opportunities for learning and for development may be key. For example, the Theatre and Dance Department had more students featured during the finals at the Kennedy Center American College Theater Festival than any other program in the country. With the 17 theatre performances during the academic year and Highland Summer Theatre, there are opportunities for student, guest performer, and community interaction year-round. Music has developed a regional reputation with strong student and faculty performance, the Music Series, and the growing Maverick Machine Athletic Band, which doubled in size its first year and is heading toward record enrollment for 2015-2016. Forensics performance continues in the top 15% of programs nationally.

In non-performance disciplines, the College provides exceptional learning opportunities for students, faculty and staff. An example is the collaboration of Technical Communication in the English Department, the Art Department, and Printing Services who have worked together for the past eleven years to create the documents for the annual conference of the Association of Teachers of Technical Writing (ATTW), held in a different city each year. Faculty members in Art: Graphic Design attracted the opportunity to host a major conference this year and focus keenly on making faculty, student and guest artwork available to the community in strategic ways. World Languages and Cultures has attracted a research conference for 2015-2016 and the department expects to continue to collaborate with institutions in seven countries, continuing its long tradition of international opportunities for in-coming and out-going students and scholars. Other departments have also increased their international reputation with new institutional agreements and professional development opportunities for research and development. Collaborative, interdisciplinary work is only expected to continue as departments challenge traditional boundaries in an effort to provide real world experiences and increased student engagement opportunities.

New, academically-connected programs like Good Thunder Presents facilitate workshops and events in the community, reaching younger readers, older readers and vulnerable populations. Likewise, the Philosophy Colloquium Series attracts scholars and increases the opportunity for scholarly exchange especially as it relates to the unique interdisciplinary award programs in Philosophy, Politics and Economics and in Cognitive Science. The new installation major in Art makes it possible to interact with Community Art projects. And, equally important, the College is expected to continue to work toward improving the connection to diverse communities in the State, to continue to offer concurrent enrollment courses with high schools, provide instruction to international students through the Intensive English Language Institute, and continue collaborations with MnSCU community and technical colleges to attract students from a diverse background.

In fiscal year 2015, faculty applications for grants yielded $249,795 dollars in awards in the Arts and Humanities that will impact the 2015-2016 and beyond. This was a record year in amount of award due to the success of an NEH grant. The College desires to increase grant applications by 10%, the number of grant awards/contracts by three percent over the average of the past few years, and seek additional external funding by 10%. External funding is particularly needed to support co-curricular programming in all departments with critical needs for specific co-curricular programming in English, Communication Studies, and the Creative and Performing Arts this year.

In addition to program aspirations for the future, woven through the academic planning documents, the College proposes overarching big ideas to have the greatest impact for the college and university that extend 5, 10, or 15 years and beyond.

One aspiration is to create physical and virtual Interdisciplinary Centers for Learning, such as a Center for Film and Media Studies with state-of-the art projection equipment and dedicated space for collaborative learning. There should also be a space for exhibiting interdisciplinary films created by faculty and students and bringing guest film directors to campus. This might also involve creating a recording studio that could be shared with Music Industry as the Music Department increases programming for singer/songwriting. Another big idea is a Center for Applied Philosophy
for Cognitive Science and Philosophy, Politics, and Economics which could also be the basis for developing an interdisciplinary master’s degree. Additional program aspirations include an Advising Center for Interdisciplinary Programs in the Arts and Humanities, and continual assessment and remodeling of studio and performances spaces to meet accreditation and new safety standards.

The Department of World Languages and Cultures has begun to collaborate across campuses to become the flagship for world language and culture instruction in the seven MnSCU Universities. Faculty in French, Spanish, and German have discussed opportunities for collaboration and even new ventures that include “less often taught” languages. Beginning with the 2015-2016 academic year, the Department of World Languages and Cultures will offer Dakota on campus in collaboration with the College of Social and Behavioral Sciences’ American Indigenous Studies program. Another example is the collaboration for Ojibwe language and culture through telepresence/interactive television with Bemidji State University. These are not new degree programs but the first steps toward addressing language revitalization and an example of how collaborations can provide new opportunities.

Another big idea for the Minnesota World Languages Consortium is finding collaborative ways to address the preparation of language content specialists to meet Minnesota’s pressing, and growing, demand need for educators of color, and educators and staff who are culturally and linguistically competent in Spanish, French, Hmong, Somali, Ojibwe, and Chinese, among other languages. In our State, there is a need to provide language and culture instruction in languages and cultures that have not attracted significant numbers of students, but they are not less important in terms of developing expertise. The State needs teachers who have expertise in Spanish, Somali, Hmong, English Language Learning teaching, and content specialists who can work across cultures in the educational setting. To achieve this big idea, the College is deepening collaborations and partnerships with the College of Education and public school systems, as well as development of public or private resources.

**AT THE DEPARTMENT/PROGRAM LEVEL**

The Department of Art/Graphic Design is a National Association of Schools of Art and Design (NASAD) accredited program for more than 40 years. The Department plans to begin the process in Fall 2015 to develop a new Master of Fine Arts degree program when it submits its application for re-accreditation. A four-year probationary timeline is required for a new degree. Currently, the BS in Art Teaching has a 100% job placement rate and the department would like to grow enrollment in this area to meet demand. The Bachelor of Fine Arts (BFA) allows for students to focus on studio arts or graphic design. The emphasis on graphic design is a professional area with expected growth in enrollment related to future employment trends in the graphic design industry. The Bachelor in Fine Art degree is the most common degree industry seeks. The BFA also is a feeder degree for the Master of Fine Arts, the terminal degree for studio art, and a “feeder” for the BA, when the student shifts away from fine arts to a more general bachelor’s degree in Art or Art History. There is discussion about proposing a new master’s degree in Arts Management (potentially as an interdisciplinary master’s degree) in the next three years. The faculty is well-prepared to work toward growth and the department is home to three Distinguished Faculty Scholars (2010, 2014, and 2015), the most prestigious faculty award granted by the University. In the coming years, the department will focus on issues concerning studio and gallery space to address ongoing environmental health and safety, and access to technological advances that impact how the department prepares students for the workplace and careers. As State resources do not adequately address facilities or technology, the department and College will encourage an increase in grant-writing and procurement of external funding sources. However, growth pressures do impact the physical spaces, especially in the art studios and labs. Environmental health and safety also must continue at the forefront and additional resources need to be considered for improving the air exchange system and filtration systems. The department also looks to expand its exhibition space for students and faculty, primarily with external funding or external funding with a match from the institution. In the next few years there is also a desire to move toward digital processes and techniques with a new photography laboratory. New directions in creative and scholarly activity planned include: 3D design, art installation and management, multicultural impact on art and architecture in history (e.g., Muslim influences in European Art).

The Department of Communication Studies is at capacity for enrollment in undergraduate and graduate programs based on current staffing. Communication Studies attracts a wide range of students from outside the region who represent diverse social, cultural and economic backgrounds. The department has an exceptional track record for degree completion, attributed in part to its combination of face-to-face and online course offerings and high engagement in course projects for students. This year the department addressed current and expected growth with an additional hire at the University’s Normandale Community College Partnership Center in the Twin Cities, where there are now over 70 students enrolled. The department expects to continue to provide MFA students with an intensive
The Department of English hosts a number of undergraduate and graduate program tracks in Technical Communication, English Studies, Creative Writing, TESL, as well as collaborative award programs with other departments like the BS in Communication Arts and Literature and the new BA in Film and Media Studies. The MFA in Creative Writing is recognized nationally and the Department hopes to increase its ability to attract the best students to this signature program. At present the Department plans to sustain the BFA in English: Creative Writing while focusing on growing the MFA in Creative Writing with additional resources. The Department expects growth in the newly redesigned BA in English and in the collaborative Film and Media Studies program that will start in 2015-2016. The English Department plans to sustain the BS in Communication Arts and Literature Education, although new resources to meet increased state requirements might be needed, and to sustain the BA in English Literature. The MA is an umbrella degree program for several degree tracks that are all identified for growth. The MA in English: Technical Communications is expected to grow in enrollment while the department expects stable enrollment in the Graduate Certificate program. The Department expects to grow the MA in English: Teaching English as a Second Language degree program and Graduate Certificate because, as demographics continue to change, the country and our State need to address the needs of English Language Learners (ELL) as well as English as second language learners (ESL). The Department also expects to pursue growth in the MA in English: Literature, BS in English Studies, and the BS in Technical Communication. The growth in Technical Communication is based on industry needs for technical writers for the medical and scientific fields, in particular. The plan is to also sustain the certificate program in this area. The Department is discussing plans to propose a new MS Communication Arts and Literature program in the 2015-2016 academic year, for launch in or after 2017. Although the original plan was to sustain the Graduate Certificate in Teaching Writing, the department will explore potential growth in this area in 2015-2016, especially given the interest in preparing a much more diverse faculty to teach writing in the schools and colleges around the state. English is a large department that not only has successful scholars (five Distinguished Faculty Scholars since 2008) and creative writers, but it provides about 125 sections of composition and developmental writing or English as a Second Language courses, 75 additional General Education courses, 100 courses for undergraduate majors and 85 courses for graduate students each year. The Department is also host to the highly successful and recognized Good Thunder Reading Series which brings writers to talk about their craft with students and the public and has drawn external funding through grants. New directions for creative and scholarly activity include: creative writing in many genres, scholarly investigation of Muslim American literature, second language learning, gender studies, global knowledge networks, technical writing for STEM disciplines, writing across the curriculum, environmental humanities and best practices for teaching writing for vulnerable populations.

The Interdisciplinary Degree Programs in the Arts and Humanities: Three interdisciplinary programs are overseen by the College and 10 originate at the Department level. The College expects to learn more about how to promote sustainable growth in the 13 interdisciplinary programs in the College next year. Two programs, the BA in Humanities and the BS in Interdisciplinary Studies, have been revised recently and they will need to be marketed to attract growth. The BA in Humanities program has expanded its offerings to include online, hybrid, and face-to-face delivery modes, and has plans to include Environmental Humanities to increase visibility of programming across the Colleges. The Director, a Distinguished Faculty Scholar, indicates a desire to grow enrollment in the degree program from two to 16 students by 2017. There is additional work needed to find a better way to entice faculty to teach in the program for continued success and to market the program to students. The BS in Interdisciplinary Studies relies on advanced work in three specific areas and an interdisciplinary project-based capstone. This award program is one of the most flexible and is characteristic of integrative learning. The Associate of Arts degree in Liberal Arts and Sciences is to be sustained with greater attention to assisting students in completing this 60 credit-hour degree program. Other interdisciplinary academic programs are discussed in the departments of origin.
The Department of Music has taken the exciting move to establish a unique identity among MnSCU institutions and other peers by aspiring to become the campus of choice for music studies. To this end the Department has begun to take steps to modify its curriculum to address accreditation standards and to provide academic programs that meet the interests of students and future employers. The focus is training music professionals, not just educators or performers, and they have changed the content of curriculum to include music technology and contemporary styles of music that are now required in the music industry. The result will be significant changes as they revise and sunset specific programs and continue to build with faculty expertise in emerging career fields in Music. In particular, the Department is looking toward collaborating with the College of Allied Health and Nursing and the College of Business on directions leading toward music therapy, community music leadership and singer/songwriting, as well as continued work with the largest area of the Department, Music Industry. At the graduate level, the Department plans to keep MM in Choral Conducting and BMM in Wind Band Conducting (each capped at two students per year) in support of overall programs and will suspend MM in Vocal and Instrumental Performance as well as the MM in Music Education due to low enrollments and industry need. At the undergraduate level, the department will be adding tracks in performance, preparation for areas associated with music therapy, community music and entrepreneurship to the BA in Music degree program.

The plan is to revise the BS in Music Education degree program, reducing the total credit hours from 136 to 120 to attract new students, increase timely degree completion, and bring the program "upto-date" to meet professional needs in the schools. Current resources limit additional growth in Music Industry and Audio Production. The Department has worked closely with Community and Technical Colleges to ensure improved transfer into this degree program and will continue to develop these connections. The Department recognizes a need to find ways to re-purpose space or to find new space for contemporary ensembles and to address sound-proofing needs. The Department has a long standing Music Series that provides students, faculty and the public extensive exposure to successful musicians from around the country and the world. The Maverick Machine Athletic Band, new in 2013 – 2014, has attracted great attention and participation has impacted interest in the award programs in Music. New directions in creative and scholarly activity include: jazz and percussive arts, corruption in the Music Industry, music composition, music of the Caribbean, marching band design.

The Department of Philosophy has outlined plans to grow enrollment in all degree programs. The Department attracts students from the many general education and writing-intensive courses to support overall preparation of students in the area of critical thinking and writing at the University. While the Department plans to continue to grow enrollments in the BA and BS award programs, the two interdisciplinary majors, the BA in Philosophy, Politics and Economics (PPE) and the BS in Cognitive Science (CogSci), are now drawing students as “destination programs.” There are no other PPE programs in Minnesota and the only other CogSci program is at Carleton College. These programs attract traditional and non-traditional students and, due to the interdisciplinary nature, provide opportunities for graduates to market themselves with a great deal of flexibility to either employers or graduate programs. The Department would like to begin investigating the possibility of adding an MA in Philosophy, although this is a long-term goal, and this would require additional faculty. The Department would also like to establish a Center for Applied Philosophy, very much in line with the two interdisciplinary award programs. The Department of Philosophy is engaged in research and hosts a unique Honors thesis capstone. The upper-level courses are small seminars. The Department has a recognized Colloquium Series in support of student learning and connection to scholars, and explores topics in the discipline. The Department is looking for additional support to address the cost of proctoring (quality assurance) for its many online courses. New directions in scholarly research include: applied philosophy, East and West perspectives, new perspectives on ethics, economics and responsibility, social transmission of thought and language, the philosophy of biology, cognition and the impact of music on emotion.

The Department of Mass Media has added new media to its program offerings and a new collaborative BA in Film and Media Studies (with English, Film). Enrollment has declined in Mass Media in the past two years. Accordingly, courses are now right-sized, and there are new ideas and conversations about new growth in areas that meet industry needs and student interest. Media Studies now crosses disciplinary boundaries, setting the Department on a path to see new growth and new opportunities for development. Media Day provides students access to practicing professionals in the field. New directions in scholarly and creative activity are planned to include the act of new media, storytelling with new media, creative interdisciplinary productions for broadcasts, video and film.

The Department of Theatre and Dance continues its exceptional tradition of providing students with more opportunities than any other college or University in the seven-state region and a program that has national prestige in terms of award-winning students, earned income, fundraising and subscriptions. The Department has over 200 students across the academic degree programs (majors) and minors. Productions are seen by more than 40,000 patrons each year. The Department plans to continue to sustain the BA in Dance, grow the BFA and BS in Dance, and grow the BS in
Dance Education by considering new tracks during the 2015 – 2016 academic year. In Theatre, the Department plans to sustain the BA, BS and MA in Theatre Arts at current levels and pursue growth in the BFA and MFA in Theatre Arts, supported with intense production work. The objective is to attract stellar students to its signature programming and opportunities. The Department continues to pursue greater cultural and artistic diversity and will begin exploring an academic online presence as well as in the coming year. In support of the Dance program, the Department would like to add a probationary (tenure-track) faculty in ballet, and to consider the MFA in Theatre Management or Stage Management and, potentially, establish an MFA in Dance. As there is interest in an Arts Management degree in Art, Music and Theatre and Dance, there may be discussions about potential collaborations in support of a Master’s degree in this multidisciplinary area. This area has significant equipment and technology needs each year and relies on internal and external funding for support. New directions in creative and scholarly activity include blockbuster theatre/musical/theatre and dance offerings balanced with lesser-known pieces that increase multicultural and multiethnic theatre and dance opportunities for students and guest artists.

The Department of World Languages and Literatures plans to encourage growth in the BA and BS degree programs in French, German, Scandinavian Studies, and Spanish; the BS in Spanish for the Professions; and to continue to sustain the BS in French Education and grow enrollment in BS in Spanish Education to meet the needs in the State and nation. The MS in French is a small program and would be sustained at that level. The plan is to grow, at a sustainable rate, enrollment and faculty serving the online MS in Spanish for the Professions and face-to-face MS Spanish. The MS in Spanish for the Professions is a unique all-online degree that attracts students from around the country and is quickly becoming the fastest growing master’s degree in the state. This department hosts the only master’s-level degree programs in world languages, literatures and linguistics in the MnSCU system. Until additional faculty positions can be secured, and faculty return from administrative leave, growth will need to be closely managed. The bachelor’s degree programs in French, German and Scandinavian Studies are staffed by one faculty member, each, with graduate assistants or an adjunct faculty in German and French, when possible. For this reason, growth and maintaining program integrity requires additional staffing, following significant retrenchment in 2010. Plans are to redesign the BA and BS in German as German Studies programs. Some members of the Department have made efforts to collaborate with other MnSCU universities to be able to diversify offerings through the Minnesota World Language Consortium. To support collaboration, some arrangement across campuses and financial investment in videoconferencing platforms will need to be made. A new idea for French is to add a certificate program that would move toward a more professional and technical program through collaboration with the College of Business and the College of Science, Engineering, and Technology. This department excels in study abroad opportunities and study abroad parallels on-campus courses available in the major and minor at international partner sites in Spain, Ecuador and Costa Rica and in France (summer study abroad). The Department continues to develop exchange programs with partner institutions, as promoted and supported by the University’s Kearney International Center, for interested students. The Department looks forward to additional collaboration to increase the cultural and linguistic competency of Minnesota State University, Mankato graduates. In terms of facilities, the Department’s global learning lab facility in Memorial Library is in need of equipment, software and furniture upgrades. New creative and scholarly directions include Latin American contemporary fiction, the graphic novel, monstrosity, academic angst in European Literature, heritage speakers in the writing intensive classroom and curriculum design for the online learning environment.

WHERE RESOURCES ARE MOST NEEDED

College-wide, resource priorities are staffing to meet the needs of a diversified student population, strong enrollments in specific areas, discipline-specific space, and equipment funding, as follows:

The College lacks staffing to meet an ever-more diverse student population in a greater number of learning environments (Concurrent Enrollment in the High School, the hybrid, online or “Telepresence” classroom, satellite learning environments, international, competency-based and projects-based classroom, etc.) which is key to continued academic planning and delivery of the barrage of program courses as well as hundreds of General Education courses that serve the general preparation of students in all disciplines at Minnesota State Mankato. Due to the current funding model used by the institution, the College continues to rely on “soft money” for supporting many instructional positions. The College needs to find a way to retain some flexibility but also address the academic programmatic plans with a stable and engaged staff who have the necessary expertise to engage fully and successfully in the new program directions by moving some of these positions to base. An enormous amount of time each semester and throughout the year is spent on hiring teaching assistants, adjunct faculty, fixed-term (temporary) faculty; this is not conducive to providing the program integrity needed to meet the rigors of the College’s academic plans.
The College utilizes space in six different buildings, yet some programs, Art in particular, are location bound and have had the same square footage for studio space for more than 40 years. Space use across the College must be redesigned and repurposed to accommodate changes in academic programming. There is insufficient faculty office space, insufficient studio space and exhibition space for Art, insufficient studio and practice space for Music, and insufficient storage and practice space for Film, Forensics, and Theatre and Dance, for example. Departments have worked toward updating classrooms into digital labs, but there has not been a systematic means to update these facilities or to address the significant and rising cost of software updates, equipment or institutional furniture. On the other hand, traditional classroom space does not always fit the needs of the contemporary learning environment and the Departments, College, and the University, need to consider how to fund and carry out space redesign and usage to the benefit of all. This is a large project and will require funding from a variety of sources including reallocation of state and tuition revenues, grants and contracts, and philanthropy.

The current general fund equipment budget from the University for the College is just over $100,000. The College dedicates more than $300,000 in equipment each year, combined with revenue from other sources such as summer and online revenues, for three departments; yet all departments have equipment, technology and software needs. Digital labs for instruction need to be updated with technology, equipment, software and trained staff for monitoring them. Special equipment needs that may impact overall success in performance areas that are visible to the community include improved rigging for the heavier lights in the Ted Paul Theatre, new seats in the Haling Recital Hall, improved sound-proofing in performance and practice areas in the Performing Arts building and Nelson Hall, remodeled storage areas for musical instruments, and so on. Additionally, equipment and space resources are needed for new academic programs like the Film and Media Studies major, such as production equipment, dedicated storage space, project-based learning environments, library collections, and more. Increasing costs for instructional equipment, technology and software for both current and new programs cannot be met with current resources. Departments will be encouraged to seek grants and development dollars as part of planning; however, this is a broader University concern as well. The College has a technology committee that will provide advice on where there can be greatest benefit in collaboration across disciplines.

Additional funding for extending learning with technology and collaboration will require increased innovation in instruction, improved focus on training and quality of instruction in the online or videoconferencing classroom, and funding to maintain and increase collaborations, opportunities and resources to meet the extended learning needs of faculty, staff and students. The College will need additional resources, equipment and technology in redesigned spaces and faculty and advising space at the satellite campuses or partnering institutions. Program integrity, and successful development and delivery of courses depends on the accessibility of sufficient software and access to broadband at the delivery site as well as the receiver site, and access to faculty and student support services at both sites, either digitally or in person. Funding for assessment of course objectives in the online environment is also key to future success. Prime resources are reallocation of general fund or extended education revenues or other revenue-generating sources.

Currently the College has one Student Relations Coordinator, and one graduate student, in the College office for undergraduate advising. To increase accessibility for the Future Maverick: Transfer Pathway Program with Riverland Community College and to increase the collaborative advising associated with articulation agreements and transfer, it would be better to have a stronger physical and virtual presence for advising, in line with objectives and goals set out by the Extraordinary Education Task Force on Academic Advising. Similarly, campus-based and extended learning resources to provide additional training for faculty and staff to work more successfully with recruitment and retention of increasingly diverse students is a priority.

Additional resources are sought for recruitment and talent funding to attract top students. The College recognizes how important it is to attract top students and to retain those who choose us. Several departments want to increase the attractiveness of the graduate student stipend package to improve recruitment and retention in graduate MFA, MA, and MS programs (the short-term goal is at least $12,000 plus a tuition waiver). Talent scholarships, like those currently offered in performance disciplines, are sought for additional disciplines. Potential resources include philanthropy, grants, and reallocation of general fund and scholarship budgets.

Additional funding for research and capstone experiences also is desired. The College actively encourages faculty and students to seek internal and external funding for research and capstone experiences. As Departments have moved to offering courses year-round, there has been an increased desire to address support for faculty and student research.
and research-related travel with revenue from summer courses. Potential revenue sources may include some reallocation of current budgets, but external grants and philanthropy are desired.

Resources to support our special academic, co-curricular programs and community outreach that increase our national visibility and prestige are a priority. For example, securing a regular funding source for special programs like the *Maverick Machine Athletic Band* (an additional 80 uniforms for a growing band, travel funds to athletic competitions, etc.); the Forensics program (travel to competitions); Theatre, Dance, Music and Art performance competitions and exhibitions, study abroad, and internship experiences with strategic partners is important and will require increased philanthropic resources as well as creative revenue-generating opportunities in addition to general fund reallocation and improved marketing and branding of College programs. Potential revenues include program revenues, philanthropy, and industry sponsorship.
MISSION

We are an AACSB [Association to Advance Collegiate Schools of Business] accredited College of Business committed to exceeding the expectations of those who want to engage in learner-centered education, applied research and high-impact mutually beneficial partnerships.

- Our primary focus is on diversified undergraduate education with expanding opportunities in graduate education and continuing professional education.
- We engage in collaborative research to advance knowledge of business practice, to further impact student learning and advance business theory.
- We create relational partnerships as a way to benefit students, business and community.

INTRODUCTION

It is our vision to be the clear business school choice for those who want to engage in real-world learning experiences. In a spirit of inclusion, collaboration and collegiality, we adhere to the core values of being student-centered, innovative and professional.

STRATEGIC PLANNING PROCESS

The College of Business engaged in an intensive, college-wide strategic planning process from April 2014 through December 2015 to develop the College’s 2015-2020 Strategic Plan. The former strategic plan had expired and new accreditation standards – specifically AACSB standards of engagement, innovation and impact – motivated the timing and development of the five-year plan. The comprehensive plan is both a legacy and stretch guide for the College of Business to be recognized by students, employers, donors, alumni and other stakeholders as the premiere business school in the Minnesota State Colleges and Universities System and the region.

The process resulted in the following four intended outcomes:

- Strategic Outcome 1: Support and grow high-quality teaching and high-impact learning opportunities for the educational and career success of our students.
- Strategic Outcome 2: Diversify resources so faculty, students and the community have innovative, engaging and impactful learning experiences.
- Strategic Outcome 3: Increase the quantity, quality and sustainability of relationships and partnerships for exceptional student success.
- Strategic Outcome 4: Enhance the recognition and reputation for excellence and authenticity in communication, engagement and relationships.

Additionally, each department prepared its 2015-2018 Academic Plans in parallel with the 2015-2020 College Strategic Plan, using a process that invited interconnectedness, accountability, and collaboration. College leadership, especially the Academic Council consisting of Department Chairpersons, Graduate Directors, AACSB Coordinator, and Dean shaped the process, shared draft academic plans, and led meetings with colleagues to create the academic plans. The Dean also met with each department or program representatives to give intermediate feedback. In order to facilitate transparency in the Strategic Planning and Academic Planning processes, the COB utilized Sedona, an online database used to support accreditation requirements, which allowed all faculty and staff to access reference and planning documents in order to review and offer feedback.

POINTS OF PRIDE & ASPIRATIONS

AT THE COLLEGE LEVEL

The new College of Business vision, “to be the clear business school choice for those who want to engage in real-world experiences” is one that reflects the university and college’s past, leverages current learning theory and offerings, and focuses engagement and priorities.
Special academic programs, such as the New York City Study Tour, active business-related Recognized Student Organizations, and Endowed Executive Lectures (Richard Schmitz Food Entrepreneurship Lecture, Morgan Thomas Executive-in-Residence Lecture) have beginnings that go back 20+ years. New programs such as the award-winning, multi-disciplinary United Prairie Bank Integrated Business Experience (IBE) undergraduate program, MavFund Student Investment Fund, Belize Fair Trade Study Tour, and the Big Ideas Challenge have been added during the past few years. Locating the many entrepreneurship and innovation initiatives within a Center for Entrepreneurship and Innovation is a College priority as the regional momentum, student demand, and national growth of entrepreneurship centers and programs continues to grow. Increasing student participation in national research and leadership programs, as well as competitions such as the National Collegiate Sales Competition at Kennesaw State University and National Diversity Case Competition at Indiana University are exciting priorities.

