## FY07 Strategic Planning Requests
### Division of Academic Affairs

<table>
<thead>
<tr>
<th>Rank</th>
<th>Strategy</th>
<th>Item</th>
<th>Amount</th>
<th>Cluster Amt</th>
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<td>Expand diversity programming</td>
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<td>a. Programming funds</td>
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3/30/2006
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<td>Increase off-campus and DL offerings</td>
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<td>d. On-site recruiter at Normandale</td>
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<td>Fund the immigration(SEVIS)/visa/programming position</td>
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<td>Expand partnership with KNU in Ghana</td>
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<td>Continue faculty development programming</td>
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<td>a. Mini-grants for course redesign</td>
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<td>Enhance Native American Indian programming</td>
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<td><strong>Enhance recruitment of a more diverse student-body</strong></td>
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<td><strong>Introduce MLK Day programming</strong></td>
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<td><strong>Support ethnic fraternities and sororities</strong></td>
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<td><strong>Develop student athlete diversity council</strong></td>
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<td><strong>Develop a South Indian Conference</strong></td>
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<td>a. Conference support</td>
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DATE: March 30, 2006

TO: Mark Johnson, Co-Chair, Planning Sub Meet and Confer
    Jim Grabowska, Co-Chair, Planning Sub Meet and Confer

FROM: Scott Olson, Vice President for Academic Affairs

RE: Strategic Planning Requests

Attached in rank order are the strategic planning requests that came up through the Academic Affairs division. The total of the requests obviously exceeds the funding available, but they nevertheless represent substantial strategic directions for the institution that arise from the strategic plan.

The rankings here were determined by the Academic Affairs Council, who read and rated the proposals. I concur with their rankings. The most substantial theme that unifies these proposals is bringing new types of students to MSU before the sharp decline in our traditional demographic occurs, while finding other new revenue streams in support of our operations. This is vital to the survival of the university.

Graduate Excellence. The first clusters of proposals emerge from the work of the Graduate Excellence Task Force and subsequently from the Graduate Sub Meet and Confer. All of them relate to matters of vital strategic importance to the University; in fact, at this stage in its evolution, I can think of nothing more significant to our mission and vision than what we choose to do in support of research and of doctoral programs. Research conducted under the auspices of the Marketing and PR Task Force revealed that research is the best differentiator of Minnesota State Mankato in the region’s higher education marketplace. Conversations with the Capital Campaign Advisory Board, a group comprised of some of the university’s greatest benefactors, revealed that they consider doctoral education to be such an exciting innovation that it should be one of the hallmarks of the campaign. Investing in research and in doctoral education are revenue-positive propositions for the university: they enable us to bring in more grants, with
indirect costs that support our operations; they bring in more tuition-paying students, not only at a doctoral level, but by reputation at the Masters and even undergraduate levels; they allow us to attract national-caliber faculty. In the “Advancement” section of its exit interview on campus, the Higher Learning Commission told us that we are ready to begin offering doctoral programs. Accountability is easy to track in both the doctoral and research areas: if students do not enroll, or additional grant dollars are not brought in, then these investments can be returned for other purposes. We know from experience, though, that investing in these areas is bound to produce a dramatic return on investment (ROI). The Board of Trustees and Legislature have given us a once-in-a-generation opportunity, and they are counting on us (above all) not to let them down. Doctoral education and an enhanced research mission are unique opportunities in our institution’s history that we dare not miss. It is a strong consensus among the deans that a dramatic investment such as that described here is exactly what the university needs to do at this critical moment in its history: will we choose to be more like Michigan State, or more like Southwest State?

**Diversity.** Diversity is another important strategic priority for the institution, and President Davenport often refers to it as our top priority. There are numerous Diversity-related proposals attached, and their rankings vary, but they are generally of two types: (1) attracting and retaining a more diverse university community, including students, faculty, and staff; and (2) creating a campus culture that better enables us to attract and retain that community. The recruitment and retention projects are generally ranked higher, because investing in them pays a huge cultural and financial dividend in the form of more students. Recruiting a more diverse student-body becomes an absolute necessity as we consider the imminent drop in high school seniors over the next ten years, a trend that bottoms out with a 25 percent reduction in the number of students we traditionally draw from. This could be devastating, potentially resulting in massive cuts including faculty and staff positions, unless we move swiftly to find students other than our traditional base to keep our enrollments strong. The only demographic in Minnesota that will be increasing during these declines are students of color, and that is the group these programs target. Creating an improved campus culture goes hand-in-hand with the recruitment and retention efforts. Most of these proposals have clear accountability measures, such as increased recruitment and retention figures that are easy to track. Past strategic investment in diversity recruitment and retention initiatives has proven to be a wonderful bet, resulting in dramatic increases and a substantial ROI in the past few years.