Intentionally engaging industry and community partners as well as creating a college Director of Internship and External Partnerships has significantly increased the number of students enrolling in for-credit internships as well as having experiences like those provided by the Taylor Corporation Innovation Center. High-impact learning opportunities that have academic synergies and alignment with university, college and department goals will continue to be added. For example, a contract partnership with Junior Achievement provided the College of Business the opportunity to develop and offer a youth entrepreneurship camp for high school students during the summer, 2015, which offers potential for growth and expansion.

Intentional recruitment and engagement of domestic students of color and international students will occur for undergraduate and graduate programs. Students will help to design diverse programming and inform strategies to narrow the achievement gap.

Stretch areas of opportunity in the coming years include the following aspirations:

- Expand and offer high-impact, real-world learning experiences and non-degree professional development opportunities in a state-of-the art learning and partnership facility.
- Grow the presence and reputation of the accounting program in the country by establishing a School of Accountancy and achieving separate Accounting AACSB accreditation.
- Develop and grow multidisciplinary program partnership graduate programs (e.g., health care administration) and degree certificates that are industry responsive and provide resource diversification.
- Establish dual degree/bachelor completion academic partnerships, especially with MnSCU 2-year and international colleges/universities.
- Create centers of research and outreach in areas such as Professional Sales, Entrepreneurship and Innovation, Business Research and Analysis, and Financial Services to complement academic programs, engage industry and generate new resources and opportunities through grants and contracts.

AT THE DEPARTMENT/PROGRAM LEVEL

The Department of Accounting and Business Law currently offers one baccalaureate degree (BS in Accounting), one master’s degree (Masters of Science in Accounting) and 2 minors (Accounting minor and Business Law minor). The graduate program in Accounting is one of a few programs across the University to be offered entirely via telepresence technology, simultaneously in Mankato and the Twin Cities. The department aspires to be a School of Accountancy within the next two years and has begun to prepare an application for separate accounting AACSB accreditation. There are no accounting programs in the state of Minnesota that have separate AACSB accreditation. The department identified two new Graduate Certificate programs – Information Technology (IT) Auditing and Taxation – and both are on track to begin in 2015-2016. The Graduate Certificate in IT Auditing will be developed and offered in collaboration with the University’s Department of Computer Information Science. Business Law faculty identified opportunities for creating a new certificate in Regulatory Compliance in Human Resources and to explore additional certificate programs for degree-seeking students and continuing education opportunities for working professionals in the community.

The Masters of Business Administration (MBA) is an interdisciplinary business master’s program and like all programs in the College of Business, AACSB accredited. Strengths of the long-standing MBA program include high rankings by Princeton Review for the past years, an exceptional value, an eight-week flexible class schedule, and program locations both in Mankato and Twin Cities. Increased partnering with other Minnesota State Mankato programs, both graduate and undergraduate, may leverage future growth. Enrollments in general MBA programs have been in decline.
nationally and the competition is especially fierce in the Twin Cities and for online MBA programs. Given national trends and the new College Strategic Plan with its focus on expanding graduate education, diversified MBA offerings will be investigated with resource investment for program recruitment, advising, experiential learning opportunities, and alumni services.

The Department of Finance currently offers one baccalaureate degree, the BS in Finance, with five areas of emphasis including Corporate Finance, Financial Planning and Insurance, General Finance, Institutional Finance, and Investment Analysis. These emphases do not show up as a separate degree programs. However, because Financial Services is a leading industry in Minnesota and the finance program at Minnesota State Mankato is one of the largest in the state, there are significant opportunities to refine and develop financial services degrees and certificates (e.g., investment, data analyst, and banking) by leveraging existing emphases and through curricular partnerships (e.g., with the accounting programs and MBA program). The department developed a non-degree Certified Financial Planning (CFP) certificate program more than 15 years ago and seeks to build and promote the program for increased industry partnership, student preparation, and continued education expansion. Financial Planning is the only minor in the department.

The Department of Marketing and International Business currently offers two baccalaureate degrees (BS in International Business and BS in Marketing) and two minors (Marketing and International Business). The Department would like to grow marketing programs with identified focus on professional sales. Faculty have identified creating a Center for Sales Excellence to serve the business community and a Sales Executive-in-Residence program as aspirations for the academic planning horizon of 2015-2018. Strong online course offerings in the Marketing program have set the groundwork for the major and minor to be offered online, providing opportunities for degree completion with two-year colleges.

The International Business program aspires to grow its online program as well as develop an online International Business certificate for mid-level managers. Supply chain management is an area of overlap between the two programs with potential certificate or degree opportunities. Both programs have identified curricular redesign as a key activity because of fast-paced global and technology changes and well as local industry opportunities.

The Department of Management currently offers one baccalaureate degree but with two emphases: Human Resources and Business Management. The Management BS is the largest of all programs in the College of Business. Because of faculty strength, industry demand and the popularity of the human resources minor for non-business majors, now is the time to distinguish Human Resources as a separate baccalaureate degree or certificate. Two interdisciplinary minors, Business Administration and the newly-created Entrepreneurship and Innovation, have strong enrollments from across campus and may be candidates for separate award programs during 2015-2018.

WHERE RESOURCES ARE MOST NEEDED

Our needs span the following categories: Human resources, technology and learning spaces, and research and resources for high-impact learning. The preparation and mix of faculty and staff resources are essential to achieving College of Business’ Strategic Plan 2015-2020, and Academic Plans 2015-2018.

<table>
<thead>
<tr>
<th>Resource Priorities</th>
<th>Description/Rationale</th>
<th>Funding Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I: Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty and Staff Professional Development</td>
<td>To support faculty and staff development in high-impact learning pedagogies, grant and contract research projects, academic technologies, quality matters certification/online, and so on.</td>
<td>General fund, summer revenue, and online differential revenue; may be supplemented with grant and private funding.</td>
</tr>
<tr>
<td>Probationary (Tenure-Track) Faculty</td>
<td>To support continued faculty leadership of high-growth programs and replacement of retiring faculty as well as strategic hiring of faculty with credentials for all four AACSB categories: scholarly academic (SA), practice academic (PA), scholarly practitioner (SP), and instructional practitioner (IP).</td>
<td>General fund and supplemented by private giving (e.g., endowed chairs).</td>
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<tr>
<td>Category I: Human Resources</td>
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<tr>
<td>Professional Staff and Graduate Assistants</td>
<td>To support program growth especially related to recruitment, retention, experiential learning, student success, and graduation initiatives. Also, to support increasing complexity and expectations associated with budgeting, external partnerships, program marketing/recruitment, and student success.</td>
<td>Differential tuition, summer revenue, new revenue generating opportunities, and private giving (e.g., endowed assistantships).</td>
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<tr>
<td>Adjunct Faculty</td>
<td>To hire industry professionals with unique skills sets to support the growth of programs, especially courses at the undergraduate level and non-degree certificates/continuing education.</td>
<td>Summer revenue and new revenue generating programs.</td>
</tr>
<tr>
<td>Fixed-Term (Temporary) Faculty</td>
<td>To support growth of programs, especially in emphasis areas and certificates, in the start-up stages.</td>
<td>Online differential revenue, summer revenue, revenue generating opportunities.</td>
</tr>
<tr>
<td>Program Development</td>
<td>To hire and develop faculty and staff expertise to revise, develop, and grow professional programs, especially to expand opportunities in graduate education and continuing professional education.</td>
<td>Summer revenue, new revenue generating opportunities, graduate differential tuition, grants, and private/corporate giving.</td>
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<tr>
<th>Category II: Technology and Learning Spaces</th>
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<tbody>
<tr>
<td>Marketing and Website Development and Maintenance</td>
<td>To promote program growth, especially graduate programs in the metro, 2+2 and 2+3 MnSCU bachelor completion programs, and certificate programs (degree and non-degree such as the Certified Financial Planning certificate). Website is dynamic and multimedia.</td>
<td>Graduate differential tuition, new revenue generating opportunities, and extended education tuition revenues; may be supplemented with summer revenue and revenue generating programs.</td>
</tr>
<tr>
<td>Technology and Technology Training</td>
<td>To support academic technologies that elevate student learning and success as well as operational efficiency and effectiveness (including video production, telepresence, CRM, collaborative technologies, etc.).</td>
<td>General fund, summer revenue, online differential revenue, and private/corporate giving.</td>
</tr>
<tr>
<td>Updated Classrooms and New College of Business Building</td>
<td>Right-size classrooms for optimal delivery of undergraduate, graduate and professional certificate offerings. Fund and construct new facility to address talent shortages, experience-based competencies, and regional education needs.</td>
<td>Private/corporate giving for new facility and general fund and summer revenue for classroom updates.</td>
</tr>
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<tr>
<th>Category III: Research and High-impact Learning Resources</th>
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<tbody>
<tr>
<td>Research and Research Center Support, Tools and Information</td>
<td>To support impact, relevance, and growth of research and outreach, especially in interdisciplinary areas such as entrepreneurship, sales, financial services and business consulting.</td>
<td>Summer revenue, grants, and private and corporate giving (including endowed research funds).</td>
</tr>
<tr>
<td>Student High-Impact/Experiential Learning Scholarships</td>
<td>To support the college vision of all students having real-world/high-impact learning experiences (e.g., internships, study abroad, student competitions, real-world projects, etc.); especially for need-based students.</td>
<td>Private and corporate giving, supplemented by grants.</td>
</tr>
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MISSION

Committed to serving children, families and communities, the College of Education demonstrates the power of education through the fulfillment of its mission—to prepare professionals who embrace big ideas and real-world thinking to ensure student success.

INTRODUCTION

The College of Education embraces the University’s student-centered values:

- Integrity and respect in the way we conduct ourselves;
- Diversity in who we are and what we do;
- Access to our programs and services that create opportunities for all to pursue their dreams;
- Responsibility to those we serve by providing an education that inspires solutions to society’s challenges; and
- Excellence in our academic and non-academic pursuits.

The primary role of the College of Education is to prepare professional educators, counselors, and education leaders. With nearly 1,900 students enrolled in the College, approximately 1,100 are undergraduates and 800 are graduate level students seeking doctorate, specialist and Master’s degrees as well as continuing education for certification. Additionally, the College provides extensive continuing education and customized training opportunities for practitioners in the field through a variety of professional centers. The College maintains rigorous standards set forth by the professional education community, and the majority of its programs have secured and maintained national accreditation and state licensure approval for decades.

The College consists of a unique blend of academic programs, support services, partnerships and outreach. The intensity of preparing candidates for the profession requires a significant investment in human resources, knowledge and skill development, and professional assessments. Programs are offered through seven academic departments: Aviation, Counseling and Student Personnel, Educational Leadership, Elementary and Early Childhood, K-12 and Secondary Programs, Military Science and Leadership, and Special Education. The mission of the College is also achieved through centers, support offices, and a non-profit child care facility: Center for Engaged Leadership, Center for Mentoring and Induction, Center for School-University Partnerships, Office of Academic Advising, Office of Assessment and Research, Office of Field and International Experience, and the Children’s House.

STUDENT ENROLLMENT AND SUCCESS

Through its conceptual framework, the College has identified a set of characteristics found in students likely to succeed in our programs:

- Innovative: Critical Thinker, Data-based Decision-maker, Lifelong Learner
- Effective: Competent, Reflective, 21st Century Educator
- Collaborative: Communicator, Interdisciplinary, Teacher Leader
- Relevant: Understands students, Culturally Responsive, Versatile

Currently, the College of Education serves approximately 1,100 undergraduates and 800 graduates. The College reflects strong post-graduation (within six months of graduation) employment with a 90% average across all programs. Teachers for Tomorrow, a program established to increase the recruitment and retention of students of color, has increased the percentage of diverse students enrolled in the College’s initial teacher preparation programs from 2.0% in 2009 to 9.5% in 2013. Other programs have increased diversity enrollment, exceeding diversity enrollment at the university: Aviation (26.84%) and Counseling and Student Personnel (15.74%). In addition, the Department of Educational Leadership has noted a significant increase in diverse student enrollment, to 10.58% according to recent data, directly due to the departmental programming in the Twin Cities. College of Education students of color also achieve high graduation rates: 52.48% at the undergraduate level and 71.15% at the graduate level.
As the College continues to respond to professional needs, we have identified plans for change over 2015-2018, as follows:

**Enrollment**

- Increase enrollment in a new elementary education post-baccalaureate program to meet K-12 school level emerging needs.

**Student Diversity**

- Enhance recruitment and retention strategies focused on increasing diverse candidate enrollment to prepare educators who reflect the student demographics in K-12 schools and the state of Minnesota.
- Implement the pilot priority registration process for the Teachers of Tomorrow program to help diverse students establish more opportunities to learn together and support each other in their academic programs.
- Leverage the ROTC Cultural Immersion Program to increase student diversity, strengthen broad awareness, and build relationships across departments and community (geography, study abroad, Kiwanis, VFW, American Legion).

**International Student Enrollment and Experiences**

- Address interest shown by international organizations, particularly the Saudi Airlines, in the Aviation program.
- Explore opportunities to increase international student enrollment in the BS in Aviation, MS in Experiential education, MS in Educational Leadership, the EdD in Counseling and Student Personnel, and the EdD in Educational Leadership, noting that licensure requirements make international student enrollment in the other professional preparation programs challenging.

**Student Success: Retention, Completion, Examination Pass Rates, Career Placement, Advanced Education, and Student Learning**

- Continue to strengthen and expand the impact of the Teachers for Tomorrow program through meaningful relationships across the university campus, with K-12 school partners, and with community colleges to increase enrollment, retention, and completion, and close achievement gaps.
- Continue to support university undergraduate student retention through the delivery of the Department of Counseling and Student Personnel’s CSP 110 Decision Making for Career and Life, which also provides relevant teaching experience for CSP graduate students and increases their employability.
- Continue to invest in providing support for teacher candidates’ successful completion of the Minnesota State Licensure Exam (MTLE). Baseline data demonstrated improvement in teacher candidate passing rates with MTLE subtests — Basic Skills: AY2012 = 52%, AY2014 = 58% with Lifetime best attempts = 74%; Pedagogy: AY2012 = 81%, AY2014 = 93% with Lifetime best attempts = 98%; Content: AY2012 = 66%, AY2014 = 81% with Lifetime best attempts = 94%.
- Continue to maintain strong post-graduation employment rates through faculty networking, job placement support, and advocacy.
- Continue to maintain the relevancy and applicability of graduate programs that currently provide graduates with strong opportunities for career advancement. For instance, graduates of the MS in Teaching and Learning and the MS in Educational Technology maintain or move to leadership positions within teacher leadership in the districts in which they teach. Graduates from the Graduate Teaching Licensure are sought by school districts often before completion of their program.
- Continue to maintain the relevancy and applicability of the MS and Graduate Certificate programs in Reading to deepen and strengthen novice teachers’ literacy knowledge and skills.
- Continue to focus on the training of counselors given the mental health needs throughout Minnesota.
- Continue to prepare graduates who will be licensed as Professional School Counselors and Mental Health Counselors in Minnesota.
STRATEGIC PLANNING PROCESS

During the academic planning process, the College of Education was mindful of the accreditation and licensure approval environment within which it exists. Departments, offices and centers actively engaged in the academic planning process during Fall 2014. The College’s Leadership Council was provided with the plans in January 2015 with department chairpersons and directors highlighting key components of their respective plans.

POINTS OF PRIDE AND ASPIRATIONS

AT THE COLLEGE LEVEL

Currently the College of Education offers both undergraduate and graduate degree and certificate programs, with a large portion being graduate programs. Specifically, the College offers two undergraduate certificate programs, three bachelor’s degrees with five programs of study, 21 graduate certificate programs, 13 master’s degree programs, two doctoral programs, and two specialist programs.

The College consists of a unique blend of special academic programs, support services, partnerships and outreach that meet a number of professional needs. As the College continues to respond to professional needs, it is focused on collaborating within and across the college, university, community and state.

Plans include the following:

- The College will continue to share resources, talent and vision with its partnering Professional Development School (PDS) districts.
- The Teachers of Tomorrow program will continue to grow; with an anticipated transition to a Learning Community model.
- ROTC programming will continue to enroll cadets from Minnesota State Mankato, Bethany Lutheran College, and Gustavus Adolphus College.
- The Department of Counseling and Student Personnel will continue to provide an annual play therapy conference to support mental health professionals serving children and families in southern Minnesota and continuing education pre-conference sessions at the annual Minnesota School Counselors Association conference.
- The Graduate Teacher Licensure (GTL) program will continue to collaborate with the Center for Mentoring and Induction and Teachers on Special Assignment (TOSAs) to provide additional support and training in best teaching practices specifically in the area of data collection and data analysis.
- The College’s Office of Assessment and Research will continue to provide college level support for assessment, accreditation, educational analytics, and educational research support.
- The Office of Field and International Experience will continue to provide management and oversight for field experiences for teacher preparation, counseling, and student teaching placements.
- The Center for School-University Partnerships will continue to maintain and develop crucial partnerships and relationships that enhance educator candidates’ experiences, heighten the relevancy of professional preparation programs, and support the education profession. The Center oversees the Graduate Fellows/Teacher of Special Assignment (TOSA) program, which allows graduate teaching fellows to begin their teaching careers with one-on-one mentoring by trained mentors (TOSAs) while advancing their own education through graduate coursework while providing release time for veteran teachers (TOSAs) to provide service to the university and their local school district.
- The Center for Mentoring and Induction will continue to provide mentoring and coaching professional development for university supervisors, TOSAs, and school partner practitioners. In addition, the Center will continue to develop a pre-service induction system to enhance teacher candidate support.
- The Center for Engaged Leadership will continue to expand delivery of its Institute for Courageous Principal Leadership which has been recognized legislatively and by K-12 school districts as an effective, research-based leadership development program focused on addressing racial equity.
Committed to its mission, the College of Education will continue to prepare Minnesota State Mankato Mavericks who are innovative, collaborative, effective, and relevant. As the College continues to respond to professional needs, it embraces the following aspirations as future areas of focus:

- Establish a Center for Research in Technology in Counselor Education and Supervision that supports the development of a counseling clinical lab training facility focused on meeting community and regional needs.
- Establish regional, national and international recognition for the Aviation Pilot Program.
- Expand national awareness and recognition for quality of educator preparation programs.
- Continue the progression with implementing the National Teacher Preparation Assessment (edTPA) in a manner that enhances teacher candidates’ ability to demonstrate effective preparation.
- Heighten preparation of Science, Technology, Engineering, and Mathematics (STEM) trained teachers to address the growing number of Minnesota STEM schools, which grew from 37 in 2010-2011 to 115 in 2012-2013.
- Significantly increase the number of participants in Teachers of Tomorrow.
- Unify the efforts, finances and personnel dedicated to the college’s Center for School-University Partnership, Office of Field and International Experience, the Center for Mentoring and Induction, Maverick Recruiting and Academic Advising to enhance educator candidates’ experiences and preparation.
- Enhance global student teaching experiences in collaboration with the Learning Abroad Center to expand field and student teaching experiences in the United States and abroad to meet academic expectations and provide opportunities for cultural growth and expanded world views.
- Expand the capacity of the Center for Engaged Leadership to provide high demand/high need leadership development.

AT THE DEPARTMENT/PROGRAM LEVEL

The Bureau of Labor Statistics and Labor Market Information projects a 12.25% increase in occupational demand through 2022. Accordingly, the College of Education has identified the following Academic Award Program Plans for 2015-2018:

Programs to Revise, Grow, and Launch

- Develop (revise) the Military Science curriculum and instruction to align with West Point Academy.
- Expand (revise) the MS in Teaching and Learning to include approval for National Board Certification.
- Develop new Graduate Certificates in Global Teaching Perspectives, Elementary Education STEM, and Experiential Leadership.
- Explore program and program design opportunities for graduates to be dually certified in special education and elementary/secondary education.
- Develop a new undergraduate course in Careers in Counseling and Student Affairs and Higher Education to support growth of related graduate programs.
- Grow STEM education programs.
- Add high value and unique collaborative undergraduate certificates to meet K-12 schools’ emerging needs as identified in occupational/skills/demand studies.

Collaborations to Pursue

- Collaborate with academic departments and content area/professional education faculty to investigate 4+1 (BS/MS) STEM programming and opportunities to meet demand for K-12 STEM educators.
- Collaborate with academic departments and content area/professional education faculty at Minnesota State Mankato, and other MnSCU institutions, to meet high demand teacher licensure areas in Minnesota, such as Family and Consumer Sciences (FCS) and English as a Second Language (ESL).
- Collaborate with the Minnesota Board of Teaching to develop Certificates of Advanced Professional Study (CAPS).
- Collaborate with other universities to offer, online, the four-course sequence aligned with Minnesota Board of Teaching Standards of Effective Practice, and thereby, increase the number of special education teachers.
Delivery Modes to Revise, Grow and Launch

- Enhance Department of Counseling and Student Personnel curriculum development and use of technology for distance training and research (e.g., develop a state-of-the-art counseling skills training lab).
- Utilize Telepresence, specifically at the 7700 France Ave, Edina location, to increase diversity of candidates in Department of Educational Leadership master’s, specialist, and doctorate programs.
- Expand adaptation of delivery of Educational Leadership instruction with professional learning experiences (i.e., Minneapolis Public Schools Aspiring Principal Preparation and web-enhanced model delivered after the school day at St. Paul Humboldt Secondary School).
- Create new and innovative strategies for supporting the development of candidates—i.e., online mentoring, technology-enhanced field experience/student teaching supervision.
- Create co-teaching relationships with content faculty in on-site locations for teacher preparation programs (Department of K-12 and Secondary Programs).
- Increase courses offered online and in the Twin Cities to attract graduate and graduate teacher licensure students.
- Strengthen the learning community curriculum of the student teaching semester to ensure equity of support and continued growth in being a culturally responsive educator.
- Expand student teaching experiences to provide opportunities for cultural growth and expanded world views.

Extended Education Opportunities to Grow

- Grow enrollment in elementary and special education undergraduate programs in the Twin Cities.
- Increase teacher candidate participation in the elementary STEM certificate, in collaboration with Normandale Community College.
- Expand graduate offerings, both existing and proposed new programs, in the Twin Cities.
- Offer the new, experiential Graduate Certificate as planned in the Twin Cities, to meet experiential educator skills’ training needs to support innovative K-12 teaching practices.

Key Partnerships and Stakeholder Relationships to Revise and Create

- Continue development of Aviation Program relationships and agreements with regional airlines, with a focus on enhancing pilot preparation, internships, and employment opportunities.
- Continue fielding inquiries from Twin Cities school districts for development of partnerships and agreements to collaborate on candidate placements and professional development programming.
- Continue initial conversations between ROTC and South Central College for potential expansion.
- Explore international partnerships to heighten educator candidates’ cultural competency and global awareness.
- Partner with other major institutions, nationally and internationally, to grow the MS in School Library and Information Studies degree program.
- Partner with the Department of Defense Dependent Schools (DODDS) and Independent Schools for certification of their school librarians.

CONTINUING EDUCATION AND CUSTOMIZED TRAINING

The College of Education often provides customized training that address specific and direct needs of a K-12 school system, as well as statewide needs. Future areas of focus and potential growth in continuing education and customized training are aligned with that history, as follows:

- Expand offerings in the Twin Cities and Southwest region to include non-credit, continuing education unit (CEU) offerings for professional development in support of K-12 partner school districts.
- Add additional high-value, high-visibility workshops for school administrators throughout Minnesota, including Twin Cities and out-state consolidated school districts.
- Design and host recurring experiential education workshops that introduce K-12 educators to experiential (authentic, practitioner, hands-on) teaching and learning techniques, tools, and practices.
Increase delivery of high-value, high-visibility programming and professional development at the University's 7700 France location.

Continue the development and delivery of professional development for external stakeholders and partners.

Collaborate with the Minnesota Board of Teaching in developing Certificates of Advanced Professional Study (CAPS).

Continue to expand professional development opportunities for university supervisors (adjuncts and Teachers on Special Assignment) to support teacher candidates in their field and student teaching experiences.

GRANTS AND CONTRACTS

Grants and contracts play a significant role in the College’s ability to serve the profession. The Bush Foundation funding received in 2009 served as a catalyst for transforming the entire approach to teacher preparation. The College achieved the university’s proposed goal of a 10% increase in awards, and secured $473,524 in funding in 2014-2015. The College is attuned to the ongoing need for grants and contracts to maintain and grow its programs and services. As the College continues to respond to professional needs, it has identified future areas of focus for grants and contracts, as follows:

- The School Library and Information Studies (SLIS) program, through pursuit of funding from the Institute for Museum and Library Services.
- Support for the implementation and ongoing sustainability of a 2014-2015 Bush Foundation grant “School-University Community Collaboration: Developing a P-20 Ecosystem” focused on supporting non-traditional candidates of color enrolled in one of three of the College’s teacher licensure programs.
- The Early Childhood Special Education program has regularly received a grant from the Minnesota Department of Education, and plans to continue to pursue this funding.
- The Department of Special Education will apply for funds from the Office of Special Education Programs (OSEP), U.S. Department of Education.
- The Department of Special Education, in collaboration with the Mathematics Department, received a second improving Teacher Quality (TQ) grant from the Office of Higher Education and will continue to pursue these funds.

WHERE RESOURCES ARE MOST NEEDED

Because the College of Education invests heavily in people, resource needs connect closely to supporting efforts of engagement, partnerships, and delivery of services. As the College continues to respond to professional needs and achieve the articulated academic plans, it has identified resource priorities, organized by potential funding source, as follows:

NEW, REALLOCATION OF GENERAL FUND (STATE ALLOCATION, TUITION)

- Sustainable support for maintaining streamlined, engaging websites and other social media tools that appeal to and inform prospective and current students.
- Regular, predictable access to Telepresence.
- Desktop Telepresence units to support teaching and counseling online.
- An online assessment and accreditation management system that is used college/university-wide to assist in identifying students’ overall GPA, ACT, Minnesota Teacher Licensure Exam scores, advisor, background checks, field placements, program assessment and evaluations, program completion and degrees awarded.
- Sustainable software to meet with students, online, synchronously and asynchronously.
- Secure site for viewing and storing video created by students (e.g., videos may contain images of minors) to analyze teaching and learning and that is compatible with D2L/Brightspace.
- Video capture labs, or video and production software and equipment for online lecture capture.
- Technology tools used in K-12 and specialized areas for candidate preparation (i.e., 3D printer, probes with computer interfaces, infrared thermometers, iPads).
- Maintained space at the 7700 France location (crucial for growth in Extended Education programs in the Twin Cities, for four of the College’s seven departments).
- Updated classrooms to reflect 21st century skills needed for teaching and learning, including collaborative classrooms that are integrated with monitors at each table, tables with outlets for technology charging, etc.
- Ongoing availability of library resources to support graduate program study and research, including two doctorate program needs.
- Ongoing availability for library resources for online and off-campus students.
- Sustainable financial support for meeting national and state accreditation and program approval expectations such as the state required teacher candidate completion of the national teacher performance assessment (edTPA).
- Financial support for increased travel costs associated with off-campus delivery.
- Expanded and focused marketing support to grow and sustain bachelor’s, master’s, specialist and doctorate programs.
- Expanded and focused marketing support to recruit diverse candidates and faculty regionally, nationally, and internationally for undergraduate and graduate programs.
- Collaboration with Admissions and Enrollment Management to heighten involvement with recruitment and retention.
- Ongoing support from Institutional Research, Planning, and Assessment to assist in continued growth with data collection and research that reflects the effectiveness of preparation programs in preparing educators who impact student learning.
- Ongoing support from Extended Education, Graduate Studies, and the Office of the Provost for growth of programs and partnerships in the Twin Cities.
- Access and use of applicable data within the MnSCU and university systems.
- Marketing support to grow the Counseling and Student Personnel doctorate program by targeting marketing and recruitment efforts toward universities across the region that do not have doctoral education programs. Across the five-state region there are 10 institutions with CACREP accredited master’s programs but no doctoral counseling programs.

REVENUE GENERATION / SELF-SUPPORTING FEES

- Customized professional development for teacher evaluation, mentoring and induction, culturally responsive instruction and principal leadership development.

GRANTS

- Up-to-date manipulatives used to prepare candidates to teach content (i.e., elementary materials currently used in schools).

ADVANCEMENT / PRIVATE GIVING

- State-of-the-art clinical counseling training facility.
- Support for TeachLive™ classroom simulation system which allows K-12 and Secondary teacher candidates to practice teaching and classroom management without involving real students but rather avatars or virtual students who are programmed with distinctive personalities.
MISSION

As educational leaders in science, technology, engineering, and mathematics (STEM), our accessible faculty advances student scholarship through innovative teaching, research expertise, and the exploration of new technologies and ideas. We prepare our students for professional careers and advanced study while connecting with local, regional and global communities.

INTRODUCTION

The College of Science, Engineering and Technology (CSET) is comprised of 10 academic departments: Automotive and Manufacturing Engineering Technology, Biological Sciences, Chemistry and Geology, Computer Information Science, Construction Management, Electrical and Computer Engineering and Technology, Integrated Engineering, Mathematics and Statistics, Mechanical and Civil Engineering, and Physics and Astronomy. Through these departments, the College serves nearly 2,900 students majoring in 35 baccalaureate and 12 master’s degree programs, as well as the broader university through service courses to other majors and the General Education program. CSET thus contributes to approximately 25% of both the total university student credit hours and general education credit hours while hosting around 20% of the total university enrollment in our programs.

Currently, nine engineering and technology programs are accredited by the Accreditation Board for Engineering and Technology (ABET), with other specialized program accreditations in Chemistry, Biochemistry and Construction Management. The College also houses the Water Resources Center, the Minnesota Center for Automotive Research (MnCAR), the Center for Transportation Research and Implementation (CTRI), the Minnesota Center for Engineering and Manufacturing Excellence (MNCEME), and the Minnesota Center for Additive Manufacturing (MnCAM, formerly Minnesota Center for Rapid Prototyping). The college comprises approximately 170 full-time faculty and staff along with approximately 100 teaching assistants and 30 adjunct instructors. Currently, faculty members are engaged in more than 70 active grants and contracts, and the college leads the university in external funding.

STUDENT ENROLLMENT AND SUCCESS

Our college focuses on the student experience, engaging students in professional activities and quality contact with professors during their studies.

Our related employment rates are typically very high (near 90%), we are increasingly interdisciplinary, and have the largest international student population on campus. However, we have historically struggled, in accordance with national trends, to recruit in women in engineering and many underrepresented groups, such as students of color, throughout our programs. However, students of color, women and other underrepresented groups generally perform as well as, and often outperform, White students in retention and completion, in part due to the many support services and targeted programs we provide to those students such as the North Star STEM Alliance.

Nationally, according to a Higher Education Research Institute study in 2010, for students majoring in STEM disciplines, the four-year completion is 20-25% and the six-year rate is close 40%. As such, in the reports that follow, many goals in these areas are modest by university standards, yet ambitious to quickly meet and exceed national standards. Moreover, many departments have concerned themselves with retaining students at the university by easing the transition to majors that may be a better fit for their goals. To that end, the following initiatives and endeavors emerge from the plans:

- Both the AET and MET programs are in positions to capitalize on the concept of four-year degree completion paths for students studying at two-year institutions. Due to the “applied” nature of both degrees some of the coursework from the two-year institutions can be transferred in for some of the BS requirements. However, there are a significant number of students studying at many of the community and technical colleges who are unaware of engineering technology. Such efforts, including planned partnerships with St. Paul College and Riverland Community College support efforts to increase diversity and access for a broader range of students.
Additionally, the Mechanical and Civil Engineering programs are exploring the possibility of 1+3-programs that often work better with existing community college courses offerings and timely graduation.

All departments engaged in STEM Teaching degrees in the College plan to increase recruitment into those programs, including better partnering with the College of Education to attain goals. This is a critical need for the State and faculty are considering a multi-pronged approach that includes retention and strong field experiences early in a student’s program.

A proposed Professional Schools Certificate program will be used as an advising and tracking tool to better serve students in the former pre-professional majors.

An increase use of multi-student research groups in the lab sciences will garner greater access to research opportunities in programs with large numbers of majors.

The College plans to continue to increase participation with dual enrollment programs with community colleges, particularly in the BS in Food Science Technology and BS in Biotechnology, as well as engineering technology disciplines.

Several departments are developing plans to increase retention in their disciplines and those they serve. Of particular note are efforts in Physics courses to reduce class sizes and utilize more active learning, the possibility of offering remediation services in chemistry, utilizing additional lab techs to help better support laboratory experiences for the students, and efforts in engineering to introduce students to design concepts early in the curriculum.

In Computer Information Science, we look to increase the professional experiences our students receive in ventures such as Bureau 507 and Project Maverick to additional opportunities. Similar opportunities are being explored in the lab sciences for students to engage in testing for external partners (industry and government), as has been done in our AET program.

The BS in Statistics has unusually low enrollments for a university of our size despite strong career opportunities. By contrast, the new MS in Applied Statistics is quite popular and the department has plans to revise the undergraduate curriculum. Many students would likely enjoy studying in that field at the undergraduate level with proper information and advising. The recent addition of an actuarial science minor supports this program and offers viable related career opportunities.

A potential Integrated Science and Technology degree would appeal to students looking for an interdisciplinary program such as science policy, information and knowledge management, and many other fields. Such a program would greatly contribute to retention of science and engineering students.

STRATEGIC PLANNING PROCESS

During the 2011-2012 academic year, new vision statements and strategic goals were developed:

VISION

We strive to provide a mentored educational experience to every student in our college; develop the most qualified engineers, scientists and STEM teachers; and establish our college as the preferred master’s degree provider in Minnesota.

STRATEGIC GOALS

Solutions: Promote quantitative, technological and analytical solutions that focus on regional issues with global connections.

Teaching: Transform Teaching and Learning by encouraging advanced, engaging teaching methods, classrooms and laboratories guided by effective assessment of student learning.

Exploration: Explore and Enrich new and existing programs and scholarly initiatives.

Mentorship: Provide a mentored educational experience to every student in the college.

As part of the academic planning process, each department developed, during the Fall of 2014, their departmental and program plans for the 2015-2018 academic years with an eye toward long term aspirations. These plans include a department overview (Part A), plans for each degree program (Part B) and plans for each non-degree
program (Part C) associated with that department. Additionally, each department chair presented a brief overview of their plans to a college chairs’ retreat in December 2014.

This summary is organized into sections that reflect the information provided within those plans and align directly with the strategic plans and performance indicators of the university and the Division of Academic Affairs. In regard to the CSET Strategic Goals outlined above, each directly informs, contributes and guides our work towards the following areas in which we look to increase performance and opportunities. Specifically, our Solutions goal contributes directly to our college’s desire to serve community and industry needs and provide scientific and mathematical training for program needs throughout campus. Our Exploration goal encourages us to create innovative programs that provide our students with professional opportunities and to partner within the university and the MnSCU System to attain greater achievements in enrollment, retention, completion and diversity. Our Teaching and Mentorship goals are infused throughout everything we do, though they contribute most heavily to student success and in providing students with rich and meaningful professional and academic experiences.

**POINTS OF PRIDE AND ASPIRATIONS**

**AT THE COLLEGE LEVEL**

A large aspect of the mission of the College, and one in which we take particular pride, is to provide the scientific and mathematical support courses to other programs on campus, core to student enrollment and success. In addition to providing service courses for the College’s own engineering and science programs, departments and faculty provide required courses for programs in each of the other five academic colleges as well as to serve many non-degree initiatives. For example, over 50 programs require Chemistry courses and a similar number require Elementary Statistics while all students in the College of Business take Math 130 and all Education majors take multiple math and science courses. The vast majority of service in the lab sciences is provided for the College of Allied Health and Nursing and growth in those majors has led to increased demand on courses. For example, at least 58% of the students enrolled in Human Anatomy are enrolled in programs in Allied Health and Nursing. As a result, the enrollments in Human Anatomy and Human Physiology have doubled in the past 10 years, though staffing needs have not always kept up leading to potential retention and completion issues. Biochemistry and Analytical Chemistry have also seen growth, as have the demands on physics and mathematics from programs both internal and external to the college.

The College also serves a large number of pre-professional majors, such as pre-med, pre-vet, pre-dental, pre-mortuary, and pre-pharm. These programs require a large amount of advising in addition to the provided coursework. Increases in our own engineering programs also place pressure on physics and mathematics staffing and larger-than-ideal class sizes.

In order to increase the success of “service” courses, many ideas and solutions emerge in the plan. Of particular interest is the plan to engage in new pedagogy and small class environments in Physics courses and the call among our engineering departments to increase both the Mathematics and Physics staffing to support growth and success. Chemistry has included plans to offer remediation efforts to better support transfer and underprepared students into our programs. Many departments have discussed plans to better partner with two-year schools to better align learning outcomes in pre-requisite courses with our own courses in these areas.

Lastly, the College has been a strong participant in new initiatives to increase the number and support of international students on campus. Many departments, particularly in Engineering, are making concerted efforts to provide resources to the Brazilian Scientific Mobility Program and other efforts to internationalize programs on campus. Our planned increased support of both the incoming international student populations and the opportunities for domestic students through the international engineering minor and graduate certificate and partnerships with global organizations will prepare our students for an increasingly connected world and will broaden perspectives.

The College has wide range of disciplines, some of which are focused on career preparation, some which are traditionally housed in colleges of arts and sciences at other universities. In those latter areas, particularly the natural and mathematical sciences, the College has historically had strong curriculum and instruction in pure academic areas, though in the academic program plans that follow there is a clear indication of a desire to expand in those areas to include emerging trends in careers associated to those disciplines. The College is well positioned to increase our presence in interdisciplinary areas both within the College and with other colleges on campus, as well as partner
with industry to provide for much-needed scientific and technology expertise. Overall, there are four new and one substantially revised baccalaureate program in the departmental planning documents, one new graduate program, 10 new or revised certificates, and two new Professional Science Masters (PSM) degrees in addition to the two already in the pipeline.

Of particular note, the following approved or planned programs and programmatic changes strengthen our portfolio of degree offerings substantially:

- Our new Bachelor’s of Applied Science, in collaboration with Metropolitan State University, in Computer Application Development, pairs well with Associate of Applied Sciences (AAS) degrees for 2+2 programs.
- An M.S. in the Biological Sciences will give credit for prior learning to students returning from the Peace Corps or AmeriCorps programs.
- The recently revised American Chemical Society-structured B.S. in Chemistry is now more flexible to give students greater options and opportunities post-graduation.
- Revived Computer Science and Software Engineering degrees will allow the College to support current programs while covering what is, among STEM disciplines, the area of most need in industry. This area has seen the least progress in obtaining a diverse workforce, particularly with regard to women as a percentage of the workforce.
- Our Computer Information Science Department looks to expand its offering in Health Informatics, possibly in partnership with departments and colleges across campus.
- Our recently-launched M.S. in Applied Statistics has the potential to become the most successful program in the department, drawing students nationally and providing an industry need.
- The proposed move of Earth Science: Geology option and a new Earth Science: Environmental Geology both give students additional choices utilizing current resources.
- The possible combination of the Electrical Engineering Technology and Computer Engineering Technology programs better utilize resources to provide a broader degree with flexibility for the department and its students.
- A new M.S. in Electrical Engineering, and a longer-term potential M.S. in Civil Engineering, are strong potential areas of growth.
- Minors in Construction Management and Environmental Construction have the ability to support our engineering programs and provide our students with experience desired by employers.
- A potential Integrated Science and Technology degree (ISAT) could help establish an on-campus presence and identity for the Department of Integrated Engineering that includes embracing forward-thinking pedagogy with interdisciplinary connections.

Additionally, plans included the importance of maintaining our accreditations and for utilizing the information of Program Review and Assessment to stay current and nimble in fast-changing disciplines.

Among the Engineering programs in the College, and at least some of the Engineering Technology programs, is a large amount of support to explore the possibility of a College of Engineering. Such an endeavor is not taken lightly, but is designed to better take advantage of Minnesota State Mankato’s unique position within MnSCU to be the engineering provider for the System and a recruitment tool for the university, so students choose the university specifically because of the strong reputation of the engineering programs and the experiences they provide students. Trends in the engineering fields also justify increasing presence in Master’s degrees in these areas, again an area in which the College is uniquely positioned to succeed. As such, the College is seeking to become a destination location for engineering and an engineering hub for the upper Midwest.

A plan for strengthening our engineering presence is detailed most precisely in the documents provided by the Department of Mechanical and Civil Engineering, an outline of key steps is paraphrased, as follows:

- The Department of Engineering and Technology plans begin with efforts to address retention and recruitment issues within the programs. Further, efforts are made to better connect with MnSCU community colleges for 2+2 and 1+3 programs.
- By year three, an Associate Dean of Engineering would be established within CSET to extend impact into future years.
- Legislative engagement would occur toward base support and seed funding for this effort, much as was done in the original establishment of the College’s engineering programs.
After modest growth in the number of faculty, the Department of Mechanical and Civil Engineering would split into two distinct departments.

The currently proposed M.S. in Electrical Engineering graduate program will have stabilized to healthy enrollment, resulting in the needs for an additional faculty line.

A graduate program, an M.S. in Civil Engineering (MASC), would be created.

By year three, funds would be raised to support the design of a building to support the formation of a College of Engineering. The location of this building would be just east of Trafton East and connected to that building.

The bonding for a new building will be proposed with a completion of the new building by year ten.

The College’s and University’s presence in fields related to Agricultural Engineering over the coming five years will be increased, with the possibility of a degree specifically in that area.

By year 15, a new College of Engineering would be established.

Additionally, The Professional Science Masters (PSM) degree presents a unique opportunity for the College. These degrees combine technical skills of a Science, Technology, Engineering, or Mathematics (STEM) discipline with the professional and business skills of an MBA program. Minnesota State Mankato is positioned to be the premier provider of such degrees in the Midwest. Many of these degrees can be delivered online, in the Twin Cities metro area, or via hybrid models. Matriculating students and current industry professionals alike are potential enrollees in these programs.

Currently, two new PSM degree programs are scheduled to launch in Fall 2015, with at least two more potential offerings within the next few years.

- The PSM in Engineering Management degree program will be offered both on campus and in the Twin Cities.
- The PSM in Information Security and Risk Management will be offered completely online.
- By 2022, 46% of environmental science positions in the U.S. will be in the private sector. As such, a PSM in Environmental Science degree utilizing the coursework of our current M.S. in Environmental Science is a viable option.
- A potential PSM in Built Environment Technologies also is a viable advanced degree for construction professionals that would shape the way the industry approaches its planning of large-scale projects.

**AT THE DEPARTMENT/PROGRAM LEVEL**

Among the 10 departments of the College, many “points of pride” were identified. Selected highlights include:

- The Automotive Engineering Technology (AET) program is one of only two automotive engineering technology programs in the world that has earned ABET accreditation, while the Manufacturing Engineering Technology (MET) program is one of 22 ABET accredited programs in that area. Both earned the full six years of accreditation (through 2020). The Toro Company exclusively hires students from the AET program for entry level positions in their Design and Testing and Development Departments.
- The Department of Biological Sciences has grown substantially over the past five years to now exceed 900 majors across their programs. They are heavily invested in providing student research opportunities, with 28 oral and 129 posters at the URS over past five years and 11 papers published with graduate students in peer-reviewed journals. They have obtained $6.7 million in external funding and two distinguished University Faculty Scholars over that same time frame.
- The Department of Chemistry and Geology takes pride in placing undergraduate student experiences as their top priority. Their students maintain strong major clubs, work as teaching assistants in labs, heavily participate in the URS, NCUR and Gordon conferences and many go on to excellent graduate programs. The department has been on the forefront of micro-scale experiments and created their own lab materials and worked extensively with the bookstore to keep material prices low for students and the university while supporting strong laboratory experiences for their students. The Biochemistry program is now ASBMB accredited.
- Computer Information Science (CIS) continues to show high placement and initial remuneration of students in their chosen field of study. Part of the reason for that success is attributed to the high quality professional experiences their students enjoy while undergraduates, such as student work opportunities with Project Maverick, Project FPX, Quad/Graphics, Bureau 507, Minnesota User Experience (MUX) Center, the Gamelab, and through their collaboration with Han University in the Netherlands. The department faculty is highly collaborative with units throughout campus.
Construction Management graduates report 100% placement in employment related to their degree. Many of their graduates manage large businesses while many others are prepared to engage in entrepreneurial endeavors, often owning their own businesses within a few years of graduation. The department maintains a strong Industry Advisory Board and among the most successful internship programs at the university.

The Department of Electrical and Computer Engineering and Technology provides high quality ABET accredited programs in areas of high need for the region in both engineering and technology. Among universities our size, the department is able to provide a wide range of training and expertise and has shown considerable growth and demand, particularly at the graduate level.

Integrated Engineering offers degrees based on project-based learning through industry partnerships. They have received national and international attention for their unique approach and implementation of project-based learning that is more comprehensive and learning outcome-driven than perhaps any such program in the country. As such, we have an opportunity to become the national center of project-based engineering education.

The Department of Mathematics and Statistics provides service to a large variety of programs as the largest producer of general education credits on campus. Among its own programs, there is strong growth in both mathematics and statistics and the department prides itself on its ability to prepare students for both industry and continuing education.

Students in the Department of Mechanical and Civil Engineering demonstrate exceptional performance on the Fundamentals of Engineering exam as the first step towards professional licensure with a nearly 100% pass rate annually. The student experience, incorporating both early and continual contact with professors and professionals, is focused on fundamentals with real-world exposure. Students are also encouraged to become involved in a variety of leadership opportunities through local chapters of national organizations, competitions and the senior capstone experience. These are enhanced by the department’s strong collaborations with regional industry and national affiliations. An unusually large number of faculty in the department have completed ExCEEd teacher workshops and many faculty are involved in training Project Lead the Way teachers.

The Department of Physics and Astronomy attracts good students to its programs and also provides a large amount of service to the engineering and general education programs. The department’s curriculum and instruction emphasizes problem solving and analytical thinking skills that prepare students for a broad range of fields.

CONTINUING EDUCATION AND CUSTOMIZED TRAINING

Addressing the community and industry needs of our region serves the dual purpose of providing our expertise and providing a stable workforce for Minnesota while also giving our students unique opportunities for real-world experiences during their undergraduate and graduate studies.

Many fields of study pertaining to our college are predicted areas of high growth, according to the Bureau of Labor Statistics, we expect to see large increases in the Biological and Medical Sciences, Environmental Science, certain fields of Engineering, Mathematics, Statistics and Chemistry. For example, by 2022, a growth of 9% is expected in the Agricultural and Food Sciences, a 5% growth in Agricultural Engineering, a 41% growth in genetic counselors and double-digit growth in veterinarians, dentists, biotechnicians, cytotechnologists, pharmacists and statisticians.

In order to serve these and many other needs of the region, we plan to offer degrees, customized training, certificate programs, testing facilities and other training in a large variety of areas. Many such endeavors provide students with hands-on experience while generating revenue for departments. Of particular note,

- The College is implementing, revising or planning several certificates designed both for degree seeking students and industry professionals seeking additional training. Areas to emerge include certificates in Instrumentation, Renewable Energy, Engineering Education, Global Engineering and Technology, Hazard Analysis Critical Control Point (Food Science), Earth Science: Water Resources, Database Technologies (undergraduate and graduate), Information Security, Network Technician, and Software Development.
- Additionally, the College looks to provide an Environmental Science: Restoration Ecology program to support the industry needs in the area of sand mining, agricultural runoff, erosion, etc. Similarly, the College is exploring adding a Water Resources Certificate to the earth sciences program.
- The College plans to establish an Environmental Quality (certified) lab for industries to obtain independent test results.
The State has a large demand for STEM teachers at the 5-12 level and the Obama Administration has called for 100,000 new STEM teachers in the “Educate to Innovate” proposal. Among the top areas of need are Chemistry, Physics, Mathematics, Science Education (5th-8th grades) and Earth Science. As such, the College is increasing efforts and collaboration with the College of Education in those areas.

In the Biological Sciences, plans are underway to offer additional training in biomedical devices and genetic counseling, both areas of high need for the Minnesota medical community.

The College plans to increase use of certificates and customized training in Construction Management in the areas of design, software and project management.

Additional customized training is planned in Additive Manufacturing, though our partnership with Minnesota Center for Excellence in Manufacturing and Engineering (MnCEME), as well as additional customized training in Electrical and Computer Engineering Technology.

The College also looks to increase industry partnerships, particularly in agriculture and food production, medical and pharmaceuticals, with the Department of Natural Resources, and with the Minnesota Pollution and Control Agency. The College is also now a partner with other predominately undergraduate institutions in the State in the Midwest Biophysics Network.

Plans to increase training opportunities for students on scientific devices, including training students in our Applied Nuclear Science Center on the production and handling of medical grade radioactive isotopes, also will meet community and industry needs.

The Department of Computer Information Science continues to grow its partnerships with local industry in terms of serving the IT needs of smaller regional business while the new Minnesota User Experience (MUX) Center will provide testing for a variety of applications.

A longer-term goal includes the creation of a Physician’s Assistant program as there is currently no program offered by a State college or university.

**WHERE RESOURCES ARE MOST NEEDED**

The resources needed for the success in achieving the 2015-2018 Academic Planning goals include better interactions and collaborations with units across campus and internal resources to support the work of faculty. Faculty time is best utilized in direct contact with students, in engaging in scholarship, and in establishing exchanges of information with other academic institutions and industry. As such, the support of staff and units across campus is key to the successes the College aspires to achieve.

**DEPARTMENT PERSONNEL**

Departmental plans focus largely on maximizing existing strengths and courses to support new areas of growth, especially during the 2015-2018 timeframe. Thus, the staffing requests are fairly modest over that time period. A large number of retirements is anticipated in many departments over the coming years, which will drastically change the landscape and leadership of such departments and represent potential salary savings to fund additional lines in areas of priority. It is essential we replace and/or reinvest in these faculty lines to maintain coverage in critical areas.

In the plans that follow, requested faculty positions in Soil Ecology (Biological Sciences), Geology, Civil Engineering (two positions) and Mechanical Engineering all represent areas that serve the regions’ needs, including the possibility of increasing our presence in agricultural disciplines. Additionally, in order to meet the need for scientific and mathematics courses across the university and bolster retention efforts, additional faculty positions in Mathematics, Statistics, Physics Biology and Chemistry are requested by departments. Such faculty positions also add coverage of growing areas such as the proposed geneticist (Biological Sciences). In many departments, the number of majors and graduates per faculty member is quite large by national standards, both in engineering and in the sciences, and the above additions of faculty will allow for planned increases in student research experiences, capstone experiences, and appropriate number of electives for students, and better advising.

**TEACHING ASSISTANTS**

Critical to success in many of the College’s graduate programs and in supporting the efforts of our “service” departments in retention and completion is having a healthy teaching assistant (TA) workforce. As such, many departments emphasize that the current TA stipend must be addressed to ensure continued and increasing success in these areas.
SUPPORT PERSONNEL AND DEPARTMENT FACILITIES

Many departments emphasized need for greater use of laboratory technicians such as the two new positions in Biological Sciences that support lab set-up and lab instruction, greater use of teaching assistants in course/lab support, and a support person for chemical hygiene and safety. Many departments feel the College could better support their efforts with a College-wide technology director, internship coordinator, and marketing/communications support.

Additional needed resources perhaps specific to the College include increased tutoring space and funding for undergraduate tutors, continued access to computer labs and specialized software, and continued support for database and journal access in the library. In our College, sabbatical leaves can be fairly costly since PhD expertise is often needed in specific areas of study that require backfill with full-time fixed-term [temporary] faculty, as opposed to part-time adjunct faculty, in order to continue to provide required and heavily enrolled courses to students while faculty pursue their scholarship.

EQUIPMENT

Equipment is the College’s most needed resource to maintain state-of-the-art facilities for laboratories and classrooms. Base-funding does not cover current needs and has not increased in well over a ten-year period of time. As such, revenue generated by summer classes often funds the purchasing of equipment and consumables for class labs. Perhaps unique to MnSCU among national universities is the current inability to charge lab fees to support laboratory courses. The college feels it is critical that the university pursue a change in this policy to ease the strain on base and summer budgets as the price of such materials is far outpacing those funding sources.

OTHER SUPPORT AND CROSS-UNIT COLLABORATION

In terms of resources and interactions with university support services, including Strategic Partnerships, Information and Technology Services, Library Services, Business Services, Admissions, the Registrar’s Office and many others, the most critical needs of the College center on greater support for marketing and recruiting, IT/tech support, and enrollment and resource management. Particularly, the College feels increased interactions with Admissions on recruitment of STEM and underrepresented groups into Minnesota State Mankato would be of great benefit. Historically, the College has done many such events on our own or with the Office of Institutional Diversity, and perhaps are unaware of how our university admissions and marketing areas operate.

GRANTS/CONTRACTS IN SUPPORT OF RESOURCES

Historically, the college earns approximately 45% of total revenues for the university in grants and contracts, a number the college hopes to grow in terms of overall size, while maintaining this percentage of the university total. However, much work is needed to sustain and grow those numbers.

A common theme to emerge from the departmental plans included the idea of increasing the College’s capacity to perform testing for industry and government agencies. We have a large variety of devices in our departments capable of serving many needs. In some cases, the College’s labs are positioned to become certified labs in a variety of areas, including materials analysis and imaging. Moreover, these testing facilities would provide students with hands-on training. In many areas, such as the MnCAR lab, such practices are in place; though at perhaps capacity while the MnCAM lab is an area of potential growth. The College will need to examine better avenues for creating and supporting long-term “soft-money” positions on campus that are in compliance with the various union contracts. TAs could be funded by external contracts for these testing services, though some supervisory staff is needed.