**International.** The International Task Force is the most recent one to submit its final report, and several of its strategic recommendations find their way onto this list, including support for the International Programs Office to create more international exchange programs and funding for the long-delayed “Sevis” position in the International Student Office. As with the other recommendations, these are revenue-positive, because they help attract and retain students from areas not subject to the impending decline in our traditional demographic. Internationalization pays other dividends, including the opportunity for collaborative research and grants from the U.S. Department of State and other sources currently unavailable to us. The success of these initiatives is easy to track through student enrollment trends, ensuring accountability and a strong ROI.
Extended Learning. Although we have put in place numerous structures and policies in support of Extended Learning, our funding model has inhibited its ability to take off and find new students where we have not found them before. There is a growing consensus among many campus leaders that the best way to help Extended Learning find its future is to provide one-time start-up funds enabling a rapid growth of program offerings in areas that do not compete with MSU’s traditional student population. The proposal found here would enact exactly that infusion. It is important to remember that the last time MSU had a robust extended learning operation, it was as a reaction to traumatic drops in on-campus enrollment that resulted in lay-offs, reassignments, and other major problems. Therefore, it is imperative that MSU act proactively, before the enrollment declines of the next decade, to find extended learning students now. This obviously enhances our mission as we serve more students, but also helps the university’s bottom line. Success of extended learning offerings are extremely easy to measure and hold accountable because of the obvious trade-offs between new incremental revenues and instructional costs: if a program is not revenue-positive to the institution, it is generally not offered. Extended Learning, almost by definition, provides a positive ROI.

Undergraduate Excellence. Finally, several proposals come from the undergraduate excellence strategic area. Two of them involve reinvestments in the Center for Excellence in Teaching and Learning (CETL). One hardly knows where to begin in describing the amazing things that CETL has accomplished in the last few years. Hundreds of faculty members have learned how to be better teachers as a result, and the true beneficiaries are the students. CETL has garnered MSU a national reputation as a place that promotes learning because excellent teaching is highly valued. The proposals included here would ensure that CETL is able to continue and expands its excellent programs. Other proposals include the development of writing workshops and training in the case method of pedagogy. While the immediate ROI on these programs is not as direct as those listed above, a climate of excellent teaching is obviously an investment we all care about deeply.

In short, it is clear that we have more good ideas than we have funding available. That is, I suppose, better than the alternative, but it makes ranking very difficult. All of the projects listed here are worthy of funding, because all emanate from the core mission and extend the strategic vision of the university.

The list attached shows the priority rankings of these proposals by the division, and is followed by the proposals themselves. Our thanks go out to you and the Planning and Budget Sub Meets for the leadership you have shown and for the hard work ahead as you evaluate what is best for the future of MSU.
STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University's vision sets out the reasons for the organization's existence and the "ideal" state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University's vision and mission?

Minnesota State Mankato states that
"The University will strengthen its role as a major provider of graduate education, offering intensive, scholarly graduate programs including collaborative efforts with other institutions and professionals, culminating in student expertise at professional levels."

This mission can coalesce around the university's vision to offer doctoral programs, with a projected start date of Fall 2007. The university has worked, off and on, for the past three decades to reach the point where we could offer doctoral programs and President Davenport has been one of the leaders within MnSCU to get the legislative authorization for the state universities to offer doctoral programs.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?

While the system does not explicitly include doctoral programs in its current workplan, the effort to get the legislature to authorize doctoral programs in select fields was an effort spearheaded by the Chancellor’s Office, who now have a vested interest in delivering quality programs in a timely fashion.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)

The doctoral programs that are being considered at Minnesota State Mankato are being developed upon already existing master’s programs and graduate faculty.
As such, the programs' will have an academic location rooted in graduate education excellence and programmatic viability.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?