Most department plans indicate areas of potential increasing grant opportunities, with the acknowledgement that faculty time is essential to the pursuit of such activities. Thus, increased support staff, TA support, and lab fees to free base budget for faculty releases are key elements to increasing grant writing and submissions. Increased communication among disciplines is also fundamental in this respect. All departments involved in STEM teaching degrees are meeting regularly with the College of Education to explore new opportunities and the Department of Integrated Engineering is perhaps uniquely positioned to expand its grant activities as a national model of project-based pedagogy.
MISSION

The College of Social and Behavioral Sciences (SBS) is a community of diverse learners seeking to understand and transform the social world through inquiry, inspiration, service, and innovation (SBS mission statement, adopted 2013).

INTRODUCTION

The following core values drive our words and actions: Diversity (our uniqueness as individuals and as a collective is an asset and serves as a source of strength); Learning (the foundation of knowledge as both a valued end and a means to success); Engagement (passion, involvement, critical thinking, and collaboration are nurtured among all learners); Equity (the assurance of access, belonging, and opportunity shapes our approach and our actions); Innovation (creativity advances knowledge through research and scholarship for improving lives); and Integrity (ethics and honesty guide our curriculum, values, words, and actions). SBS is a key contributor to the academic successes of Minnesota State University, Mankato, and a key player in the state and region.

The following disciplines (and inter-disciplines) comprise the College: Aging Studies, American Indigenous Studies, Anthropology, Applied Organizational Studies, Corrections, Earth Science, Economics, Ethnic Studies, Gender and Women’s Studies, Geography, History, International Relations, Law Enforcement, Museum Studies, Nonprofit Leadership, Political Science, Psychology, Sexuality Studies, Sociology, Social Studies Teaching, Social Work, and Urban and Regional Studies. SBS occupies a unique position in the academic landscape: on one hand, many of our programs and departments have played an historic role in the development of the disciplines, such as the Sociology and Corrections Department’s recent celebration of its 100th anniversary; and the Gender and Women’s Studies Department’s distinction as the first women’s studies master of science program in the United States. On the other hand, SBS is nimble and responsive, able to adapt to trends in both academe and workforce development, such as the fairly recent launch of programmatic offerings in Geographic Information Science, School Psychology, and Nonprofit Leadership. One of the College’s greatest strengths is our ability to unite stability and structure with responsiveness and innovation.

The College of Social and Behavioral Sciences is no stranger to academic planning. In 2012-2013, the College underwent a thorough planning process that resulted in a Strategic Roadmap for 2013-2016. The Integrated Academic Planning process was an opportunity to dive more deeply into program planning than done previously. Thus, the College’s Strategic Roadmap dovetailed nicely with the 2014-2015 Integrated Academic Planning process. In spring 2014, the SBS Leadership Council discussed and began work on the program planning tool adopted by the Division of Academic Affairs. All SBS departments submitted program plans during the fall 2014 semester. After one or more rounds of review and revision, the College held a half-day SBS Leadership Council meeting in early February 2015 to discuss the plans put forth by each department. Each department chair discussed top points of pride, plans for program changes, challenges, and takeaways. The meeting resulted in a few departments revising their program plans yet again, in light of the exciting ideas presented in the extended meeting.

The degree program plans herein present an exciting range of ideas, some innovative, some responsive, and all reflective of the College mission to understand and transform the social world.

STUDENT ENROLLMENT AND SUCCESS

All departments in the College of Social and Behavioral Sciences wish to increase enrollments in their graduate and undergraduate programs. Overall, their goals are admirable and attainable. The total number of undergraduate and graduate majors in SBS increased in the past six years from 2,438 to 2,855. This bodes well for our prospects for reaching ever-more students in the next three years. For example, Economics majors have grown from 90 students 6 years ago to over 150 majors today. Psychology grew from 475 to 589 majors since 2011, and the department’s challenge is to keep class sizes manageable.
Undergraduate SBS programs are majors of both “discovery” and “destination.” All departments are busily engaged in attracting students—publicizing their majors, improving advising, making course content relevant and exciting, and improving curriculum. Quite a few program plans include the development of marketing materials to invite student interest. Not all Minnesota State Mankato undergraduate students start with plans to major in many fields of study in the College; however, once students “discover” disciplines in the College, typically by way of general education courses or word of mouth, they successfully persist and graduate.

Graduate students play an important part in student success, both as members of the growing population of SBS students and as teaching assistants in our departments. Graduate students can have a unique impact on the undergraduate students they come into contact with, advancing recruitment and retention. In addition, with the prospect of 3+2 options in several programs, the transition from undergraduate to graduate student becomes more seamless and more attractive.

All departments wish to attract more students of color and more international students. This is a realistic plan, given historical data. Between fall 2011 and fall 2014, the number of students of color in SBS majors (both graduate and undergraduate) increased from 390 to 438. In addition, several master’s programs are destination programs for international students—URSI, GWS, Public Administration, and Ethnic Studies, for example, tend to draw strong numbers. The SBS achievement gap (5.3%) is lower than the overall Minnesota State Mankato achievement gap (10.4%), which demonstrates that SBS programs are on the right track toward shrinking the gap. The number of international students with SBS majors (both graduate and undergraduate) increased from 67 to 118 between fall 2011 and fall 2014. With help from Institutional Diversity, International Affairs, and other campus resources, the College has every reason to expect to sustain these positive trends. In addition, current needs in the State’s Mental Health and Child Welfare workforce make it likely that Social Work graduates will be able to obtain even higher rates of employment, particularly in more rural areas of the state. It is important for us to continue to encourage professional development and networking opportunities.

STRATEGIC PLANNING PROCESS, POINTS OF PRIDE AND ASPIRATIONS

During our extended meeting on Academic Master Planning, one department chair discussed a successful “3+2” accelerated master’s option between two SBS departments (Geography and Urban and Regional Studies). Following an engaging discussion on such offerings, several departments are now considering adding accelerated program options. These departments include Gender and Women’s Studies, Government, and Sociology and Corrections, and others may become interested in the coming months. The accelerated offerings have great potential to enhance undergraduate student retention and completion, while increasing student enrollment and success in graduate programs. Even if just a few students opt for each of the accelerated master’s per year, the overall effect would be a great contribution toward University goals. Accelerated options are not new programs per se; instead, they give students more options within our existing offerings.

In addition, the College has other strong possibilities in the works. The Department of Government-Law Enforcement is looking to add a fire safety program to further serve their public safety mission. Government is also developing a Law Enforcement track within the Public Administration master’s program in response to police officers’ demand for higher degrees. Social Work is considering a new post-master’s clinical training certificate program, which would meet state workforce demand. State workforce demand is also posing further developments in Child Welfare and Mental Health for both the Social Work and Psychology Departments. Gender and Women’s Studies (GWS) is working with Psychology and Sociology faculty to launch a new interdisciplinary minor in Sexuality Studies in response to student interest. Geography has proposed the following new programs: a Professional Science Master’s in Geographic Information Science and certificates in Geomorphology, Water Resources, and Geoarchaeology. PSM degrees respond to workforce demand and coincide with other University advancements toward developing PSM options. Finally, the History Department is developing a Global History certificate.

Several programs have plans for growing their offerings without requesting additional resources, such as full-time faculty lines. Applied Organizational Studies is adding courses that will use only a nominal increase in salary spending—the modest investment promises to pay off with an increase in majors and graduates. The Department of Anthropology and American Indigenous Studies is trying various ways to increase undergraduate enrollments. Their challenge is to figure out how all departmental programs fit together. While unified as one department, they are treated as different programs by different entities of the University. It is important that neither AIS nor Museum Studies become invisible...
as compared to Anthropology programs. The Corrections program is planning a curriculum redesign after one or two faculty members retire. They want to redesign for a more current and competitive program. Gender and Women’s Studies would like to increase enrollment in their graduate program and are proposing an accelerated master’s option to increase graduation rates of undergraduates and grow the graduate program. Geography is strengthening GIScience offerings at the main campus by adding new applied courses in Crime Analysis, Historical Analysis, Socio-Economic Analysis, and Transportation Analysis.

The Department of Geography is also growing by revitalizing the weather program after a retirement by adding new courses in water, fluvial geomorphology, and earth surface processes. The Department of Government is investigating accrediting their Master’s of public administration program through Network of Schools of Public Policy, Affairs, and Administration (NASPAA). This poses duplication concerns with Urban and Regional Studies Institute, which is also pursing NASPAA accreditation of the graduate program in Urban Studies. Government is further developing outreach efforts in International Relations and Political Science. An International Relations study abroad requirement has been instituted, setting up new partnerships and expanding programs. Political Science is improving outreach through internships. History would like their B.S. and M.S. programs to grow, but they recognize the need to look at how to attract students. They are planning to make the major more relevant through ongoing conversations on how to create an effective program that equips students with skills that translate beyond the classroom. Examples are to add 200-level seminar classes (e.g., History of Baseball, History of Civil Rights). Psychology plans to increase the number of majors who apply to and are successfully admitted to graduate programs.

Some departments are proposing revisions to existing programs for greater student recruitment, retention, and completion. History would like to incorporate the Social Studies education program into their department. Moving SOST into History would be a fairly seamless administrative revision.

Psychology plans to develop an introductory course to meet new testing requirements for the Medical College Admission Test (MCAT) (e.g., Introduction to Psychological Science for Health Fields).

In an exciting new prospect for College-wide retention and graduation, a plan is underway to revise the Social Studies non-teaching option by changing the name to Integrated or Interdisciplinary Social Science. This could serve as another SBS baccalaureate completion program and a choice for a major. The Psychology Department plans to begin offering the minor in Psychology at the University’s Normandale Community College Partnership Center. Some of our Extended Education majors lack complementary minors—a void this new offering aims to fill.

In accordance with the College’s mission, SBS departments are highly collaborative and involved in community engagement. To extend these relationships even further, Anthropology and AIS, Gender and Women’s Studies, Government, Psychology, and other SBS departments want to increase collaborations, participate in learning communities, and/or increase partnerships and certificates.

The College of Social and Behavioral Sciences offers a wide range of special academic programs that do not culminate in a degree, but enhance the student experience and serve the community, commonly through faculty research, scholarly, and creative pursuits. By Department, special academic programs, with directional plans for 2015-2018 include four positioned to grow, 10 programs to sustain, and one new special academic program.

Special academic programs that are strong and plan to sustain include the Center for Economic Development, Women and Spirituality Conference, Minnesota Modeling and Simulation Center, Geography Colloquium Series, History Day, Organizational Effectives Resource Group (OERG), continuing education for social workers, Chesley Center for Aging, the Urban and Regional Students Institute’s Alumni Advisory Board and community service projects. Special academic programs positioned for growth include the Geography Department’s international exchanges and GIS Day, and Psychology Department’s Assessment Clinic and Midwest Psychology Conference. Of particular interest is a new Maverick Analytics Research Center (MavARC) designed to leverage faculty and student expertise in research design, data analysis and interpretation, and program evaluation to serve the campus community in highly impactful ways well into the future.

Faculty members in SBS have no shortage of big ideas! The biggest SBS idea of all is to develop a plan for a Social and Behavioral Sciences building. Currently, SBS offices and classrooms are distributed among five buildings and
one off-campus site (University Square Mall). The aggregated need for new space (department offices, faculty offices, classrooms, labs, meeting rooms, project space, graduate assistant and adjunct faculty offices, and more) point inexorably to the need for a new building. A social science building is an idea whose time has come. Potential funding for such a resource should come from a system-led bonding initiative, advancement, or both.

As noted above, the Department of Government aspires to add a new program in fire safety, enhancing the highly successful BS and BA in Law Enforcement programs. This would require construction of a multi-use training facility for Law Enforcement education, ideally in partnership with the City of Mankato Department of Public Safety and other community entities. Resources for a state-of-the-art educational facility in public safety would have the greatest impact with a shooting range, chase track, use of force simulator, fire facilities, and more. The demand for top-notch Law Enforcement education only stands to grow over the next 15 years; such a facility would position Minnesota State University, Mankato as the go-to destination for prospective students and professionals interested in the field. Funding for such a facility is likely include multiple public and private sources.

Yet another big idea is the Psychology Department’s proposed Analytics Research Center (MavARC) designed to leverage faculty and student expertise in research design, data analysis and interpretation, and program evaluation serve the campus community in impactful ways that will extend five, 10, 15 years, and beyond. For example, with the growing emphasis accountability and continuous improvement across all sectors, especially for public agencies, MavARC will stand to gather and leverage big data to achieve actionable insights into finding solutions to pressing problems. MavARC will enable Psychology students to translate skills into meaningful and profitable work in service to the region.

The College of Social and Behavioral Sciences aspires and is in position to do even greater things. There can be little doubt that faculty staff, students and alumni, and partners and stakeholders possess passion and talent to move forward together to “understand and transform the social world through inquiry, inspiration, service, and innovation.”

WHERE RESOURCES ARE MOST NEEDED

Resource priorities span several categories, as follows:

NEW FACULTY POSITIONS

All departments in the College have indicated a need for new faculty positions, far more than will be financially feasible in the planning timeframe, 2015-2018. However, if revenues become available through reallocation of University or College salary budgets, or new funds, faculty position requests that would receive top consideration include:

- The Aging Studies Program requests one new faculty position.
- The Department of Anthropology and American Indigenous Studies seeks to add one new tenure-track faculty position for the American Indigenous Studies program.
- The Corrections Program seeks one new faculty position.
- The Department of Gender and Women’s Studies requests one faculty position.
- The Nonprofit Leadership Program would like to increase faculty by 0.75 to 1.50 full-time equivalents.

GRADUATE ASSISTANTSHIPS ACROSS DEPARTMENTS

To be able to carry out the plans articulated herein, all departments with graduate programs should be allocated permanent graduate assistantships, in addition to those funded by Graduate Studies and by existing external grants and contracts. GAs affect staffing (teaching assistantships) and graduate program recruitment. Potential sources of revenue include allocation or reallocation of University and College salary dollars.
INSTRUCTIONAL FACILITIES AND EQUIPMENT

All SBS departments have instructional space needs ranging from a reconfiguration of existing spaces to better deliver academic programs to the addition of new spaces.

- Classrooms in the College need to be right-sized and technologically equipped for intended purposes, to conform to modern architectural standards, and to meet demand.
- Flexible-use classrooms and seminar rooms to enable better delivery of all SBS academic programs.
- Laboratory space, simulation rooms, and specialized technology for numerous SBS programs—including Geography, Law Enforcement, Museum Studies, Anthropology and American Indigenous Studies, Social Work, and Psychology, among others—must be built.
- Faculty offices need to be right-sized and better located for their purposes, as they are poorly configured, poorly located (e.g., at a distance from the departmental home office), or do not meet modern architectural standards.
- All departments could benefit from additional space for Graduate Students and adjunct instructors. Moreover, several departments are operating large government grants and/or contracts with inadequate student space.
- The Departments of Anthropology and Geography have intensive need for advanced computers and ITS support. To continue toward Psychology's goals of high research productivity, the department needs continued investment in lab equipment and supplies.
- SBS does not have a dedicated equipment/technology budget line, but has high technology needs. This includes the need for appropriate computers and software for 140 faculty and staff, along with computers to meet the needs of graduate assistants, adjunct faculty members and research laboratories.
OUR EXTRAORDINARY EDUCATION TASK FORCES:
REPORTS AND RECOMMENDATIONS
2015 - 2018
The Teaching Excellence and Innovation Task Force presents the following report of activities in conjunction with Minnesota State University, Mankato’s integrated academic planning of 2014-2015. While unanimity of task force members was not reached with respect to each recommendation, all task force participants had a voice in the creation of the report.

CHARGE

The Teaching Excellence and Innovation Task Force was charged with identifying high potential strategic directions and goals that will advance teaching excellence, learning, and innovation at Minnesota State Mankato for the period of 2015-2018.

As a part of this charge, the task force addressed:

- What would a new level of greatness in teaching excellence, learning, and innovation look like by 2018, and how will we know if it is achieved?
- What would be a model organizational structure and function; policies, procedures, and practices to support the strategic directions and goals?

TASK FORCE MEMBERS

Maria Bevacqua, Co-Chair, Administrative representative
Matt Clay, MMA representative
Ed Clark, Administration representative
Jessica Flatequal, ASF representative
Patricia Hoffman, FA representative
Michael Manderfeld, MAPE representative
Rama Mohapatra, At-Large representative
Jeffrey R. Pribyl, Co-Chair, FA representative
Joan Roca, Administration representative
Laura Schwarz, FA representative
Jennifer Veltsos, FA representative
Joe Wolf, MSSA representative

SUMMARY OF PROCESS

The Teaching Excellence and Innovation Task Force (TEITF) started meeting on April 17, 2014. All TEITF members received a copy of Ken Bain’s book, What the Best College Teachers Do (Cambridge, MA: Harvard University Press, 2004) as a common read to prepare for our tasks. The task force then met every Thursday for the remainder of spring semester. Early on, the TEITF determined that teaching excellence and innovation was the responsibility of three principle entities: the faculty, the students, and the institution as a whole.

On May 16, 2014, the task force met for a daylong retreat to dedicate a focused period of time to the task force charge. The task force divided into subgroups focused on each entity. Each subgroup identified resources (e.g. websites, research articles, books, data or best practices) that would inform discussions and brainstormed ideas and examples of teaching excellence and innovation. Following the retreat, subgroups began sketching out recommendations relative to students, faculty, or institution. In Fall 2014, the TEITF met every Thursday, either in subgroups or as a whole. In these meetings, the recommendations began to take shape. These sketches and discussions created the foundation of the four recommendations presented in this report.
The TEITF adopted the following working definitions.

**Excellence in teaching and learning** is dynamic and involves the intersection of commitment from the institution, the faculty and the student.

The **faculty** brings passion, content, and pedagogy.

The **student** brings openness, work ethic, and energy.

The **institution** brings resources, space, and structure.

**Innovative teaching** is the freedom to test new and improved instructional methods in order to advance student learning. It may involve traditional and new technology to advance learning outcomes, but it does not employ technology for technology's sake. Innovative teaching is responsive to student needs, faculty development, and university resources. It is nimble and can readily adapt to a rapidly changing learning environment. Innovative teaching embraces multiple pathways to success. Innovative teaching helps students appreciate the value in taking risks, think independently, and forge their own educational paths.

Within the following section, main recommendations are supported with specific, actionable recommendations and examples or suggestions for implementation. The ordering of actionable recommendations are not intended to suggest a hierarchy or prioritization within the recommendations.

**RECOMMENDATION**

**RECOMMENDATION #1: Engagement to Transform Effective Teaching Into Excellent and Innovative Teaching**

Center for Excellence in Teaching and Learning (CETL) programs help faculty transform effective teaching into excellent and innovative teaching and provide opportunities for localized deployment of content specific approaches. CETL can curate, organize, and mentor faculty in the delivery of pedagogical best practices and innovations, particularly for online, hybrid, and other innovative course formats. It can also support the ranks of adjunct faculty who teach more than 20% of our general education and diverse cultures courses taught by providing orientation information and mentoring opportunities.

**ALIGNMENT**

**MINNESOTA STATE MANKATO STRATEGIC PRIORITIES**

- Grow University Extended Education – Greatly expand the reach of our extended learning programs
- Embody Quality and Excellence – Measure and continuously improve our work to ensure excellence in all that we do.

**MNSCU STRATEGIC FRAMEWORK**

- Ensure access to an extraordinary education for all Minnesotans
- Be the partner of choice to meet Minnesota’s workforce and community needs

**SPECIFIC RECOMMENDATIONS**

1. Increase faculty engagement with CETL and create interdisciplinary professional learning communities to support faculty professional development, student advising, and teaching excellence and innovation.
   a. Create an infrastructure and lasting support for professional learning communities at the institutional and local levels. Potential focus of these professional learning communities include multigenerational learning, the 21st century student, creating student centered learning environments, using technology to reach your learning goal, and meeting the needs of all students in your classroom, and scholarship of teaching and learning (SoTL).
   b. Increase engagement with evidence-based online teaching and learning strategies.
c. Increase opportunities to learn about teaching and working with diversity.
d. Examine current and past CETL offerings, as well as CETL models at other universities, to strategically identify gaps to plan programs, certificates, and learning communities in the future.

1.2 Continue to provide resources and support for faculty teaching and learning.
   a. Create programming and curriculum for adjunct and graduate teaching assistant on-boarding support.
   b. Develop content-based pedagogical expertise within departments and colleges.
   c. Strengthen partnerships between the Library, Information and Technology Services (ITS) and CETL to provide faculty with resources and support to transform teaching.
   d. Provide stipends and/or release time to teams of faculty to develop and share innovative and effective teaching strategies to engage students and improve student learning.

IMPACT AND OBSTACLES

- Resources: As utilization of CETL certificate programming increases beyond current capacity, resources (staffing, equipment, facilities) will have to increase proportionately. Make resources available to faculty who are off-campus and work outside of the 8-5 business day.
- Evaluation: Mechanisms for evaluation methods need to be developed to provide evidence of effectiveness.
- Collaboration: CETL would also require the partnership and buy-in from administration, deans, and departments in the development of content-based pedagogical expertise.

REFERENCES


RECOMMENDATION #2: Become a Partner for Life in Our Students’ Education

In recent years the university has embraced “Big ideas. Real-world thinking.” as a core theme. Accordingly, the university must provide an environment that prepares students to be successful learners and to become leaders for the future. This requires helping students and alumni embrace the path of life-long learning and continuous professional development by creating opportunities to learn at any stage of their lives.

ALIGNMENT

MNSCU STRATEGIC FRAMEWORK

- Ensure access to an extraordinary education for all Minnesotans
- Be the partner of choice to meet Minnesota’s workforce and community needs

SPECIFIC RECOMMENDATIONS

2.1 Extend orientation for all students.
   a. Create self-paced instructional materials for all students to access immediately upon admission and throughout their first year of enrollment to complement the on-campus orientation.
   b. Create an orientation site or digital handbook for graduate, transfer, online and extended education students.
c. Include information about holistic student learning, work-school-life balance, budgeting, etc. as a complement to the First Year Seminar (FYEX 100).

d. Provide access to university services 24/7 to accommodate non-traditional student schedules.

2.2 Support the whole learner through educational, personal, and professional development activities.

1. Increase participation in First Year Seminar (FYEX 100) to teach academic and life success skills. Require First Year Seminar as a general education component, either with or without learning communities. Standardize the FYEX 100 curriculum to include topics such as how to study and learn in college, academic planning and advising engagement within the campus community, basic information literacy components, including a tool for digital literacy assessment, how online study differs from classroom study, independent and informal learning, and managing finances.

2. Encourage courses in the general education curriculum to support a “gradual release of responsibility” learning model by which initial instruction is highly supported by faculty, but later instruction gradually shifts control of the learning and development to students.

3. Establish trained student learning mentors to assist with classes with enrollment of over 50 students. These mentors will help undergraduates learn how to study for the course, be an informational resource, and bring a sense of belonging to courses with large enrollment.

4. Promote appreciation of human diversity, civic engagement, self-directed learning and reflection, ethics, creativity, communication, leadership, and management skills within all programs.

5. Integrate information literacy as defined by the discipline into student learning outcomes of all academic programs.

6. Create support structures for graduate student teaching and learning.

2.3 Identify and prepare leaders with diverse backgrounds, strengths, and experiences.

1. Develop mechanisms for identifying potential leaders at the graduate and undergraduate level within the diverse student body.

2. Develop opportunities for student leaders to study, reflect, and practice skills in a wide range of authentic experiences addressing local, state, national, and global issues.

3. Expand leadership-training opportunities for students similar to the program developed for Presidential Scholars.

2.4 Offer flexible, creative, and innovative educational pathways outside of the traditional degree formats.

1. Create opportunities for more interdisciplinary programs or customized certificates to allow students to capitalize on their strengths and engage in areas of interest and passion that may not fit into existing major/minor/certificate models.

2. Create certificates in topics of high need (including professional competencies) to allow alumni and community members to update existing or learn new content, theory, skills, and procedures.

3. Expand and coordinate the study abroad and study away opportunities within the United States in order to help create global awareness.

IMPACT AND OBSTACLES

- Paradigm shift: Breaking the mold of a traditional four-year undergraduate or two-year master’s degree to focus on learner outcomes and the successful demonstration of knowledge, skills, and competencies. Creating a new way to provide learning, professional development, and ongoing relationships after a student leaves the university.

- Collaboration: Interdisciplinary and more holistic focus on skills rather than courses within a single department. Creation of deeper, sustainable partnerships among faculty, students, alumni, the workforce and the community.

- Easy button: Make education accessible by removing obstacles in registration, financial aid, and other administrative functions that are currently barriers to students, thereby making it quick and easy to sign up for courses.
REFERENCES


RECOMMENDATION #3: Provide Infrastructure and Support for Teaching and Learning Excellence and Innovation

Teaching excellence should be recognized and defined beyond the confines of a faculty member’s individual professional development plan; students need resources that would help move their learning from good to great; and services available on campus should be focused on the institutional mission of promoting learning. Recognizing the success of the Center for Excellence and Innovation in supporting faculty, the university should pursue the creation of a Student Learning Innovation Center to support and promote student learning.

ALIGNMENT

MINNESOTA STATE MANKATO STRATEGIC PRIORITIES

- Embody Quality and Excellence – Measure and continuously improve our work to ensure excellence in all that we do.

SPECIFIC RECOMMENDATIONS

3.1 Recognize innovation and excellence in teaching and learning at the undergraduate and graduate levels.
   a. Identify, recognize, celebrate, and promote best practices that support excellence in teaching and learning for a wide range of students and offer opportunities for faculty to explore and develop these practices in their classes.
   b. Provide institutional incentives, including funding and one-time monies, for the transformative adoption of new and innovative teaching and learning processes.
   c. Recognize and reward faculty and teams of faculty who demonstrate innovation and excellence in teaching with a university-level award on par with the Distinguished Faculty Scholars. The MnSCU Excellence in Curriculum Programming Award may also serve as a model for this type of recognition.
   d. Recognize teaching excellence and innovation in diversity and equity topics.
3.2 Support student technology and learning skills.
a. Develop a student version of the Center for Excellence and Innovation. This center, tentatively called the Student Learning Innovation Center (SLIC), would be in a central location where students can get assistance with learning strategies and technology training. This resource would provide students with a basic set of technology skills and would also be fully accessible to distance learners.
b. Connect SLIC and CETL to synergize their efforts to address excellence in teaching and student learning.

3.3 Streamline scheduling processes to ensure that undergraduate students can complete their degrees within four years.
a. Offer enough sections of ENG 101 to ensure that all eligible incoming first-year students are able to enroll in the course during their first year of enrollment. Institutional data suggest that students who take ENG 101 in their first year are more likely to finish undergraduate degrees within four years than students who wait until their second year.
b. Use existing and new technology (e.g., Hobsons AgileGrad, registration wait lists) to inform the scheduling of classes and decisions about class offerings. Explore the option of pre-registering for more than one semester.
c. Explore a change to course scheduling (e.g., MWF 50 minutes, TTh 75 minutes, common start times) to maximize the use of classroom space and eliminate overlapping courses across colleges.

3.4 Continue to develop student study and gathering spaces and collaborative classroom spaces.
a. All remodeling and new construction of academic spaces should include student study and gathering spaces, such as the Crossroads in Morris Hall, the student lobby in Ford Hall, and the technology cubicles on the first floor of Wigley.
b. Consider flexible and collaborative classroom layouts in newly constructed and renovated academic buildings. Classrooms must be built or renovated to accommodate multiple purposes, departments, and teaching styles.

3.5 Bring “Real-world thinking” into the classroom and the classroom into the world.
a. Improve coordination between academics, strategic partnerships, internships, and service learning opportunities in order to connect the community with programs throughout the university.
b. Review university and MnSCU policies and procedures to identify and streamline policies, practices, and procedures that inhibit and hinder excellence in teaching and adoption of innovation, such as the contract process for outside speakers and consultants, study abroad, etc.
c. Help faculty identify potential guest speakers, case studies, and ideas for collaborative research projects.
d. Provide resources for faculty to incorporate diversity topics into all courses, not just those designated as meeting the Diverse Cultures Graduation Requirement.
e. Help community partners develop and improve internships, recruiting, and projects through service learning and civic engagement.

3.6 Create a strategic technology innovation plan in partnership with ITS and the University Technology Roundtable.
a. Create a flexible and sustainable technology infrastructure.
b. Help faculty identify instructional technologies and innovations that support the goals of their teaching.
c. Foster the growth of all faculty and staff in the adoption of appropriate instructional technologies and innovations.
d. Develop a technology vision to support faculty and student success; strive for continuous service and process improvement; build relationships, partnerships, and communication through professional and effective staff; and provide superlative access to data.

3.7 Collect, analyze, and share data to holistically identify students’ assets in content knowledge and life skills.
a. Use and reflect on an array of demographic data to improve instruction and curriculum, and to encourage student self-reflection, growth, and development.
b. Work with community and industry partners to identify core knowledge, skills, and professional competencies that should be included in the curricula.
c. Assess students’ growth from admission to graduation so that student progress toward self-directed, healthy learning is monitored and promoted. Students should also understand how to self-assess and monitor their own growth, development, and progress toward their goals.

d. Promote mechanisms that alert faculty and staff about students who are at risk so that interventions can be implemented in a timely manner.

**IMPACT AND OBSTACLES**

- Procedures: Develop nomination criteria and application requirements for identifying instances of teaching excellence and innovation. Develop a rubric for measuring teaching excellence and innovation in its many forms.
- Resources: Increased human and financial resources to support teaching and learning in the numerous institutional areas identified.
- Diversity: All efforts to improve teaching and learning must be inclusive and equity-minded.

**REFERENCES**


**RECOMMENDATION #4: Ensure Equity in Educational Opportunities**

4.1 If we do it on campus, we must do it online and at a distance.

**CONCLUSION AND FUTURE CONSIDERATIONS**

The work of the Teaching Excellence and Innovation Task Force, while final, is certainly only the beginning of a crucial conversation that Minnesota State Mankato students, faculty, and staff must have regarding the future of pedagogies and instructional practices. The four groups of recommendations elaborated here (increase faculty engagement to transform effective teaching into excellent and innovative teaching; become a partner for life in our students’ education; provide infrastructure and support for teaching and learning excellence and innovation; and if we do it on campus, we must do it online and at a distance) represent the best, most informed hypotheses about what will serve students in the next three years. Another group of stakeholders might have come up with different recommendations. The most important outcome is that the planning took place, that the conversations were held, and that the ideas were discussed, sometimes passionately. While a number of the recommendations the task force made require considerable resources, this cost will be offset by greater student success. It is also true that a number of the recommendations made are low cost with the potential of high impact on teaching excellence and innovation. The task force urges the university to begin implementation of these recommendations in a timely manner.
INTRODUCTION

The student population continues to become more complex – with increased numbers of students earning college credits in high school, transferring among institutions, working through complicated personal challenges, arriving from a broad range of backgrounds, and simply choosing to attend college at a higher rate than previous generations.

At the same time as our student demographics are dramatically changing, colleges and universities are aspiring to meet new challenges while competing for limited resources. Our retention and completion rates are being scrutinized not only by constituents and the general public seeking the best possible experience for students, but also by governmental agents making decisions about resource allocation.

Academic advising is a crucial area where Minnesota State University, Mankato can impact the complex and unique needs of students and address retention and completion challenges.

CHARGE

The Academic Advising Task Force was charged with articulating expectations for university-wide academic advising that fosters the intentional development of all students, undergraduate and graduate. The Task Force has identified high potential strategic directions and goals to advance academic advising that support student success and timely degree completion at Minnesota State Mankato for the period 2015-2018.

TASK FORCE MEMBERS

Tyler Conlon, MSSA representative
Dan Cronn-Mills, At-Large representative
Lynnette Engeswick, FA representative
Oscar Gonzalez, At-Large representative
Sara Granberg-Rademacker, Co-Chair, ASF representative
Jean Haar, Co-Chair, Administration representative
David Jones, Administration representative
Linda Meidl, ASF representative
Kari Much, FA representative
Shirley Murray, ASF representative
Laura Pelletier, FA representative
Helen Walters, AFSCME representative
Judie Ziemeke Bjorling, AFSCME representative
Ginger Zierdt, Administration representative

SUMMARY OF PROCESS

The Academic Advising Task Force met several times from Spring 2013 through Fall 2014. The task force began with campus-specific information about academic advising. The task force reviewed information collected at a campus-wide visioning session, as well as previous advising task force data and reports, which included feedback from faculty advisors, professional advisors, and students. The task force consulted literature on best advising practices and strategies to assist institutional efforts in retaining and graduating students. In addition, the task force considered information shared from the Minnesota State Student Association (MSSA). All information was used to develop initial recommendations. Once recommendations were established, they were shared with stakeholders, including department chairs and directors, respective sub-meet and confers, Student Relations Coordinators, and Advising Forum membership. The task force revised recommendations based on feedback and responses. This report reflects the final results of the process.
VISION

The vision for academic advising includes the following:

1. The university will achieve a culture of shared responsibility through a mutual understanding of advisor/advisee needs and expectations whereby best practices and outcomes can be realized.

2. The university will develop a clear, coordinated advising structure that optimizes centralized and decentralized functions and is accessible to all.

3. The university will ensure that all students have academic plans and access to advising to assist students in achieving their educational goals in a timely fashion.

When this vision is achieved, the university will be able to accurately assert that it is “the finest academic advising institution in the Minnesota State Colleges and Universities System;” and, more importantly, student success rates will provide evidence of advising accomplishments.

DEFINITION OF ACADEMIC ADVISING

As a task force, academic advising was defined as:

“…an educational partnership between the University and students which involves clarifying goals, establishing effective educational plans, and using resources and enrichment opportunities to the fullest extent possible. Students, faculty, professional advisors, staff, and administrators work collaboratively to assist and support students in becoming self-directed learners. This multi-dimensional and developmental process supports students’ diverse backgrounds, interests, and abilities, and facilitates students’ achievement of education, career and life goals.”

Important hallmarks of this definition are:

- Providing a comprehensive understanding of academic advising; the definition recognizes that advising extends beyond basic curricular needs and class scheduling issues.
- Recognizing that a partnership, or collaboration, needs to occur between students and advisors; the definition views student success as a shared responsibility.

RECOMMENDATIONS

The recommendations that follow will assist the university in achieving the vision for advising. They are framed in a manner that heightens university-wide collaboration and expectations. Efforts were made to shape the recommendations in a broad enough manner to honor the individualized nature of advising yet in a specific enough direction to establish a support structure that meets the wide scope advising needs of our student population.

RECOMMENDATION #1: Raise the Visibility and Importance of Advising

RATIONALE

National data supports the idea that, for advising to be considered worthwhile and meaningful, quality advising has to be a readily recognized activity for institutions and advisors (Advisory Board Company, 2012; Wallace, 2011). University data supports a similar idea with many faculty advisors concurring that advising is not acknowledged as a significant priority in tenure and promotion processes (Task Force Report, 2011). Lowenstein (2005) explains that an excellent advisor does for students’ entire education what an excellent teacher does for a course: Helps them order the pieces, and put them together in a coherent whole to experience the curriculum as a unified composition of interrelated parts with multiple connections and relationships. This recommendation was created to recognize the importance of advisors’ roles, and to support those roles accordingly.
SPECIFIC RECOMMENDATIONS

4.1 Implement a meaningful university-wide recognition program for academic advising. This includes:
   a. Development of a professional development funding structure to recognize the complexity of advising and to enable faculty and professional advisors to remain current with best practices in advising.
   b. Use Criterion 4 in the Inter Faculty Organization (IFO) Master Agreement, contribution to student growth and development, as an opportunity for faculty advisors to demonstrate quality advising, with recognition and reinforcement noted from the department level through the Office of the President.

4.2 Provide intentional advisor orientation, training, and professional development for faculty and professional advisors, and support staff. Advisor training could occur at New Faculty Orientation, department meetings, Advising Forum meetings, and Professional Development Day.

4.3 Provide intentional student (advisee) orientation and training. This could include:
   a. Development of advising modules for students to complete prior to registration and at certain milestones in their educational career;
   b. Development of student-friendly advising events (i.e., bi-annual Student Success Fairs where students can access information about different experiential resources that can benefit their long-term aspirations, including Career Development Center, Study Abroad, and more);
   c. Development of bi-annual Advising Days as a means of sharing advising information and updates.

4.4 Regularly review and revise university policies, procedures, and practices that hinder student progress. As a beginning point, the task force proposes the following be reviewed: academic forgiveness, repeated course form process, and the 8/2 rule.

YEAR 1 ACTIONS

1. Establish a professional development fund to support the recognition of advising and to support best practices in advising.
2. Review and revise university policies, procedures, or practices that hinder student progress. Examples include but are not limited to: academic forgiveness, repeated course form process, and the 8/2 rule.
3. Develop a plan and curriculum for advisor training and professional development.
4. Develop modules for student orientation and training for initial implementation as a pilot program in year two.

YEAR 2 ACTIONS

1. Provide advisor training and professional development for teaching and support staff.
2. Initiate a two-semester pilot program for student orientation and training; make appropriate changes to training as assessment indicates.
3. Request examples of quality faculty advising demonstrated in Criterion 4 in the IFO Master Agreement to share as exemplars and models for faculty and administration.

YEAR 3 ACTIONS

1. Develop and implement student advising modules, as assessed in year two pilot program.
2. Provide student-friendly advising events (such as Student Success Fairs).
3. Implement Advising Days.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO GOALS AND STRATEGIC PRIORITIES

- Promote Global Solutions: Enhance advising, support services and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.
Embody Quality and Excellence: Invest in the professional development of all members of the university community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research and service.

MNSCU STRATEGIC FRAMEWORK AND PERFORMANCE MEASURES

- Goal 1 Extraordinary Education - 1.3 Student Persistence and Completion. Availability, consistency, accuracy and use of advising services are all related to student persistence and completion and subsequent student success.
- Goal 1 Extraordinary Education - 1.5 Affordability. Comprehensive and coordinated advising services also link with time to completion and affordability, since four- and six-year completion rates are impacted by advising (as well as other factors).

IMPACT AND OBSTACLES

IMPACT

1. By actively rewarding and recognizing the importance of advising, the university demonstrates commitment to student needs and positions the institution to be a leader among institutions competing for limited resources that are based on a student success model.
2. Professional development and training for faculty and professional advisors underscore the importance of advising. These opportunities provide venues for additional professional growth as opposed to leaving quality advising up to chance.
3. Without a doubt, students play a critical role in their own advising success. Intentional orientation and training sessions can keep them on track with meeting requirements, teach them how to navigate the university system, and help them develop skills to self-advocate and make the most of time with their academic advisor.

OBSTACLES

Success of recommendations to raise the visibility and importance of advising are dependent upon hiring an Academic Advising Director or other dedicated advising professionals (part of recommendation #2) to assume advising responsibilities and will require consistent financial backing.

Projected estimated cost to initiate professional development funds focused on academic advising:

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Targeted Professional Development Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$750/recipient X 10 recipients annually</td>
</tr>
<tr>
<td></td>
<td>$7,500</td>
</tr>
<tr>
<td>Advising Scholar Fellowship Program</td>
<td>Up to $7,300/annually</td>
</tr>
<tr>
<td></td>
<td>$7,300</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
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<tr>
<td></td>
<td>$14,800</td>
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</tbody>
</table>

RECOMMENDATION #2: Implement a University-Wide Academic Advising Model

RATIONALE

Academic advising has long been documented as crucial to student success (including retention and completion, student belongingness, and more) (Chiteng Kot, 2014; Doubleday, 2013; Drake, 2011; Fowler and Boylan, 2010). The proposed model would assist student degree completion and career readiness through (a) better structuring student course and major decisions; (b) personalizing support and differentiating advising approaches for varying student needs; and (c) integrating career and academic advising (Advisory Board Company, 2012).
SPECIFIC RECOMMENDATIONS

2.1 Establish an organizational structure that aligns academic advising roles and responsibilities to serve differing student advising needs.

a. University Advising Station – The University Advising Station will function as a central place where all students can bring general advising questions and be referred to appropriate advising and student development resources. Additional functions of the station include:

   (1) Serve as a transitional advising location for the following:
       (a) students who originally declared as a major one of our “limited access majors” but are unable to make progress and need to consider alternatives;
       (b) students who are undecided about their majors and need to explore options;
       (c) students who are transitioning between majors and need to explore new areas of study; and
       (d) students admitted on contract who have their first year of enrollment to meet undergraduate admission requirements to be eligible for regular admission.

   (2) Coordinate virtual advising services for online, off-campus, and on-campus students who have general advising questions.

   (3) Serve as a resource for faculty advisors on advising.

b. Advising Communities – Each advising community would serve two academic colleges and would host professional advisors (e.g., Student Relations Coordinators, professional advisors, and other advising staff) to assist students early in their academic careers. Advising community functions include:

   (1) Serve as the primary advisor for students declaring particular majors at orientation through admission to major. This includes general education, pre-requisite, and other pre-admission to major advising – understanding that students who are declared but not yet admitted will need to begin their major courses before general education is completed.

   (2) Empower students with knowledge and skills to monitor their degree progress, and navigate the “hidden curriculum” that many (particularly first-generation students) encounter upon entry to college.

   (3) Function as a place of belonging and relationship-development, where students’ developmental needs can be met early on in their college careers, particularly as they struggle with possible major/career changes, navigate the university, adjust to college-level academic expectations, and more.

   (4) Standardize some advising tasks, such as major declaration; warning/probation/reinstatement advising; midterm report follow-up during a student’s first two semesters; successful transition to major and major-advising so that students understand their role in preparing for conversations with their faculty advisors; graduation-application progress checks.

   (5) Provide a central, college-specific location where transfer students can bring questions and concerns. Advising communities can also work with students, departments and advising websites (e.g., Transferology, E-services) to help students make informed decisions about coursework to complete elsewhere, to advance their progress at Minnesota State Mankato, and to consider important financial aid implications.

   (6) Serve as a primary recipient of MavCARES alerts that faculty, staff, students, and others submit.

   (7) Cross-train Student Relations Coordinators (SRCs) and professional advisors to allow shared advising responsibilities in the event that an advisor needs to be absent.

c. Unique Populations Support – Unique populations support are other campus personnel who have a direct tie to academic advising and includes such areas as diversity, career advising, Trio programs, Honors, and the International Center. Unique Populations personnel would coordinate and assist with cross-training advisors in the advising communities and the university advising station. Further, each group could host a rotating “satellite station” in the advising communities and university advising station as a means of connecting directly with students who are impacted by their services. This integration among advising communities and specialized support services for unique populations is a key component of the model; and while the mechanisms will need to be determined, the principle and importance of this integration is an important feature of the proposed model.

d. Professional advisors – The proposed model provides a foundation of “advising as teaching” for students when they first enter the university until they are prepared to be admitted into their respective majors. Consequently, the model necessitates university commitment to the development and support of professional advising which is supplemented, but not replaced, by graduate assistants. The Council for Advancement of Standards (2009) suggests that “academic advising caseloads must be consistent
with the time required for effective practice of the activity.” The Global Community for Advising (NACADA) shows a median caseload of 296 students per professional advisor, with a need for lower ratios with special student populations with special needs. The model includes a ratio of 275 students per professional advisor to account for the university’s varied student population.

e. Faculty advising – Faculty advising within students’ academic departments and majors continues to play a significant role in the advising model. Specifically, faculty are the recognized content experts who help upper-class students develop their major/career plans with appropriate co-curricular and experiential activities, elective courses, research and creative activity, and more. Time for advising emerged as a consistent concern among faculty and students in previous data (Task Force Report, 2011). This model addresses time constraints by involving faculty when students are more developmentally prepared to understand the basics of educational planning and need faculty-level expertise on academic and career development. Additionally, the model recognizes that graduate students rely on faculty advisors’ expertise as they are developing their academic and career plans that are content and program specific.

2.2 Secure an Academic Advising Director position within the Academic Affairs Division. Director responsibilities include:
   a. Oversee the university advising station;
   b. Facilitate the development and implementation of the academic advising model;
   c. Collaborate with the Center for Excellence in Teaching and Learning to develop and coordinate training and professional development for all academic advisors and related support staff;
   d. Steward advising assessment efforts to identify, implement, and monitor successful advising practices that can be supported and reinforced across the university;
   e. Facilitate an advisory group that monitors and reviews academic advising related data – the group should reflect representation of university advising roles and responsibilities as well as university program delivery;
   f. Develop student advising modules to complete prior to registration and at certain milestones in their educational career;
   g. Develop student-friendly advising events;
   h. Develop bi-annual Advising Days as a means of sharing advising information and updates;
   i. Incorporate structures and communications that integrate career advising with academic advising; and
   j. Engage in policy development and establish procedures related to academic advising.

The task force recommends the director report to the Assistant Vice President for Undergraduate Education and help coordinate advising efforts by professional advisors on campus as well as facilitate university-wide academic advising communications.

YEAR 1 ACTIONS

1. Develop the Academic Advising Director position description and complete a search.
2. Prioritize student services and staffing needs as outlined in the model.
3. Work collaboratively with appropriate campus leadership to determine physical space needs for implementing the model.
4. Conduct a university policy and practices audit to identify any necessary changes needed to support student success.

YEAR 2 ACTIONS

1. Create the University Advising Station
   a. Align resources to support the model
   b. Hire or align any additional staffing needs
   c. Roll out initial functions of the advising station
2. Pursue changes identified through the university policy and practices audit.
3. Determine pathway and decision timeline for functions, practices and policies (e.g., who can make decisions regarding the various elements of advising related to messages, forms, timelines.)
4. Establish common practices across the university to improve efficiencies, communication, transparency, and student success.
5. Develop assessment plans to gauge the performance of the model.
YEAR 3 ACTIONS

1. Launch the advising communities and unique populations support advising collaboration
   a. Pair colleges
   b. Identify resource needs
   c. Identify space needs
   d. Make physical moves
2. Provide advising training for students, faculty, and staff, unique to each role in the advising process.
3. Deliver first report on the performance of the model.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS
AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO GOALS AND STRATEGIC PRIORITIES

- Promote Global Solutions: Enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.

MNSCU STRATEGIC FRAMEWORK AND PERFORMANCE MEASURES

- Goal 1 Extraordinary Education - 1.3 Student Persistence and Completion. Availability, consistency, accuracy and use of advising services are all related to student persistence and completion and subsequent student success.
- Goal 1 Extraordinary Education - 1.5 Affordability. Comprehensive and coordinated advising services also link with time to completion and affordability, since 4 and 6 year completion rates are impacted by advising (as well as other factors).
- Goal 1 Extraordinary Education - 1.8 and 1.9 Student Success and Completion Rates for Students of Color. Recommendation #2 includes integration of diversity and other specialized advising services to strengthen overall advising for students of color.

IMPACT AND OBSTACLES

IMPACT

1. The creation of a station for advising should reduce the mystery of where students, faculty, and staff can receive advising assistance.
2. Creating and hiring an Academic Advising Director will assign a champion to the critical area of advising to shepherd policy and practice changes to support student success.
3. A comprehensive audit of university policies and practices impacting advising will identify and, hopefully, remove barriers that deter student success and degree completion.
4. Aligning colleges together will provide strategic partnerships to support students who complete courses across colleges, provide additional staff to cover vacancies, and promote synergistic problem-solving.
5. Students who have campus connections and engage with the use of support resources are statistically more successful in persistence and completion. For example, the University of South Dakota attributes much of its increase in first-year retention rate (from 68% to 76%) to their development of a professional advising model for students in their first 45 credits (Ward, 2014).

OBSTACLES

Inherent in advising work is the recognition that students enter, restart, and change throughout the academic process. Current approaches to advising vary from department to department and faculty member to faculty member. This varied approach to paperwork, processes, and advising loads has created great disparity of effort and expectations. The proposed model will require the university to think carefully about location, space needs, and implementation.

Furthermore, the advising model proposed would assign students to professional advisors until they are admitted to majors, which typically occurs halfway through a student’s second year of enrollment at the university (around 45 credits). Currently, 4649 undergraduate students at the university have earned 45 or fewer credits. Thus, 17
professional advisors would be needed to serve students at a ratio of 275:1. Considering current staffing levels, 10 additional professional academic advisors would be needed to meet the proposed ratio.

Projected estimated cost to establish personnel focused on academic advising:

<table>
<thead>
<tr>
<th>Goal 2</th>
<th>Academic Advising Director (estimated – Minnesota State MankatoAASF Range D)</th>
<th>$47,870,000/annually</th>
<th>$47,870</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Professional Advisors (estimated – Minnesota State MankatoAASF Range B)*</td>
<td>$34,590,000/annually</td>
<td>$340,590,000</td>
<td></td>
</tr>
<tr>
<td><strong>PERSONNEL TOTAL</strong></td>
<td></td>
<td><strong>$387,677,000</strong></td>
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One perspective to consider with the proposed cost incurred is that for every 1% retention gain in first-to-second-year student retention, the institution retains approximately $182,000 in tuition annually. Thus, if retention rates improve between 2-4%, the expenses outlined should be covered by first-year student retention rates alone. If additional 97 first-year students are retained, the high end of the grand total above would be off-set.

These additional personnel costs equate to a $25-$44 investment per student.

**RECOMMENDATION #3: Implement Advising Technological Tools to Full Capacity**

**RATIONALE**

The implementation of tools like academic maps and degree planning systems such as Hobsons AgileGrad can assist students with academic progress by having constant access to information that can help facilitate timely degree completion (e.g., information about degree progress, other degree options, answers to academic advising questions) (Advisory Board Company, 2012; Capaldi, Lombardi and Yellen, 2006; Minnesota State Student Association, 2013). Such tools benefit advisors as well. For example, Hobsons AgileGrad can help academic departments make decisions about the need for particular course offerings and help professional advisors consistently share notes through one platform so students can more easily transition from one advising unit to another.

**SPECIFIC RECOMMENDATIONS**

3.1 Incorporate academic maps and data-informed, program-specific academic milestones in appropriate software to assist students and advisors with information about academic progress.

3.2 Use academic map data to determine need for particular courses and adjust course offerings accordingly.

3.3 Develop the capacity for shared advisor notes to facilitate student referrals and to keep students on track to graduation.

3.4 Use academic maps to develop and implement a limited number of “exploration tracks” that allow students to actively explore particular academic programs while facilitating degree progress.

3.5 Share academic maps with other institutions, starting with primary feeder institutions, to help transfer students make informed decisions about coursework to take prior to transferring.

3.6 Share academic maps with high schools, starting with primary feeder institutions and institutions where there are a high percentage of PSEO and/or concurrent enrollment students, to help prospective students make informed decisions about how coursework completed in high school will impact their academic status at Minnesota State Mankato.

**YEAR 1 ACTIONS**

1. Design, coordinate, and implement training seminars/workshops for campus community users, including all new entering students of Hobsons AgileGrad (Beginner User-level - basic academic mapping tools and advisor note protocols).

2. Explore new platforms to host academic mapping templates with Curriculum Design System (CDS) interface.

3. Import academic maps into Hobsons AgileGrad; update/revise existing maps per curriculum design process.

4. Develop “exploration tracks.” These tracks could potentially be bundled into undergraduate certificate programs.

5. Communicate to campus community users the wide array of existing technology tools that are available to complement the advisor experience (e.g., ImageNow, WebNow, RightNow, and MavCARES).
YEAR 2 ACTIONS

1. Design, coordinate, and implement training seminars/workshops for campus community users, including all Year 2 students, of Hobsons AgileGrad (Intermediate User-level – calendar/scheduling features as interfacing with Office 365).
2. Provide training to all “Beginning-level users”, including new entering students, on Hobsons AgileGrad as part of ensuring all Hobsons AgileGrad users have requisite training to ensure fidelity of use.
3. Migrate all new academic mapping templates into newly adopted platform; provide training and support for all cartographers.
4. Import all new academic maps into Hobsons AgileGrad; update/revise existing maps per curriculum design process.
5. Determine viability of a General Studies BS that may include multiple exploratory tracks to complement the general education program, and create appropriate maps.
6. Develop coordinated systems with two-year community colleges to share academic maps; digitally share maps in collaborative work space with fellow Hobsons AgileGrad using campuses.
7. Maintain communication effort to the campus community about the wide array of existing technology tools that are available to complement the advisor experience (e.g. ImageNow, WebNow, RightNow, and MavCARES).

YEAR 3 ACTIONS

1. Design, coordinate, and implement training seminars/workshops for use of Hobsons AgileGrad (Advanced User-level – enrollment prediction and forecasting features).
2. Provide training to all “Beginning-level users”, including all new entering students, and “Intermediate-level users of Hobsons AgileGrad as part of ensuring all Hobsons AgileGrad users have requisite training.
3. Import all new academic maps into Hobsons AgileGrad; update/revise existing maps per curriculum design process.
4. Develop coordinated systems with strategically targeted high schools to share academic maps.
5. Maintain communication effort to the campus community of users the wide array of existing technology tools that are available to complement the advisor experience (e.g. ImageNow, WebNow, RightNow, and MavCARES).
6. As a campus community, define and implement parameters for hard interventions (requests to see an advisor or counselor) versus soft interventions (reminders and suggestions).

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO GOALS AND STRATEGIC PRIORIES

- Promote Global Solutions: Enhance advising, support services and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.
- Embody Quality and Excellence: Invest in the professional development of all members of the university community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research and service.

MNSCU STRATEGIC FRAMEWORK AND PERFORMANCE MEASURES

- Goal 1 Extraordinary Education - 1.3 Student Persistence and Completion. Availability, consistency, accuracy and use of relevant advising technology are related to student persistence and completion and subsequent student success.
- Goal 1 Extraordinary Education - 1.5 Affordability. Comprehensive and coordinated advising services also link with time to completion and affordability, since 4 and 6 year completion rates are impacted by advising (as well as other factors).
- Goal 2 Be the Partner of Choice to Meet Workforce and Community Needs – 2.1 Certificates and Degrees Awarded. Advising technology will provide students with information needed to assist their efforts to graduate in a timely manner and will allow the university to make decisions about courses and programs needed to help students progress.
Goal 3 Provide Highest Value/Most Cost-Effective Higher Education Option – 3.1 Institutional Support Expenses. Use of advising technology allows the university to prepare students to track their own degree progress and provides information that allow departments to make the most effective use of resources to assist students.

IMPACT AND OBSTACLES

IMPACT

1. Student advising will no longer end when the student services/advising offices close. Online advising tools will give students the freedom to track progress and plan for the future 24 hours a day. Online advising is not meant to replace the face-to-face advising conversation but to supplement it.
2. Placing students in control of their own progress can positively impact completion rates.
3. Students who have campus connections and engage with the use of support resources are more successful in persistence and completion.
4. When students have more control over their schedules, advisors can spend less time talking about courses and more time discussing students’ academic and career goals.
5. Successful integration of previously siloed and seemingly disparate data will empower students, faculty, and staff to take shared ownership of academic success. The integrated planning and advising services approach to improving student success will include advising and counseling, progress tracking and degree planning, and academic early-alert systems.

OBSTACLES

Bringing degree-planning systems, like Hobsons AgileGrad, online requires considerable effort and time to simply generate the data necessary to populate the system. With the anticipated finalization of academic maps in December 2014 for majors and programs of study, time is needed to digitally convert the maps into the language of Hobsons AgileGrad. Additionally, “in house” expertise and experience needs to be developed to carry out or learn how to carry out the Hobsons AgileGrad integrations. This will certainly require commitment of resources and oversight to continuously train campus users and monitor implementation of Hobsons AgileGrad and other technological tools. Finally, solutions to integrate Hobsons AgileGrad with other centralized systems (ISRS) may require heavy intervention by not only our local Information and Technology Services staff but MnSCU Information and Technology Services.

RECOMMENDATION #4: Develop a University-Wide, Consistent Assessment Process for Academic Advising

RATIONALE

To ensure quality and excellence, advising assessment must occur on an ongoing basis in response to the changing needs of our students, other constituents, and our evolving institutional priorities (Council for the Advancement of Standards and Mitstifer, 2012; Robbins and Zarges, 2011).

Progressive institutions are leveraging historical data to determine appropriate milestones for students to achieve. Milestones, in turn, empower students to make informed decisions about their progress and develop alternative plans if necessary, potentially saving them time and money (Advisory Board Company, 2012).

SPECIFIC RECOMMENDATIONS

4.1 Collect baseline data on variables associated with academic advising so the impact of advising changes can be fully realized.
4.2 Consistently measure and analyze the data points identified in baseline data to determine effectiveness of implemented advising recommendations. Share data, impact, and results with appropriate university members for ongoing decision-making about academic advising.
4.3 Leverage the existing data sets already present in student information systems to identify, analyze and inform academic advising (e.g., identify courses and grades that indicate students are on the path to success, refine academic map milestones based on analysis, identify credit thresholds associated with successful degree completion).
4.4 Develop and monitor university-wide measurable learning outcomes for each year of a student’s advising career.
YEAR 1 ACTIONS

1. Convene campus stakeholders to determine what variables to include in baseline data (e.g., GPA data by academic program and student status (first year, second year, etc.)); number of Fs versus Ws on transcripts; average number of times students choose/change majors; number of credits students earn before graduating in particular academic programs; employer satisfaction with graduates; advancement funding for academic scholarships; related employment of graduates figures; orientation show rates; university retention and four-year/six-year completion rates by program.

2. Once baseline data needs are thoroughly vetted, the Office of Institutional Research, Planning and Assessment assists efforts to collate and share data with the larger campus community. A plan is developed to determine how often data will be collected, analyzed and distributed (e.g., some variables may be monitored each semester; others annually).

YEAR 2 ACTIONS

1. Initiate work with academic departments and Institutional Research, Planning and Assessment to use existing data sets and predictive modeling to develop informed academic map milestones.

2. Establish and disseminate measurable learning outcomes for the first two years of a student’s advising career.

3. Establish and disseminate faculty and professional advisor goals.

YEAR 3 ACTIONS

1. Complete work with academic departments and Institutional Research, Planning and Assessment to use existing data sets and predictive modeling to develop informed academic map milestones. Updated milestones are incorporated into academic maps.

2. Establish and disseminate measurable learning outcomes for the final years of a student’s advising career.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO GOALS AND STRATEGIC PRIORITIES

- Promote Global Solutions: Enhance advising, support services and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.

- Embody Quality and Excellence: Establish priorities through planning and assessment processes that anticipate our needs and focus our efforts in support of our mission and goals.

MNSCU STRATEGIC FRAMEWORK AND PERFORMANCE MEASURES

- Goal 1 - Extraordinary Education - 1.3 Student Persistence and Completion. Assessing and subsequently improving advising strategies directly relate to student persistence and completion and subsequent student success.

- Goal 1 - Extraordinary Education - 1.5 Affordability. Comprehensive and coordinated advising services also link with time to completion and affordability, since 4 and 6 year completion rates are impacted by advising (as well as other factors).

- Goal 2 - Be the Partner of Choice to Meet Workforce and Community Needs – 2.1 Certificates and Degrees Awarded. Academic maps and degree milestones provide students with information needed to progress in their degree programs and assist their efforts to graduate in a timely manner.

IMPACT AND OBSTACLES

IMPACT

1. Baseline data will provide necessary information for the university to use for comparison purposes as new advising initiatives are implemented.

2. Development of informed milestones will potentially save students time, money, and frustration as the milestones will provide advisors with solid information to share with advisees about their progress (or lack thereof) toward particular academic programs.
3. Development of student learning outcomes for advisees provides more consistency and reinforces the responsibility that students have in their academic advising experience.
4. Further, clear expectations of faculty advisors and professional advisors goals provide more consistent understanding of the role each plays and the extent to which goals have been met.

OBSTACLES

Progressing from a largely unmonitored, uninformed activity to one that involves data collection and information will require a significant shift in thinking and actions. Without adequate leadership and support at all levels of the university as well as student understanding and commitment, implementing and maintaining a university-wide, consistent academic advising assessment system will be difficult to establish.

CONCLUSION

Strong academic advising signals a university’s commitment to the success of its students. The vision and recommendations framed by the Academic Advising Task Force have the potential to strengthen Minnesota State Mankato’s commitment to student success and heighten the level of engagement from all involved constituents – from undergraduate to graduate students, faculty advisors to professional advisors, and support staff to administrators.

- Making advising more visible shows commitment to students’ needs up front, and positions the institution to be a leader among institutions focused on student success and simultaneously compete for limited resources.
- Developing a streamlined, consistent advising model allows the institution to be more fully equipped to meet varied student needs.
- Taking full advantage of advising technological tools allow students to own their experience, with access to information when they need it, through a medium they understand. These tools allow advisors to communicate more effectively to make sure student situations are treated with consistency across campus.
- Assessing advising allows evaluation of academic advising changes that have been made, both positive and negative, and provides evidence for ongoing improvement of the campus environment.

Evidence of the changes made in academic advising should be reflected through increased student satisfaction on the National Survey of Student Engagement, increased retention and student success rates, and more timely degree completion for students.

CHALLENGES

There are two broad implementation challenges associated with the proposed vision and recommendations. For one, a reluctance to change will likely emerge. Minnesota State Mankato has abided by a decentralized, autonomous advising structure. This structure has certainly provided opportunities for flexibility and individual decision-making; however, it has also resulted in a complex, ambiguous system for students to navigate. The proposed changes are meant to help advise students more effectively by developing a consistent model for professional and faculty advising, by relieving faculty advisors of some of the most time-consuming repetitive advising tasks, and by allowing the university to better serve students through enhanced technological tools and processes. The task force hopes that the altruistic nature of the proposed changes and the positive impacts that will result can gradually dispel any reluctance to engage in creating a culture of shared responsibility for student success.

Another implementation challenge is identifying and committing sufficient resources. Campus-wide strain that is occurring in association with fiscal constraints. Some areas still feel the pain of previously lost positions and support. The proposed changes will definitely require some new investment. However, the task force hopes that the retention and completion gains seen as a result of investments made will help defray many, if not all, of the expenses.

OVERALL ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS

Because the recommendations represent some significant shifts in the current approach to academic advising, it is important to outline how the recommendations align with campus strategic directions.
First, the task force recommendations continued efforts toward creating the campus of the future, a campus that is responsive to an evolving student population. Specifically, with a clear advising model in place and trained faculty and professional advisors available to students, the campus will assist all students, but particularly underrepresented and first-generation students, in developing a better understanding of the critical role they play in their own academic success. Professional development for advisors can include strategies to share the "hidden curriculum," assumptions made that students understand university expectations without explicit explanation, allowing demystification of educational processes and to be more intentionally inclusive. The recommendations also specifically address different student populations and propose the development of strategies to help better meet their unique needs. Furthermore, the campus of the future includes an affordable college experience. This academic advising proposal provides a strategically simpler path for advising assistance in route to graduation. By having a simpler path and academic resources that help students plan their college experience, students are more likely to engage in academic advising and avoid unnecessary delays.

Second, the task force recommendations help to promote global solutions. The proposed advising model allows faculty to devote concentrated time and energy toward upper-class and graduate students, maintaining the quality of graduates and ensuring students are cognizant and take advantage of relevant experiences as they complete their degrees. Recommendations include more active academic and career advising, which will enhance graduates' employability. Finally, the task force wholeheartedly believes that student success will be demonstrated across the university as students establish strong relationships with professional advisors and faculty that are maintained throughout the student experience. The model, combined with strategic advising touch-points (like a mandatory graduation check by a professional advisor), will facilitate student growth, development, and commitment to their goals and the institution.

Finally, the task force recommendations allow the university to continue to embody quality and excellence by providing use of shared resources (in the advising communities), enhancing faculty motivation for advising through recognition and reward, and streamlining some existing policies and processes to make them more student-friendly and simpler to navigate. The task force anticipates that by implementing all of the recommendations, the university will subsequently see new resources developed due to increased student retention, student satisfaction, and subsequent alumni support.

**FUTURE CONSIDERATIONS**

The task force believes there are significant benefits to a university-wide cultural shift in the way academic advising is conducted. In order to achieve consistent and reliable academic advising all areas of the campus need to collaborate on the development and implementation of a balanced (centralized/decentralized) academic advising model. The University Leadership Council-supported study, Next-Generation Advising: Elevating Practice for Degree Completion and Career Success, identified a hand-off model between professional and faculty advisors as an effective model for access-focused public institutions. While individual colleges and departments have unique and individual advising for their students, general advising must be done in a consistent manner to serve the student population. Any academic advising model implemented should not be considered optional, but rather a new way of serving students.

The task force encourages attention be given to the Global Community for Advising (NACADA) and the Council for Advancement of Standards in Higher Education (CAS). These professional organizations can provide current research, best practices, and guidelines as the institution intentionally strives to increase the quality and consistency of advising at Minnesota State Mankato.

**LONG-TERM ASPIRATIONS**

The task force envisions Minnesota State Mankato becoming the institution of choice based on the establishment of an inclusive culture that reflects strong relationships, a sense of belonging, and a focused attention on student success. Effective academic advising is at the core of student success.

As an institution, an inclusive culture can be established by intentionally (a) demonstrating a comprehensive understanding of academic advising – beyond simply addressing curricular needs and class scheduling issues to realizing the importance of connecting students with the skills and knowledge to develop and realize their own holistic
educational aspirations; and (b) recognizing that a partnership, or collaboration, needs to occur between students and advisors understanding that student success is a shared responsibility. These two components will ensure academic advising is honored as “…an educational partnership between the university and students that involves clarifying goals, establishing effective educational plans, and using resources and enrichment opportunities to the fullest extent possible. Students, faculty, professional advisors, staff, and administrators work collaboratively to assist and support students in becoming self-directed learners. This multi-dimensional and developmental process supports students’ diverse backgrounds, interests, and abilities, and facilitates students’ achievement of education, career, and life goals.”

REFERENCES


INTRODUCTION

In a time when considerable focus has been on student retention and completion, it is essential to examine factors that contribute to student success. The growing body of literature on High Impact Practices (HIPs) clearly supports a link between engaged learning and successful degree completion (Kuh, 2008; Brownell and Swaner, 2010; Kuh and O’Donnell, 2013; Wellman and Brusi, 2013).

Learning begins with student engagement, which in turn leads to knowledge and understanding. Once someone understands, he or she becomes capable of performance or action. Critical reflection on one’s practice and understanding leads to higher-order thinking in the form of capacity to exercise judgment in the face of uncertainty… Engagement in this sense is not just a proxy for learning but a fundamental purpose for education (Shulman, 2002 in Kuh, 2008).

Thus, academic engagement practices lay the foundation for student success. And student success contributes to higher retention rates and higher degree completion rates. Academic engagement opportunities involve learning experiences that cross any physical learning environments on campus, such as classrooms or special programs. They entail approaches where students are afforded rich opportunities to reflect, to engage and to invest deeply in their academic learning, in and out of the classroom.

As such, efforts to increase engagement opportunities for students in higher-order learning must be intentional and informed by best practices. The literature on HIPs provides that guidance and evidence. The task force recognized that success as an institution of higher education may be measured by others using rates of retention and completion. But to increase these measures requires application of knowledge of what leads to student success. And “learning begins with student engagement” (Shulman, 2002 in Kuh, 2008).

CHARGE

The Academic Engagement Programs and Opportunities Task Force was charged with identifying high potential strategic directions and goals that will advance high impact practices, programs and opportunities in support of increasing student success and timely degree completion at Minnesota State University, Mankato for the period of 2015-2018. Two key questions guided the work of the task force:

- What would a new level of greatness in academic engagement programs and opportunities look like by 2018?
  - Definition of key terms
  - Identification of strategic directions and goals
  - Benchmarks that are linked to the strategic priorities and performance measures of the University and Minnesota State Colleges and Universities System.

- What would be a model organizational structure and function; policies, procedures, and practices to support the strategic directions and goals?
  - Delivery chain
  - Policies, procedures, and practices
  - Resources and sustainability

TASK FORCE MEMBERS

Lauren Bach, MSSA representative
Chris Corley, FA representative
Anne Dahlman, Co-Chair, FA representative
Julia Hamann, MSSA representative
Kate Hansen (replaced by Samantha Hedwall, Fall 2014), ASF representative
Patsy Lueck, AFSCME representative
SUMMARY OF PROCESS

One of the key principles guiding the work of the Academic Engagement Programs and Opportunities Task Force was that the process of work be inclusive and transparent. Studying the current literature on academic engagement and high impact practices was the starting point. However, it was known from research that for organizational change to be successful and sustainable, the enactors of change, the various constituents affected by change need to be meaningfully involved. Thus, it was important to diligently solicit feedback from campus constituents so as to model academic engagement, the focus of the work.

Not only did the task force believe that by engaging the campus community the task force could identify the very best ideas for academic engagement, but that the ideas emerging from the community would be the most viable. The best way to implement change is to build on existing programs and practices through expanding availability of the best ones and leveraging them in systematic ways.

Below is a timeline of the various activities of the task force between May and December, 2014 to investigate the best practices in academic engagement:

1. Solicited feedback from the university community through visioning sessions
2. Studied:
   a) Research literature, including high impact practices (HIPs) recommended by Kuh, et al.
   b) Reports from programs/initiatives on campus
   c) National Survey of Student Engagement (NSSE) results and other surveys
   d) Initiatives and programs from other campuses, case studies and current work by Charting the Future implementation teams
3. Compiled a list of current practices, programs, pedagogies and offices on campus and created a working definition for academic engagement
4. Collected data through direct contacts from over 90 units/offices (faculty, staff, administrators) on campus (experiences, observations, perspectives and recommendations)
5. Solicited feedback from students:
   a) Two active student representatives served on the task force
   b) Co-created a student survey with student representatives around academic engagement on campus. Piloted the survey to 230 students on campus. Worked with the International Programs and Office of Institutional Diversity to ensure feedback
6. Feedback from department chairs and program directors at the Fall 2014 Workshop
7. Feedback from faculty and administrators at the Joint Budget, Planning and Assessment and Evaluation Sub-Meet Meeting
8. Attended the AAC&U Assessment Institute on “Implementing and Assessing High Impact Practices”

VISION

In a campus session open to all individuals, the task force engaged in a discussion of what the vision for campus should be in terms of academic engagement. The task force provided the backdrop that the discussion should be framed within the context of “who we are” and “where we want to be” in the next three years and beyond. It was clear that academic engagement is seen as a critical component of students’ academic success on campus.
The campus envisions academic engagement to be activities, practices and opportunities that engage all students to become invested in their studies, to think deeply about their disciplines and to feel that they are part of one or more communities of scholars on campus.

The campus feels that academic engagement activities and practices intersect all aspects of university life, from learning through active engagement in the classroom, to academic engagement beyond the classroom through undergraduate research, study abroad, service learning, or internships, to living learning communities.

The campus also envisions that academic engagement not only be seen as a string of discrete activities but as an approach, a lens to everything that occurs. Every encounter on campus is an opportunity for academic engagement: The way we talk about what we do, what the experiences we encounter mean to us and what we can learn from them to better serve our students. Advising conversations with students as mentoring conversations about academic engagement and learning.

At the same time as the campus talks about course completion and graduation rates, there needs to be talk about learning. Let us get enthused about academic engagement, what we are learning, what we are discovering about ourselves and others, about our disciplines. More meaning to each and every experience students encounter on campus, through focused reflection about how these experiences have engaged them academically and prepared them for future can be added. For these conversations to occur students need opportunities to become part of communities of scholars on campus that are specifically designed for students’ unique needs and interests in mind.

**DEFINITIONS**

The task force used the following definition of academic engagement: “The time and energy students invest in educationally purposeful activities,” (Kuh, Cruse, Shoup, Kinzie, and Gonyea, 2008, p. 542) which are fostered by faculty and staff and which encourage students’ “deeper understanding” of concepts (Horstmanshoff and Zimitat, 2007, p. 705).

Kuh (2008) has provided the following six common elements that make educational practices high-impact, which lead to academic engagement:

1. They take effort. They “demand that students devote considerable time and effort to purposeful tasks [and] require daily decisions that deepen students’ investment in the activity as well as their commitment to their academic program and the college.”
2. They help students build substantive relationships and “interact . . . with faculty and peers about substantive matters . . . over extended periods of time” during which relationships develop that “put students in the company of mentors and advisers as well as peers who share intellectual interests and are committed to seeing that students succeed.”
3. They help students engage across differences. HIPs help students “experience diversity through contact with people who are different from themselves” and “challenge students to develop new ways of thinking about and responding immediately to novel circumstances as they work… on intellectual and practical tasks, inside and outside the classroom, on and off campus.”
4. They provide students with rich feedback and frequent feedback, not limited to the assessment of classroom work but also including feedback from supervisors and colleagues.
5. They help students apply and test what they are learning in new situations and provide “opportunities for students to see how they are learning works in different settings, on and off campus. These opportunities to integrate, symmetrize, and apply knowledge are essential to deep, meaningful learning experiences.”
6. They provide opportunities for students to reflect on the person they are becoming. Reflection “deepen[s] learning and bring one’s values and beliefs into awareness; [it] help[s] students develop the ability to take the measure of events and actions and put them in perspective. As a result, students better understand themselves in relation to others and the larger world, and they acquire the intellectual tools and ethical grounding to act with confidence for the betterment of the human condition.”
RECOMMENDATIONS

The Task Force engaged faculty and students in conversation and reflection. The task force believes that the four recommendations that follow can lead the campus to a new level of greatness. The ultimate goal is to increase student learning and success; the measure will be through a substantive increase in retention and completion rates.

RECOMMENDATION #1: Ramp Up the High-Impact Practices We are Currently Employing

RATIONALE

Examination of the practices on campus led the task force to believe that the university is on the right track. But the university needs to do more of the many things that are already being done, while at the same time invest efforts strategically into those high impact practices that have the potential to yield the most significant student learning outcomes. The task force realized that the university already provides many of the high impact practices, but often not involving a critical mass of students in those activities. The number of students who participate in HIPs needs to increase. Student engagement in high impact practices needs to be common, not exceptional. All students should be involved in multiple types of HIPs.

SPECIFIC RECOMMENDATIONS

1.1 Offer financial incentives/support for students to participate in engagement activities (e.g., study abroad/away):
   a. Charge Directors of Development to secure funds and disseminate funds at the college level
   b. Encourage faculty/staff involvement in planning for, monitoring and reflecting on activities
   c. Utilize students who have had these experiences by serving as peer-coaches

1.2 Increase number of student learning communities:
   a. Rename learning communities as “Integrated” without the need for living together
   b. Connect some communities around common situations (first generation college student) or themes
   c. FYEX 100 + 2 other courses in the first two semesters with high impact practices (HIPs) infused into coursework
   d. LC 2 = Linked Courses Learning Communities (non-residential): Instructional teams teaching themed LC courses
   e. Traditional, residential, living-learning communities
   f. Second-year learning communities

1.3 Recognize and reward community partners who support service learning experiences for students:
   a. Coordinate university-wide with on-campus work groups connected to the Minnesota Campus Compact
   b. Encourage greater participation campus-wide in the Minnesota Campus Compact
   c. Require students to submit reflections on community service projects and recognize community partners based on student reflections
   d. Service learning has to fill an authentic need in the community, assets-based, longer term, focus on the community partner/clients
   e. Increase expectations for service learning and make it a HIP based on deep learning:
      i. Bound to a course
      ii. Structured reflection (intentional learning, not volunteerism)
      iii. Activity must involve direct interactions with other individuals (preferably from groups of people or settings with which a student has less experience)

1.4 Recognize the results of participation in high impact practices:
   a. Oversight/coordination: Faculty Development Committee
   b. Engagement presentations/brown bags/posters and table tents
   c. Scholarly work (by faculty, staff and students) focused on academic engagement
YEAR 1 ACTIONS

1. Launch a campus campaign to raise money specifically to support student participation in HIPs.
2. Develop an application process for students to secure funds for study/service abroad/away programs as well as internships. Make this application process simple, expeditious, and efficient.
3. Establish a process for soliciting student reflections that will lead to recognition of community engagement partners.
4. Challenge faculty to share the engagement practices that currently employed.
5. Encourage deans to set aside summer revenue to support faculty development in all types of HIPs.

YEAR 2 ACTIONS

1. Celebrate the work accomplished in Year 1.
2. Disseminate the first round of funding for students to participate in engagement activities.
3. Hold first Community Partner Recognition Day. This needs to be a big event with student presentations or posters based on their experience and awards announced and given at the event.

YEAR 3 ACTIONS

1. Develop a long-range plan that will allow these actions to be sustained.
2. Continue to fundraise specifically for this Recommendation.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STATEMENT OF GOALS

- The University will prepare students for careers and for life-long learning by providing a clearly defined general education program and focused undergraduate pre-professional, professional, and liberal arts programs.
- The University will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.
- The University will invest in the professional development of all members of the university community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research, and service.

MNSCU SYSTEM PERFORMANCE MEASURES

Goal Area: Student Success

- Student Success and Completion
- Completion Rate

Goal Area: Diversity

- Student Success – Students of Color
- Completion Rate – Students of Color

Goal Area: Certificates and Degrees Awarded

IMPACT AND OBSTACLES

The impact of Strategy #1 of this recommendation would be that more students will be able to participate in specific engagement activities, specifically in study/service away/abroad programs. In addition, engagement opportunities described in the remaining strategies will be more visible as the higher numbers of options are publicized. And faculty will participate at higher rates.
The most apparent obstacle is cost. The university will need to find ways to offer these programs on a much larger scale, and that will require resources. The task force proposed that college deans request that their Directors of Development seek donors who want to invest in academic engagement programs and opportunities. The task force also proposes that the university telephone bank of students who make calls on behalf of each College as a part of the annual fund, also make calls on behalf of engagement Initiatives. Lastly, the task force proposes that a percentage of every college’s summer fund dollars be allocated to supporting the development and implementation of high impact programs and opportunities.

RECOMMENDATION #2: Deepen Efforts to Support Academic Engagement within the Classroom

RATIONALE

While many HIPs are co-curricular activities, well-designed instructional practices also lead to academic engagement of students. The literature on active learning supports a number of engagement practices within the face-to-face classroom and the online classroom (Brew and Ginns, 2008; Hutchings and Shulman, 1999; Richlin and cox, 2004; Shulman, 2012). All faculty should be intentional in course design as engagement practices are employed. There are many faculty that are currently invested in providing extraordinary academic engagement opportunities for students. The university needs to support, recognize, and further invest in these individuals and their efforts in supporting student engagement.

SPECIFIC RECOMMENDATIONS

2.1 Change the culture around engagement pedagogies employed within our classrooms by highlighting, recognizing and rewarding instructional pedagogies that engage students in active learning:
   a. Initiate a student engagement campaign, much like our recent civility campaign, with “student engagement classroom activity of the week” table tents.
   b. Increase visibility of the best practices student engagement strategies being utilized in classrooms around campus. For example, showcase faculty-submitted descriptions of those practices in poster sessions or brown bags.
   c. Provide reassigned time for faculty to develop and employ a new engagement practice: Academic Engagement Scholar. This would be a program similar to the Presidential Teaching Scholars program. Faculty would apply to develop a new approach or strategy and receive reassigned time to develop the idea as well as implement and assess the results.

2.2 Increase CETL offerings that promote specific active-learning practices, as well as ways to assess them.
   a. Provide collegial support for faculty implementing academic engagement strategies in their classroom with feedback and suggestions
   b. Regularly share ideas for implementation.

2.3 Financially support smaller class sizes to encourage deeper academic engagement. Consider criteria for selecting classes with a special distinction. This needs to be an intentional process where best-practices inform decisions about reducing class sizes.

2.4 Explore opportunities and seek models from other universities to utilize (graduate or undergraduate) students as teaching interns in undergraduate classrooms. Students would register for an "Instructional Internship" course and work closely with faculty to support engaged pedagogical practices.

YEAR 1 ACTIONS

1. Coordinate the student engagement campaign and charge Integrated Marketing with assisting in the media part of this action step.
2. Strategize about the showcase of classroom practices.
3. Generate an application process for reassigned time to develop and employ new classroom engagement activities.
4. Launch a major development campaign to fund smaller class sizes for courses that employ engagement practices.
5. Develop a common course outline for an “Instructional Internship” course and work closely with faculty to support engaged pedagogical practices.
YEAR 2 ACTIONS
1. Launch student engagement campaign.
2. Showcase exemplary practices.
3. Award first round of Academic Engagement Scholars.
4. Challenge deans to identify funds to support reassigned time to develop engagement practices.
5. Use development funds to reduce class sizes.

YEAR 3 ACTIONS
1. Develop long range plan that will allow these actions to be sustained.
2. Continue to fundraise specifically for this recommendation.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STATEMENT OF GOALS
- The University will prepare students for careers and for lifelong learning by providing a clearly defined general education program and focused undergraduate pre-professional, professional, and liberal arts programs.
- The University will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.
- The University will invest in the professional development of all members of the university community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research, and service.

MNSCU SYSTEM PERFORMANCE MEASURES
Goal Area: Student Success
- Student Success and Completion
- Completion Rate

Goal Area: Diversity
- Student Success – Students of Color
- Completion Rate – Students of Color

Goal Area: Certificates and Degrees Awarded

IMPACT AND OBSTACLES
The impact of the strategies of this recommendation would be a significant, measurable, and sustainable change in campus culture surrounding academic engagement. Faculty will pursue opportunities to improve their instruction and employ pedagogies that increase engagement. Smaller class sizes will contribute to this change in culture as will new instructional pedagogies. Use of students as instructional interns, with opportunities for deep reflection built into the practice, will contribute to the next generation of teaching scholars. Again, the most apparent obstacle is cost. The university will need to find ways to engage in the practices that will change the campus culture and reduce class sizes. The task force suggests that a $5 differential be added to the cost of each academic credit to establish and sustain an instructional pedagogies fund that can be accessed to increase academic engagement practices in the classroom.

RECOMMENDATION #3: Advising as Engagement: Centralize Academic Advising and Engagement

RATIONALE
A student’s sense of belonging starts with their first contacts on campus. Academic advising helps a student develop this sense of belonging and contributes in a significant way to student success (Chiteng Kot, 2014; Doubleday, 2013;
Drake, 2011). The task force believes that reframing the view of advising and recognizing its importance to student success will result in greater retention and completion. Helping students identify a place and a role in the academic community on campus from day one will significantly enhance the likelihood that they will stay.

In the following, the task force proposes the creation of a Student Success Center on campus. While the task force realizes that the building of a physical space for this kind of center might not be feasible in the timeframe of the three years of this document, the task force strongly feels that the effort should begin as soon as possible. In the meanwhile, the task force recommends that the Student Success Center be conceptualized as a concerted effort to restructure and align the services and functions related to student success currently scattered around campus, across Academic and Student Affairs, across colleges and units.

SPECIFIC RECOMMENDATIONS

3.1 Create a Student Success Center that bridges the divisions of Academic Affairs and Students Affairs where various student services are located in a central place:
   a. This Center will house a variety of support services for new and new-to-campus students as they transition into the university, including academic advising, establishment of learning communities for students, high impact practices, career planning, exploration of majors, study abroad, service learning, facilitation of activities around the theme of “Gateway to Minnesota State Mankato,” and group advising sessions.
   b. Revise university orientation sessions to:
      i. Make them more meaningful, extensive and engaging (not just a requirement to check off). This is the first interaction between new students, their families, and the academic programs, advising, campus opportunities. Ensure that students have meaningful interactions with faculty, peers and staff around academics, plans, and interests.
      ii. Involve more faculty.
   c. Improve supports for off-campus students via improved electronic presence, search capability on Minnesota State Mankato websites, and virtual touch-points with advisors and staff.
   d. Engage sophomores more intentionally; this could take place in academic departments, within classes, programs, with advisors, and across campus programs:
      i. Provide opportunities for deep reflection and personal meaning-making
      ii. Reflect on path to completion and career

3.2 Help develop a deep understanding of major (e.g., model from theatre and dance or BUS 100)

3.3 Centralize advising for new or new-to-campus students (first 45 credits for new entering students)
   a. Develop peer mentorships within advising center where mentors receive some special recognition or course credit for mentoring groups of new students.
   b. Invest time and money in advisor training including how to do good group advising
   c. Reward departments for developing advising plans to distribute the work differently (e.g., well-designed and implemented group advising sessions)
   d. Consider mandatory holds for classes at check points where appropriate

3.4 Leverage knowledge and reach of the “Advising Forum.”

YEAR 1 ACTIONS

1. Develop the plan to consolidate various offices on campus into one Student Success Center. This must be a centrally located physical space as well as an easily accessible electronic space.
2. Create the Gateway to Minnesota State Mankato and restructure student orientation applying the concepts described above.
3. Develop a plan for centralizing advising and require all students to be advised in this center for their first 45 credits of coursework.

YEAR 2 ACTIONS

1. Move into the Student Success Center.
2. Launch the Gateway to Minnesota State Mankato program.
3. Implement policy requiring centralized advising during first 45 credits of coursework.
YEAR 3 ACTIONS

1. Develop sustainability plan.
2. Develop assessment model.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS
AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STRATEGIC GOALS

- The University will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.

MNSCU SYSTEM PERFORMANCE MEASURES

Goal Area: Student Success

- Student Success and Completion
- Completion Rate

Goal Area: Diversity

- Student Success – Students of Color
- Completion Rate – Students of Color

Goal Area: Certificates and Degrees Awarded

IMPACT AND OBSTACLES

The task force believes that the impact of this recommendation will be a significant increase in retention and completion rates for students. That increase will be measurable in terms of an increase in tuition dollars. These dollars need to be reinvested in engaging students through centralized and mandatory advising.

RECOMMENDATION #4: Engage Students in a Continuous Dialogue About Academic Engagement

RATIONALE

Alarmingly, the results of the task force pilot survey of students indicated the highest ranking example of student engagement on campus was “taking notes in a class.” Clearly students need to be engaged in conversations about academic engagement at all levels, from the time they consider applying to this institution, to the unfolding of their chosen major, to their co-curricular activities, to the culminating experiences before graduation and beyond. The university must facilitate discussion about engagement that will allow students to be intentional in the learning process and leverage the learning activities they are engaged in. The university needs to raise students’ awareness of high impact practices that they are currently engaged in without fully recognizing it. The goal is to enhance the learning outcomes for students, as well as facilitate student understanding in ways that impact lifelong learning.

The task force believes that students are a critical resource on campus and they can assist as the university strives to provide the best possible education for students. The university must engage students as equal partners in substantive and consistent conversations about academic engagement.

SPECIFIC RECOMMENDATIONS

4.1 Build infrastructure and process for regular communication between administration (Undergraduate Studies) and students around students’ academic engagement.
   a. Reach out to students for feedback and involvement in various ways.
   b. Involve students in continuous design, assessment, celebration, and decision-making regarding students’ academic engagement.
c. Use National Survey of Student Engagement results as a spring board for engaging students in a dialogue about academic engagement on campus on a continuing basis.
d. Involve students before they come to campus, during their studies, and after they leave.

4.2 Revise the task force developed student survey based on data from the pilot study (Fall 2014, n=223) and administer more broadly.
a. Make additional recommendations based on student responses.
b. Include a question about academic engagement on E-services every semester during registration time (different question each semester).

4.3 Build student leadership around student success and academic engagement on campus.
a. Build in peer-mentoring opportunities.
b. Raise students’ awareness about what is academic engagement and how they already are engaged in HIPs [e.g., research skills; critical thinking].
c. Empower students to take ownership of their academic engagement and its impact on academic learning.

YEAR 1 ACTIONS
1. Involve the Minnesota State Student Association in developing a campaign to increase student awareness of engagement practices. This campaign must reach students before they come to campus, once they are here (physically or electronically), and after they leave.
2. Work with student authors of the Task Force Student Survey to make suggested modifications to the survey. Develop a plan for surveying students broadly.

YEAR 2 ACTIONS
1. Launch communication campaign broadly.
2. Launch survey broadly.

YEAR 3 ACTIONS
1. Continue to modify communication campaign.
2. Analyze survey results and develop a plan to close the assessment loop.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STATEMENT OF GOALS
- The University will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.
- The University will invest in the professional development of all members of the university community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research, and service.

MNSCU SYSTEM PERFORMANCE MEASURES

Goal Area: Student Success
- Student Success and Completion
- Completion Rate

Goal Area: Diversity
- Student Success – Students of Color
- Completion Rate – Students of Color

Goal Area: Certificates and Degrees Awarded
IMPACT AND OBSTACLES

As the campus embarks on changing the climate regarding academic engagement, students must be involved in the process, consistently and at every level of intended change. Students need to be familiar with the academic engagement programs and opportunities that are available to them. And students must recognize when they are engaged in such practices in the classroom and across campus, in the community and the world beyond. Students must recognize the merits of HIPs and engagement pedagogies and they must expect this level of engagement in all of their classes. With this greater understanding and this high level of expectation, students are very likely to respond to NSSE surveys in a way that increases engagement scores. And students will value learning at a level that contributes to lifelong learning.

CONCLUSION

As previously noted, “Learning begins with student engagement” (Shulman, 2002). The Task Force members have engaged faculty, staff, and students individually and in groups and via surveys in conversations about engagement practices, programs, and opportunities. The recommendations put forward grew out of campus engagement. And toward that end, the Task Force believes “it is possible to empower students from every background, educational path, and level of preparation to more than know or learn, but to become the creator and questioner, to know and accept themselves as scholars who can and must answer the big questions in both their civic and professional lives” (McCambly, 2013). The result will be individual student success, institutional success, and the success of generations of graduates of Minnesota State Mankato.

FUTURE CONSIDERATIONS

The campus must be mindful of excellence as change is implemented. “Only when they (High-Impact Practices) are implemented well and continually evaluated to be sure they are accessible to and reaching all students will HIPs realize their considerable potential” (Kuh, 2010). As a scholarly community, the university has been doing many things very well. The challenge is to increase engagement activities so that more students are reached. But just doing more is not enough. As Kuh has challenged, HIPs must be done well.

Something big, something important, something practice-changing must come from the work of this task force and the others. The campus has been engaged and seeks change to do what the university continuously strives to do: Serve students in a manner that allows each to reach their fullest potential.

LONG-TERM ASPIRATIONS

Change is difficult. Changing the way things are done as a campus is challenging. However, one of the most difficult types of change is changing the culture of a campus. The university should work toward changing the way members talk about learning and the role of academic engagement in learning. The campus cannot solely focus on completion measures, credits earned, courses passed; it needs to engage in conversations about the importance of the quality of learning experiences that bring students to campus and what makes them want to stay and complete a degree. How can the campus assure that students are not only completing assignments, but are engaged in meaningful learning and reflection while doing it? How can the campus communicate that academic engagement is critical to learning, not just an “enrichment” activity if students have extra time on their hands? How can the university build on high impact practices within the classroom through high impact practices outside of the classroom to allow students to deepen, apply, and reflect on their learning? How can the university empower more students to become experts of their own learning and chart their own path for success?

The task force believes that the plan outlined above can change the culture on campus and can answer the questions above. The university must build on the initiatives developed over the last decade and increase and improve those practices and programs. The task force described what it believes to be the benefits of these changes as evidenced in the literature. And these best practices will inform that campus as it moves forward to achieve the ultimate goal of increasing student success.
REFERENCES


INTRODUCTION

At its best, Research, Scholarly and Creative Activities (RSCA) fuel the teaching and engagement efforts of the university, while providing an essential element to our stated mission to provide “service to the state, the region and the global community.” Moreover, Minnesota State University, Mankato has a strong history of inclusive scholarship and, as a foundation for its vision, embraces “the direct application of knowledge to improve a diverse community and world” (http://www.mnsu.edu/preident/vision.html).

The efforts towards the realization of that vision has uniquely positioned Minnesota State Mankato, in our system and our state, to be the leading applied research institution (see Definitions) and a new national model for what a state-supported university can accomplish by focusing on student engagement, community service, and solutions that improve quality of life while enhancing the state’s economy and global competitiveness. To cultivate that position, this report recommends key strategies that engage the university in an enterprise-wide endeavor that will grow our achievements in research, scholarly and creative activities.

This report is the creation of a deliberate, transparent, inclusive and constructive process involving faculty, administrators and staff. It intentionally builds on the past while incorporating best practices from institutions around the world. That work thus culminates in a new vision for RSCA for our campus. Fundamental to this vision is the belief that our research, scholarly and creative work should be measured in its impact on students and its impact on the region. Further, the task force embraced a broad definition of scholarship, based on the Boyer model, that includes discovery, application, synthesis and the scholarship of teaching and learning (Boyer, 1990). When coupled, these elements of vision serve to integrate the research and teaching mission. Specifically, an applied research institution that includes the scholarship of teaching insists we apply that knowledge to our own classes with the most advanced forward-thinking pedagogical techniques, tools and structures in place to support our efforts.

To further support and achieve this vision, four key macro-recommendations are included, each with specific detailed recommendations and action steps for the upcoming three-year period. First among these recommendations is the recognition that the time of faculty and research staff is a key resource necessary to ensure they contribute at the forefront of their disciplines. Infusing RSCA throughout a student’s educational career is necessary to develop and mentor students into the practice of their disciplines. As such, another macro-recommendation includes providing students with the critical skills essential for research and capstone projects early in their studies at Minnesota State Mankato while also encouraging greater opportunities for Vertically Integrated Research and Learning (VIRAL) environments. Further, it is essential that the university report successes, assessing work for continuous improvement and disseminate knowledge for application across campus and beyond. Lastly, the university will need infrastructural changes directed towards research efforts to support faculty, staff and students.

These macro-recommendations are designed to further integrate work with that of the task forces on teaching and learning, academic engagement and advising. As such, the task force built upon existing strengths in those areas and recommended targeted changes for greater achievement.

Minnesota State Mankato has a long history throughout campus for active, hands-on learning, inquiry-based teaching, project-based curricula, a commitment to undergraduate research and capstone experiences, and a connection for students to service learning and real-world ventures through a variety of organizations on campus. However, the task force suggests that Minnesota State Mankato better embrace these aspects of our campus as part of its identity, so that students specifically select our institution as a result of this identification.

CHARGE

The Research, Scholarly, and Creative Activity Task Force was charged with identifying high potential strategic directions and goals that will advance research, scholarship, and creative activity at Minnesota State Mankato for the period of 2015-2018.
As a part of this charge, the task force addressed the following categories and issues:

- **Vision**
  - Definition of key terms
  - Engagement of the campus community to determine:
    - Who we want to be as an institution in terms of research, scholarly, and creative activity
    - What we hope to achieve in regards to our research, scholarly, and creative activity identity
  - Identification of strategic directions and goals

- **Methods of Achievement**
  - Organizational structures, including policies, procedures, and practices
  - Support for moving ideas to outcomes and achievements
  - Resources and sustainability

- **Implementation and Assessment Plan**
  - Steps necessary to achieve our vision
  - Methods for determining the extent to which our vision is achieved
  - Actionable items to achieve in a three-year time frame
  - Benchmarks that are linked to the strategic priorities and performance measures of the University and Minnesota State Colleges and Universities System

### TASK FORCE MEMBERS

Kent Clark, Administration representative  
Kofi Danso, FA representative  
Joseph Flood, FA representative  
Scott Granberg-Rademacker, FA representative  
Jackie Lewis, At-Large representative  
Brian Martensen, Co-Chair, Administration representative  
Paul Mackie, Co-Chair, FA representative  
Jeane McGraw, MAPE representative  
Debra Norman, MAPE representative  
Jennifer O’Donnell, ASF representative  
Dillon Petrowitz, MSSA representative  
Barry Ries, At-Large representative  
Kristel Seth, ASF representative

### SUMMARY OF PROCESS

The Research, Scholarly, and Creative Activity Task Force met over 20 times throughout the 2013-2014 and 2014-2015 academic years. Members of this task force worked closely with consultant Dr. George Reid to develop the purpose, mission, goals, and expected outcomes of this process. Dr. Reid assisted the task force in facilitating campus-wide listening sessions and focused attention on ways to best represent the broad needs of the Minnesota State Mankato community. Over time, the task force developed a strong sense of collegiality and understanding, and was able to be highly effective communicators, task managers, and supporters for the goals established early in the development of the group. Members of the committee were broken into sub-groups to address more complex challenges, but all final decisions were made as a collective group. This report reflects a culmination of nearly 10 months of dedicated work to develop actionable recommendations to address research, scholarly, and creative activities.

### VISION

Research, scholarly, and creative activities (RSCA) at Minnesota State Mankato will enhance and illuminate our mission as an institution that connects faculty and students with the region as well as impacts the global community.
This means:

- RSCA represents new knowledge and understanding through original discovery, integration and synthesis, application, and the study of teaching and learning processes.
- The campus will pursue, disseminate and celebrate applied and relevant research, scholarship and creative activities that provide practical solutions, improve daily life, and enrich our world.
- Research, scholarly, and creative achievements of the institution will be an integral part of the education provided, informing the curriculum and guiding the allocation of resources.
- All students—undergraduate and graduate—will be afforded the opportunity to participate in RSCA during their tenure at Minnesota State Mankato.
- Implementing this plan will enhance the RSCA engagement while impacting the global community.

**DEFINITIONS**

Research, Scholarly and Creative Activities (RSCA) – Endeavors that involve the active engagement of faculty and students in producing work that:

- Contributes to the utilization or application of invention, creation or knowledge;
- Contributes to the discovery of new knowledge or transforms our current understanding;
- Involves creative endeavors that produce new or newly interpreted works of literature, music and the fine arts;
- Engages knowledge, information, and creative endeavors in service to the community;
- Synthesizes existing knowledge or information across disciplines, across topics within disciplines, or across time;
- Studies the systematic study of teaching and learning processes.

Research – An inquiry or investigation that makes intellectual or creative contributions to the field.

Applied Research – A systematic inquiry involving the application of theory, knowledge, methods, or techniques.

Applied Research Institution – An institution that is purposeful in promoting its RSCA efforts towards a significant, positive impact on its students, its region and the global community.

Projects – Intellectual products and complex efforts that occur as a result of applied or integrative research, scholarly, and creative activities, and involving a process that must be planned and managed independently by an individual or group. Such work may involve the recreation or straightforward application of knowledge and, as such, need not be original.

**RECOMMENDATIONS**

**RECOMMENDATION #1: Increase the Engagement of Faculty in Research, Scholarly and Creative Activities**

**RATIONALE**

One of the most fundamental resources necessary to effectively engage in research, scholarly, and creative activities is time. Therefore, the task force suggests greater opportunities for faculty members to devote adequate time and obtain critical support to participate in these activities.

**SPECIFIC RECOMMENDATIONS**

Increase support for faculty research, scholarly, and creative activities by investing in the following areas:

1.1. New Faculty Support - Enhance recruitment and retention of faculty by providing:
   a. Startup packages to support RSCA (as appropriate by discipline) for the first two years of probationary status.
   b. At a minimum, one course release per semester to support RSCA during the first two years of probationary status (Note: This is an extension to the MnSCU/IFO 2013-2015 contract language providing first year probationary faculty members with course releases).
c. Resources in the form of duty days to support RSCA (e.g., grant writing, research proposals). Number of additional duty days to support developing and writing grants to be determined through consultation between faculty member and college dean.

d. Mentorship to each new incoming faculty, provided by the college, who will assist with their Criterion 2 (RSCA) professional development plan.

e. The continued exploration of the greater use of post-doctoral appointment, including a program analogous to the pre-doctoral program to further increase diversity among the faculty ranks.

1.2. Faculty Load for Research and Reassigned Time – The task force recommends the following to the extent that collective bargaining contracts allow:

a. Expansion of Reassigned Time for RSCA and grant writing.

i. Colleges/departments/programs will establish a consistent plan for providing reassigned time for which faculty can apply. Those plans should include a sustainable and reliable model (e.g., rotating among faculty and/or departments).

ii. Administration should support colleges/departments/programs that are able to maintain credit-hour production while providing, or obtain external funding to provide, reassigned time.

iii. Colleges/departments/programs are encouraged to include long term reassignments (e.g., 3-year one-course reductions) so that faculty may plan activities.

iv. In addition to workload reassignment, Colleges/departments/programs will be encouraged to reduce the number of courses and/or course preparations in a faculty member’s load.

v. Colleges/departments/programs will fully fund coverage of courses when faculty are provided with reassigned time to engage in RSCA.

vi. RSCA will be identified in the Professional Development Plan (PDP) and later reported in the Professional Development Report (PDR) (e.g., provide clear evidence and procedures for dissemination process).

vii. Academic Affairs will develop, share and implement best practices for research and reassigned time among the deans and colleges.

1.3. Research Graduate Faculty (RGF) status - The guidelines for RGF status will be revised to ensure appropriate discipline specific productivity and that all faculty members who have been awarded RGF status will be granted a minimum of one course reassignment per year for the duration of time they hold RGF status provided department teaching needs can be met. The one course reassignment will continue along with each subsequent designation of RGF status.

1.4. To better support faculty, provide clearer guidance and expectations for the purposes of tenure and promotion within all departments. To accomplish this, RSCA recommends the following:

a. Each department will develop and maintain a discipline-specific document outlining what is considered RSCA and define how these works are assessed and evaluated at the department level.

b. This document will follow the language of Appendix G of the MnSCU/IFO Master Agreement, but encourages interpretation of what is considered RSCA relevant to each discipline, department, and constellation of faculty members.

1.5. To better support diversity among the faculty, the Office of the Provost, deans and departments will provide clear support to help the faculty from diverse groups achieve tenure and promotion. To accomplish this, the task force recommends the following:

a. Valuing of epistemologies that reflect the non-dominant cultural perspective in research and publication.

b. Acknowledge that the dominant cultural perspective is the unspoken norm in research and any research and scholarly activity that does not align with this perspective is not judged as inferior.

c. Ensure that faculty from non-dominant groups are not overburdened and expected to engage in service commitments such as committee work, service projects and mentoring students from marginalized groups that prevent them from engaging in research and scholarly activity.

d. Connect faculty from non-dominant groups to resources related to research publication, funding and grants through handouts developed by Academic Affairs.

e. Work with colleges and deans to develop a behavioral research plan to help faculty from non-dominant groups succeed.

f. Develop a mentoring program using the Cultural Framework of Mentoring (Kochan, 2013) and provide opportunities for non-dominant faculty to meet and find support.
g. Use publications such as the American Psychological Association’s guide *Surviving and Thriving in Academia* (http://www.apa.org/pi/oema/resources/brochures/surviving.aspx) to develop a research and scholarly environment that values non-dominant research perspectives.

**YEAR 1 ACTIONS**

- Establish a joint faculty and administration committee to develop and implement the following recommendations: Request that each department submit a RSCA Plan that includes items such as a research needs assessment for each department, timelines for submitting grants, and conducting research investigations (e.g., who plans to write and submit grants, IRB approval process, conduct research and preferred methods for tracking accomplishments determined by departments).
- Departments create discipline specific documents regarding RSCA characterizations, assessment and evaluation.
- The Graduate Studies and Research Sub-Committee discusses and provides initial drafts and revisions of the Research Graduate Faculty Status criteria.
- All colleges and departments use the American Psychological Association’s guide *Surviving and Thriving in Academia* to help develop a research and scholarly environment where non-dominant research perspectives are valued.
- Inform Faculty about campus services especially related to research through staff orientations/meetings, publication and/or email communiqué.
- The Office of the Provost, colleges and departments monitor PDP of faculty from non-dominant groups to ensure that they are not overcommitted in the area of service.

**YEAR 2 ACTIONS**

- Assess and evaluate effectiveness of implementation of year one actions.
- Implement approved research plan from year one actions.
- Department created discipline specific documents regarding RSCA characterizations, assessment and evaluation vetted through Academic Affairs/Faculty Association.
- The Provost will direct and support a mentoring program for faculty from non-dominant groups using the Cultural Framework of Mentoring model (Kochan, 2013).

**YEAR 3 ACTIONS**

- Evaluate the effectiveness of the implemented research plans by measuring percent increase in grant production and publication from a baseline measurement.
- Academic Affairs evaluates the effectiveness of initiatives related to diversity identified in years one and two.

**ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES**

**MINNESOTA STATE MANKATO STRATEGIC PRIORITY**

- University Strategic Priority: Foster the thriving and robust academic culture of a university with applied doctoral programs
- University Strategic Priority: Change the world by collaboratively addressing our planet’s most challenging problems

**MNSCU SYSTEM PERFORMANCE MEASURE**

- Increase Grants/Contracts

**MNSCU STRATEGIC FRAMEWORK**

- Be the partner of choice to meet Minnesota’s workforce and community needs
MNSCU STRATEGIC PLAN 2010-2014

- MnSCU Designing the Future Strategic Plan, Goal 2.4: Employ outstanding faculty and staff who bring current knowledge, professional skills and cultural competence to educate students
- MnSCU Designing the Future Strategic Plan Goal 3.2: Support regional vitality by contributing artistic, cultural and civic assets
- MnSCU Designing the Future Strategic Plan Goal 4.2: Draw on the talents and expertise of faculty, staff, students and others to meet the challenges facing the system

IMPACT

The impact of the above recommendations with regard to support for faculty research and scholarly activity will be to improve research activities for the campus community and establish Minnesota State Mankato as an institution that supports faculty involvement for conducting applied and integrated research. Faculty will be able to better engage their students in activities at the forefront of their disciplines while faculty from underrepresented groups will achieve greater success in RSCA. Overall, increased faculty time on RSCA increases institutional reputation, student opportunities, grant funding and dissemination.

RECOMMENDATION #2: Infuse Student Involvement in Research, Scholarly and Creative Activities throughout Their Studies

RATIONALE

Student training in scholarship and ability to work independently represents several key strategic priorities and goals at department, college, institutional and system levels. The elements of research, scholarship and creative activities must be present and infused throughout student undergraduate and graduate experiences to be effective and meaningful. Students who engage in RSCA are more likely to develop deeper critical thinking skills, as well as persist and complete their degrees.

SPECIFIC RECOMMENDATIONS

As such, this task force recommends the following actions:

2.1 Utilize learning competencies/outcomes associated with scholarly thinking/activities, and using rubrics to assess student preparation for research and learning at the completion of projects. Grounded in the Burger and Starbird (2012) five essential elements to effective thinking, active engagement in research, scholarly, and creative activities can assist students in further developing critical thinking skills. These prescribed elements to effective thinking can be applied as general learning outcomes to measure effectiveness, and assist in reporting student learning and success. The Burger and Starbird essential elements to effective thinking are:

- Deep understanding of basic concepts,
- Ability to overcome failures,
- Ability to create questions,
- Demonstrating the flow of ideas, and
- Engaging change that transforms.

With these five competencies established as the general learning outcomes for RSCA endeavors, Minnesota State Mankato can consistently assess and report on our student successes in RSCA.

2.2 Participating departments and faculty develop discipline-specific rubrics to assess and report learning across the five RSCA learning outcomes. Such rubrics will identify the appropriate level of depth and breadth of each outcome expectation for a student’s progress through their undergraduate and graduate education. Student’s learning expectations will be included in the document and informed by input from students.

2.3 Infuse research, scholarly, and creative activity learning outcomes into courses, by:
   a. Encouraging the development of projects and project based learning in lower division courses,
   b. Establishing formal programs that introduce first and second year students into research teams and laboratories,
c. Creating connections between graduate students’ ability to mentor, edit, and otherwise share knowledge, skills, and abilities with undergraduate students working on research projects,
d. Increasing vertical mentorship of research among faculty members, graduate and undergraduate students,
e. Increasing communication/connection between library liaisons and department faculty to increase awareness of library services on bibliographic, information literacy and research methods sessions.

2.4 Increase participation in capstone/research projects; support increased development of interdisciplinary courses.

2.5 Allot an equal amount of funding and support to graduate research, similar to what is currently allocated for undergraduate research. Funding will support a Student Research Center (see Recommendation #4 below) and funding for regional/national conference travel for graduate students. To accomplish this, faculty association members and administrators work together to identify funding sources for this program expansion.

2.6 Seek increased and competitive stipends for graduate teaching and research assistants; increase training and mentorship of graduate teaching assistants.

2.7 Develop partnerships for our graduate programs that increase diversity.

2.8 Continue to support and grow the Undergraduate Research Center and the Undergraduate Research Symposium.

2.9 Develop incentive pathways to encourage faculty members to actively support student research experiences. At the department/program levels, this may be achievable through the recognition of these actions in the PDP/PDR processes. At the institutional level, support may be in the form of access to additional support, resources, and reassigned time.

2.10 Better on-board and inform graduate students through printed material, email and/or other appropriate communications, about appropriate resources such as the Center for Excellence in Scholarship and Research (CESR), Writing Center, Counseling Center, financial services, funding opportunities, and the Career Development Center, so that they can succeed in academics and research.

YEAR 1 ACTIONS

- Establishment of learning outcomes by the Research Sub-meet and Confer
- Creation of an online system that allows quick reporting (Likert scale) for each student project, capstone, thesis, etc.
- Send a broad contingent of faculty and administrators to the Freshman Research Initiative Conference [https://cns.utexas.edu/fri-annual-conference](https://cns.utexas.edu/fri-annual-conference) in March 2015 to explore ways for implementing research teams in our instructional structure.
- Encourage funding for the exploration of, and training in, project-based learning through internal grants (Faculty Improvement Grants, Faculty Research Grants) and college course release time.
- The Office of the Provost sponsors grants to support interdisciplinary vertical research teams and project-based curriculum development while CESR and the Center for Excellence in Teaching and Learning (CETL) encourages and aids faculty in writing proposals.
- Graduate Studies and Research investigates Graduate Research Consultant (GRC) Program [http://our.unc.edu/grads-post/grc/](http://our.unc.edu/grads-post/grc/) at University of North Carolina for potential adoption at Minnesota State Mankato.
- Graduate Studies and Research and the Graduate Sub-meet review the issues of uniformity and equity in regards to university-funded graduate student stipends, including the investigation of gradual wage increases for graduate assistantships,
- Institutional Diversity works with department, programs, and colleges to connect to undergraduate institutions of high diversity (e.g. historically black colleges) for partnerships with our graduate programs.
- Create a Graduate Student Orientation (coordinated with department Teaching Assistant training) and/or handbook that focuses on providing information about campus resources including those related to research that is attended by department chairs and deans.
YEAR 2 ACTIONS

- CESR and the University Assessment Coordinator hold workshops on creating rubrics for capstone, thesis, and class projects that report to the learning outcomes at the appropriate level.
- Begin implementation of Freshman Research teams for selected programs.
- Continue development of grant opportunities.
- Make funding available for graduate student travel grants for regional/national conferences.
- Colleges formalize vertical mentorship mechanisms for encouraging graduate student mentoring for undergraduates and/or upper division students mentoring lower division students (e.g., GRC program implementation).
- Test and implement online reporting and library/archive system.
- Develop a communication plan for graduate students to stay up-to-date on-campus resources, especially those related to research.

YEAR 3 ACTIONS

- Expansion of Freshman Research Initiative to increase new programs
- Implementation of vertical mentorship models
- University begins reporting on success in RSCA.
- University begins possible funding of graduate assistantship stipend increases found needed by equity review process
- Evaluate the effectiveness of the Graduate Student Orientation and the communication plan

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STRATEGIC PRIORITY

- Strategic Priority: Foster the thriving and robust academic culture of a university with applied doctoral programs
- Strategic Priority: Change the world by collaboratively addressing our planet’s most challenging problems

MNSCU SYSTEM PERFORMANCE MEASURES

- System Performance Measure: Increase Retention
- System Performance Measure: Increase Completion Rate

MNSCU STRATEGIC FRAMEWORK

- Ensure access to an extraordinary education for all Minnesotans
- Deliver to students, employers, communities and taxpayers the highest value / most affordable option

MNSCU STRATEGIC PLAN 2010-2014

- MnSCU Designing the Future Strategic Plan Goal 2.1: Continuously improve instruction through assessment of student engagement and learning outcomes
- MnSCU Designing the Future Strategic Plan Goal 2.2: Produce graduates who have strong, adaptable, globally competitive and flexible skills
- MnSCU Designing the Future Strategic Plan Goal 2.3: Provide multiple efficient and effective delivery options for educational programs and student services
- MnSCU Designing the Future Strategic Plan Goal 3.1: Be the state’s leader in workforce education and training
- MnSCU Designing the Future Strategic Plan Goal 4.2: Draw on the talents and expertise of faculty, staff, students and others to meet the challenges facing the system
IMPACT

This recommendation will have a substantial effect on the university’s identity and reputation as an applied research university while maintaining our commitment to teaching excellence. Implementation of these strategies are predicted to enhance student participation in research and scholarly activities across the institution, and thus raise the quality of undergraduate and graduate education overall.

RECOMMENDATION #3: Report, Market, and Assess Research, Scholarly and Creative Activities

RATIONALE

The reporting, marketing and assessing our successes in RSCA are vital to achieving an increased level of institutional reputation and increase potential collaboration throughout campus and beyond. Such reporting increases our transparency as a public institution and allows external partners to become aware of the expertise, projects and services available on campus for them to utilize. Lastly, the task force stresses the importance of assessing efforts in research through accurate reporting.

SPECIFIC RECOMMENDATIONS

3.1 The university will embrace RSCA as a part of its culture.
   a. When the university’s mission, values and vision statements are revised, the university should consider continuing, strengthening, and expanding its commitment to RSCA.
   b. The university should develop a means to evaluate the institution’s total RSCA productivity, and its change over time.
   c. The Research mission of the university should be recognized within MnSCU.

3.2 Record faculty RSCA activity.
   a. The university will collect and report data on the RSCA generated by faculty annually. This will occur at the department level and be shared with the college dean, who in turn will report this information to the Office of the Provost. Included in the reports will be publications, presentations, exhibits, etc., which will follow the language of Appendix G of the MnSCU/IFO Master Agreement.
   b. The university should investigate options and select a software tool designed to integrate, aggregate, and store RSCA activities (for example, SEDONA software). Ideally, faculty could in one step document and download their publications, presentations and other activities once—eliminating multiple ongoing requests for reporting.

3.3 Create a university-wide forum for sharing RSCA accomplishments. The aggregation of RSCA output in 3.2b above can be assembled into a variety of publications, both electronic and printed, to publicize our accomplishments and expertise. Once information is gathered, it should be shared by the following means:
   a. The university should employ marketing materials, such as the Frontier Magazine, and similar printed and online materials to serve as informational and promotional materials.
   b. The university will further showcase its RSCA through the web and public lectures.
   c. Utilize Cornerstone (or similar software technology) to showcase research and other scholarly output.
   d. The university will support and hold, at a minimum, an annual research colloquium where faculty members who created research will be provided an opportunity to present information/findings.

3.4 Departments and deans will:
   a. Address aspirations for and respond to RSCA during the Professional Development Report (PDR) process with each faculty member.
   b. Ensure that the repository of information is as complete and comprehensive as possible.

YEAR 1 ACTIONS

- Include descriptions of RSCA in college annual reports
- Plan university-wide event to showcase research, scholarly, and creative activities conducted by Minnesota State Mankato faculty members
- Consult with the Faculty Association for guidance on departmental criterion 2 documents
YEAR 2 ACTIONS

- Establish a protocol for measuring the total RSCA output of the university, entering and tracking RSCA activity, and methods for disseminating the information.
- Departments submit Criterion 2 guidelines and the Faculty Association verifies contract compliance.
- Launch publications (print or electronic) focusing on RSCA capabilities and accomplishments.
- Inaugurate a university-wide event to showcase research, scholarly, and creative activities.

YEAR 3 ACTIONS

- Begin utilizing guidelines, re-evaluate, and modify as needed.
- Evaluate publications.
- Continue university-wide showcase event.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STRATEGIC PRIORITY

- Strategic Priority: Change the world by collaboratively addressing our planet’s most challenging problems.
- Strategic Priority: Foster the thriving and robust academic culture of a university with applied doctoral programs.

MNSCU SYSTEM PERFORMANCE MEASURE

- Increase Grants/Contracts.

MNSCU STRATEGIC FRAMEWORK

- Be the partner of choice to meet Minnesota’s workforce and community needs.

MNSCU STRATEGIC PLAN 2010-2014

- MnSCU Designing the Future Strategic Plan Goal 2.1: Continuously improve instruction through assessment of student engagement and learning outcomes.
- MnSCU Designing the Future Strategic Plan Goal 3.2: Support regional vitality by contributing artistic, cultural, and civic assets.

IMPACT

The impact of this recommendation emphasizes raising the visibility within campus of RSCA efforts and products as well as clearly demonstrating this unique aspect of campus identity. In helping define who we are as an institution and contributing to transparency as a state sponsored organization, the university demonstrates that it is accountable to the populations served. Additionally, developing and supporting clear guidelines and standards for scholarship will support those efforts while offering probationary faculty with clearer expectations and increased opportunity for success.

RECOMMENDATION #4: Make Targeted Changes to the Financial, Physical and Organizational Infrastructures Supporting Research, Scholarly and Creative Activity.

RATIONALE

The strategic reallocation of financial, physical, and organizational infrastructures that support research, scholarly, and creative activities will help stabilize efforts and create sustainable models that will help identify opportunities and increase collaboration.
SPECIFIC RECOMMENDATIONS

Financial Infrastructure

Create a financial structure that demonstrates transparency and shows support for RSCA:

4.1 Review the process that tracks and reports revenue/expenditures as related to RSCA
4.2 Increase transparency on how Facilities and Administrative Costs (FandA, aka indirects) are allocated and reinvested
4.3 Support pre- and post-award research administration by permanently funding grants specialist positions in the Office of Research and Sponsored Programs (RASP)
4.4 Realign current funding models to support RSCA
4.5 Identify funds and appropriations dedicated for RSCA
4.6 Seek increased resources for graduate student travel support to professional meetings.

Physical Infrastructure

Create a RSCA Nexus/Hub on campus that faculty and staff utilize to discover, discuss, highlight, make connections and identify collaborators related to RSCA:

4.7 House related support offices and positions within the RSCA Nexus/Hub
4.8 Utilize the Nexus/Hub to create synergies between the RSCA services of RASP, CESR, CETL, Library services and Information and Technology Services (ITS)
4.9 Establish RSCA workspace for faculty and students to collaborate

Organizational Infrastructure

Create a separate Research Division to influence and enhance RSCA engagement at the university and impact the global community:

4.10 The Research Division will house Undergraduate Research Center (URC), Student Research Center, CESR, and RASP. Consider realignment of existing departments (i.e. Honors Department to the Assistant Vice President for Undergraduate Education)
4.11 Design a Student Research Center that will serve graduate students and allow for vertical integrated teams
4.12 Increase CESR Director to full time to expand on support to faculty and include increased student support
4.13 Increase URC Director to full time to expand on undergraduate research and support needs
4.14 Create a position within the Research Division to serve as a facilitator/ liaison point of contact for the Nexus/Hub services for all RSCA among internal and external groups
4.15 Utilize Strategic Business, Education and Regional Partnerships and University Advancement to facilitate connections between the university and regional interests
4.16 Investigate alternative Institutional Review Board models that will increase efficiency and streamline the submission and review process. The assessment should recommend a sustainable model that will accommodate research demands as achievements grow in RSCA. The investigation should review available software packages and training needs for faculty and staff related to research with human participants
4.17 Investigate alternative governance structures for overseeing research, such as the current Minnesota State University, Mankato Foundation or a new, special purpose foundation that could administer intellectual property, facilitate technology transfers and startup enterprises resulting from independent research

YEAR 1 ACTIONS

- Review the utilization of cost centers to ensure accurate identification of revenue and expenditures related to RSCA
- College deans develop and prepare an annual plan for spending FandA distribution, submitting a year-end report of reinvestment expenditures to the Research Division which follows university FandA policy
- Designate funding for RASP positions, i.e. approve permanently funded direct line from the university, recover a permanent salary line from the Facilities and Administrative Costs prior to allocation, etc.
Continue funding the CESR Director position and explore the possibility of offering a full-time course reassignment for the CESR Director

Associate Vice President of Research/Dean of Graduate Studies gathers stakeholders to research and analyze different financial models to help with RSCA funding and present to the Council of Deans

Increase URC Director to full time to meet growing demand on campus

Support and find resources for a Student Research Center for graduate students that mirror the success of the URC

Associate Vice President of Research/Dean of Graduate Studies plans space for the RSCA Nexus/Hub location

Create a RSCA Nexus/Hub facilitator position that will support RSCA technology needs, maintain outreach support systems (website, databases, etc.), and serve as liaison between internal groups such as integrated marketing and external industry/business

Strategic Business, Education and Regional Partnerships and University Advancement can utilize strategic plans to list goals of how they will support RSCA and strengthen relationships between regional and campus experts

YEAR 2 ACTIONS

Establish a baseline of revenue and expenses related to RSCA

Evaluate the options for administering research through the auspices either of the Minnesota State University, Mankato Foundation, or a special-purpose new entity, specifically with regards to the administration of grant funds and ownership of intellectual property

Initiate the investigation of a sustainable and efficient Institutional Review Board model.

Separate the Associate Vice President of Research/Dean of Graduate Studies into a Dean of Graduate Studies and a separate Vice President Research position, the latter of which would serve on the President's cabinet.

YEAR 3 ACTIONS

Set goals related to baseline of revenue and expenses as stated in year 2 actions.

Evaluate the action plans from years 1 and 2, and then develop benchmarks for measuring success.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STRATEGIC PRIORITIES

Strategic Priority: Foster the thriving and robust academic culture of a university with applied doctoral programs

Strategic Priority: Change the world by collaboratively addressing our planet’s most challenging problems

MNSCU SYSTEM PERFORMANCE MEASURE

Increase Grants/Contracts

MNSCU STRATEGIC FRAMEWORK

Be the partner of choice to meet Minnesota’s workforce and community needs

Deliver to students, employers, communities and taxpayers the highest value / most affordable option

MNSCU STRATEGIC PLAN 2010-2014

MnSCU Designing the Future Strategic Plan Goal 4.1: Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness

MnSCU Designing the Future Strategic Plan Goal 4.4: Critically examine and improve structures, technologies, policies and processes to support transformative innovation

MnSCU Designing the Future Strategic Plan Goal 5.1: Make budget decisions that reflect priorities in the core mission and fiscal stewardship

MnSCU Designing the Future Strategic Plan Goal 5.3: Develop funding sources to supplement revenues from state appropriations, tuition and student fees
IMPACT

The impact of these changes will be broad-reaching. Improvements to financial, physical, and organizational structures will create more sustainable and accurate funding models over time, which in turn will improve the quality of support needed to sustain RSCA. Repositioning support services will raise the access and profile of the research division, and will increase the usage of the office services by faculty, staff, students, community, and region members.

CONCLUSION

The recommendations laid out above are interdependent, and taken as a whole represent the necessary steps to help Minnesota State Mankato fully realize its potential as the leading applied research university in the region. Many other actions and initiatives would further enhance our research productivity as an institution—but those identified here offer the potential for a fundamental shift in the university’s culture and thus, research, scholarly, and creative activity (RSCA) opportunities.

These recommendations, collectively, will have a significant cost, but the benefits will be returned many-fold by the financial returns of increased RSCA sponsorship. More importantly, the extra-financial returns of a highly productive enterprise will be evidenced in a more stimulating environment for faculty and a superior educational experience for our students. Rather than additional expenses, these costs should be viewed as investments in the future of Minnesota State Mankato.

Neither the specific investments—nor the returns on those investments—will be distributed evenly across the institution. However, the changes proposed will benefit all students and faculty at some level, and by reducing the impediments to success the university will simplify the process of scholarly work and make meaningful research more attainable for our entire academic community. It is further recognized that considerable resources to support RSCA are being requested in these recommendations. To achieve the goals laid out here, all engaged parties must recognize their responsibilities. Working within the parameters of the various labor contracts, members of the administration should focus on opportunities to further support growth and development. Faculty and staff share similar responsibilities in working to best utilize additional supports and resources designated to fulfill RSCA ambitions.

The engine of RSCA productivity is our faculty, and to accomplish the objectives the university must facilitate their work through smart investments matched by achievable demonstration of accomplishments. The diversity and variety of forms that RSCA takes means that departments must collectively help define success in their fields, and deans and academic administrators must commit resources to reflect the importance the institution places on this asset.

In addition to opportunities these recommendations provide to members of faculty, benefits to students were also a key goal of this committee. The involvement of students more broadly in RSCA has a twofold benefit: Their work adds to the collective value of the university’s work, and their participation greatly enhances the breadth and depth of the education they receive. By systematizing the engagement of students the university will be not only a more productive research institution—it will also be a better teaching institution.

The imperative to communicate and celebrate success has two complementary aims. First, it improves the ability of externally focused offices to convey the university’s capabilities, helping it connect meaningfully to the broader community that it serves. But equally important, these actions call attention to the outstanding work that is already occurring at the university; telling the story effectively inspires confidence in the ability to accomplish worthy goals.

Finally, business practices must adjust to facilitate achievement of the identified objectives. So long as organizational structures and practices that discourage or even impede our success are maintained, the university cannot honestly claim a commitment to RSCA. To that end the task force recommended specific actions that accelerate the process and set the stage for innovation, creativity, and productivity. The task force sees these acts as creating potential growth and intellectual development across broad interests and constituents, including students, faculty, staff, and the community at large.

In concert with the work being done by the other task forces, on teaching and learning, academic engagement, and advising, the recommendations presented have the potential to position Minnesota State Mankato for success.
heretofore unimagined: An applied research institution, closely connected to its regional economy, providing an unsurpassed education for students, with a prominent faculty contributing to their fields. In short, research, scholarly, and creative activity can be a key part of fulfilling and exceeding the aspirations of the institution’s mission.

FUTURE CONSIDERATIONS

In looking beyond the three-year period covered by this report, the task force must first acknowledge that the overall RSCA goals of the university have remained consistent across many years and through the efforts of many previous task forces and other endeavors. Many of those undertakings have resulted in placing Minnesota State Mankato at a point of strength in the system, state and region while many goals remain yet to be obtained.

Of particular interest and aide to the task forces’ work were two reports authored in 2010, the Final Report: Thinking and Acting like a Doctoral Institution and the Final Report: Task Force on Graduate Education. Many of the recommendations of this document are consistent with, and informed by, those works, both of which were generally received positively by the campus community in both their spirit and direction. And yet, in many ways the campus is not as far down the path recommended within as perhaps had been hoped. Difficult economic times certainly played a large part, though perhaps some element common to many such processes is also at play. In analogy with a well-known phenomenon regarding the introduction of new technology, such reports may perhaps also follow the Gartner hype cycle.

FIGURE 1: GARTNER HYPE CYCLE (WIKIMEDIA COMMONS)

In particular, the hype and expectations associated with recommendations contained in this and previous reports may optimistically inflate before the reality of the difficulty and resources necessary cause a downward pessimistic trend toward disillusionment. As such, the task force has been deliberate in this report to establish obtainable goals with clear, actionable steps that provide a realistic expectation for a three-year time frame. That is, the recommendations require adequate resources to arrive in this prescribed period beyond the down cycle and well established on the slope to consistent productivity. The main future consideration is therefore based on an assumption that the university will assess whether adequate support was given to RSCA efforts in three years time to reach the levels of productivity desired.
Further, results in RSCA will not appear immediately upon implementation of these recommendations. The task force fully expects a typical S-curve (see Figure 2) in measured increases in RSCA productivity with slow initial growth followed by a rapid period of growth once efforts are fully realized. However, as is typical of such growth, a leveling off typically follows, at which time the task force hopes the university will again undertake an effort to further enhance RSCA efforts on a new growth pattern (See Figure 3, adapted from Mendez and Johnson, 2012) upon which the future can scaffold.

**FIGURE 2:**

![Figure 2: Typical productivity curve](image)

Figure 2: Typical productivity curve. Typically, initial growth is slow a recommendations are implemented. Once fully realized, a rapid growth in productivity ensues. A new high in productivity is reached, but new directions must then be explored for further growth.

**FIGURE 3:**

![Figure 3: Scaffolding of productivity curves](image)

Figure 3: Scaffolding of productivity curves. As the university reaches new levels of productivity, RSCA efforts must be assessed and new directions investigated. A transitional period thus follows, at which time productivity may slightly decrease, but a new level of productivity becomes possible. Such scaffolding of initiatives allows for sustained growth in RSCA productivity.

That is, true sustainable growth is neither constant nor always smooth, and likely only obtained by building each new step as the university makes progress. It requires constant assessment and improvement coupled with a willingness to instigate and accept change.

**LONG-TERM ASPIRATIONS**

RSCA task force members collectively believe that when these four recommendations are implemented, the faculty, institution, and constellation of recommendations will fit together like a puzzle and represent a synergistic model for future success. These processes will work together so as to impact the institution, regional community, state, and nation positively for generations. Long-term aspirations must be to remain focused on the need to reduce barriers to engage in the growth and development of research, scholarly, and creative activities while at the same time, integrating these increases with opportunities to enhance student learning. These are not mutually exclusive events or actions, and can be highly integrated if allowed to be and there is the political will to support such activities.

Minnesota State Mankato can be the “go-to” higher education institution for students truly interested in intellectual growth and development.
REFERENCES


APPENDICES
Achieving New Levels of Greatness: Benefits of an Academic Master Plan

Ability to prepare for and shape the future, rather than let the future happen to us.

Intentionally define the kind of institution we want to be.

Connect and uphold the current strategic plans for the academic colleges and departments.

Provide coherence in the strategic plans for the divisions of the University.

Advance the University’s Strategic Priorities.

Support the Minnesota State Colleges and Universities System Strategic Framework.

Planning is bringing the future into the present so that you can do something about it now.

- Alan Lakein

Academic Master Planning Website:
http://www.mnsu.edu/academicplan/

For Additional Information Contact:

Lynn D. Akey, Ph.D.
Assistant Vice President for Institutional Research, Planning, and Assessment
315 Wigley Administration
Minnesota State University, Mankato
507-389-1333 (V)

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Academic Master Planning
Plan Development 2014-2015
Implementation 2015-2018

**What is an Academic Master Plan?**
An academic master plan provides a framework that links together vision, priorities, people, services, resources and space within the academic core of the institution; informs other planning efforts on campus, such as facilities, enrollment management, and technology; and builds upon the planning that already occurs within our colleges and departments.

**How will we Develop our Plan?**

**Pre-Planning**
Develop supporting documents, process, and timeline

- **Phase 1**
  Jan. 2014
  Kick-Off & Visioning
  Launching our process, information sessions, and envisioning the future

- **Phase 2**
  Feb. 2014

**Academic Degree Program Planning**
Academic program planning considering offerings at undergraduate, graduate, and doctoral levels; type of offerings; location of offerings; student enrollment profile; required resources (faculty, staff, technology, library services, facilities); and key partnerships and stakeholders.

**Extraordinary Education Task Forces**
- Teaching Excellence & Innovation
- Academic Advising
- Academic Engagement Programs & Opportunities
- Research, Scholarly, & Creative Activity

**Master Plan Drafting & Review**
Planning document drafted and two cycles of campus review

- **Phase 3**
  Mar. - Dec. 2014
- **Phase 4**

**Implement Academic Master Plan & Evaluate Achievement**
Continuous advancement and achievement

- **Phase 5**
  Aug. 2015
- **Phase 6**
  Aug. 2015 - May 2018

**What will be the Primary Components of our Academic Master Plan?**
- Academic Vision, Mission, & Values
- Guiding Assumptions
- Our Academic Degree Programs
- Teaching Excellence & Innovation
- Academic Advising
- Academic Engagement Programs & Opportunities
- Research, Scholarly, & Creative Activity

**Why do we Need an Academic Master Plan? and Why Now?**
To articulate an intentional path forward in assuring our academic programs and services continue to prepare graduates for work, life, and citizenship.

To enable us to select carefully where our growth should occur and seize opportunities for greater success.

To assure our institution’s engagement in systematic and integrated planning in support of our vision, mission, and values and in congruence with the Higher Learning Commission Criteria for Accreditation.

**Academic Master Planning Web Site:**
http://www.mnsu.edu/academicplan/

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Community Listening and Visioning Session

Join Minnesota State Mankato as it plans an intentional path forward in assuring our academic programs and services prepare graduates for work, life, and citizenship.

SMALL GROUP FORUMS FOR KEY COMMUNITY AND BUSINESS LEADERS

Tuesday, April 15, 2014
Greater Mankato Growth,
1961 Premier Dr., Suite 100
Sakatah Room

Wednesday, April 16, 2014
Minnesota State University, Mankato
Centennial Student Union 253-255

7:30 – 9:00 A.M. Program Beginning at 8:00 A.M.
Light Refreshments Provided

Participation by invitation only.
Please RSVP prior to April 9, 2014
by visiting:
www.mnsu.edu/academicplan/clv.html

MINNESOTA STATE UNIVERSITY MANKATO
Academic Planning: A Core Component of Our Integrated Strategic Planning

Campus Listening Sessions

In February 2014, Minnesota State Mankato launched an integrated academic planning process. Join the Provost and Senior Vice President for Academic Affairs, Dr. Marilyn Wells, as she discusses:

- What is an Academic Master Plan?
- Why do we need an Academic Master Plan? And why now?
- What will be the primary components of our Academic Master Plan?
- How will we develop our Plan?

When

- Friday, March 21, 2014, 3:30-4:30 p.m., Centennial Student Union 238
- Thursday, March 27, 2014, 1:00-2:00 p.m., Centennial Student Union 238
- Friday, April 4, 2014, 2:00-3:00 p.m., Centennial Student Union Heritage Room

For Additional Information
http://www.mnsu.edu/academicplan/