It does not address an existing, rather it addresses an absence at Minnesota State and builds academic programs that ensures our standing as a key provider of graduate education remains intact and with an opportunity to further develop.

**External**

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato's external environment?

Like the university's sister institutions, the legislative authorization of May 2005 for doctoral programs provides a platform for the university to continue to build excellence and distinctiveness — this time at the doctoral level. However, while the external possibility for collaboration in one or more of the proposed doctoral programs does exist there is equal potential for Minnesota State Mankato to compete against other state universities and to lose traction in our quest for excellence. The university is well aware of the efforts at St Cloud State University and Winona State University to aggressively move forward on doctoral education and the desire of the Chancellor's Office to have Mankato be a significant player in this endeavor, particularly in the areas of Nursing and Education.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato's external environment? Consider the following factors: demographic, technological, political, legal, social, international.

The threat comes from the variety of players in doctoral education in the state of Minnesota and in the region. We know that there are multiple institutions in the state who either offer doctoral programs or who are moving toward offering doctoral programs. Moreover, we know that legislators from the South Central Minnesota region supported the doctoral program authorization. The need to be competitive, as well as responsive to the region's needs, and the desire (also expressed by the Chancellor's Office) for universities to deliver on the legislative mandate are important elements for us to bear in mind as we move forward.

3. How does this program address a market demand/need within the Minnesota State Mankato organization?

The demand is to support the development and delivery of high quality doctoral programs in a number of areas and to connect these to the broader institutional
goals of raising our academic reputation and reinforcing our role as a leader of graduate education in the state of Minnesota. There is a need to leverage these activities based on an expanded effort to produce more scholarship, research, and externally funded activity.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?

Investing in infrastructure for increased faculty scholarly productivity and in the doctoral programs responds to the legislative authorization and helps us meet the expectations of program reviewers and the Higher Learning Commission as we seek their authorization and approval for a change in affiliation status.

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a programs strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals?

The long term goals of the research and scholarship infrastructure investments are to substantially increase Minnesota State University’s publication output and a doubling (in the next 5-7 years) of externally funded faculty projects.

The intention would be to increase our grant-proposal activity, substantially increase the dollars that come to the university and to accomplish this based on the significantly improved publication rates of our faculty, especially those working on masters and doctoral programs.

2. Who are the responsible entities for this proposed program?

The College of Graduate Studies and Research will serve as the home for the changes related to Research and Sponsored Programs and attendant infrastructure. The doctoral program faculty hired during fiscal 07 and the salary dollars set aside to support the shifting of work/teaching loads in those programs would flow directly to and be managed by the academic deans of the respective colleges.

3. What are key strategies or tactics for achieving the performance goals?

Investing in faculty to develop and complete scholarly works through a summer grants program. Developing work teams through the Center for Excellence in Scholarship and Research; seeking short term grants for faculty teams through the Center for Responsive Research; developing databases of faculty skills and interests to be used by internal and external audiences; formalizing training in various research tools to be used by faculty; Developing the doctoral programs
and doing so in an academically rigorous way, building upon faculty with active and productive research/scholarly programs of inquiry.

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?

Delivery of doctoral programs
Enrollment in said programs
Publication rates of doctoral program faculty and faculty as a whole at Minnesota State
Increased grant proposal activity
Increased extramural funding coming to Minnesota State Mankato

5. How and when would the measurable outcomes be assessed?

They would be assessed at the end of each academic year by the College of Graduate Studies and Research (May and June) and be folded into the College’s annual report to Academic Affairs and to the graduate faculty.

6. Identify a standard or criteria for measuring the outcomes

The standard is simply a quantified measure of more—scholarship, grants activity, programs and enrollments.

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?

The resource requests are part of a three-year rollout related to (a) research infrastructure enhancements and (b) doctoral faculty.

Fiscal Year 2007 the requests to baseline funding are as follows:

- A Grants/Contracts Administrator to convert RASP into a pre and post award operation--$53,670
- Summer faculty salary for research development --$50,000
- Director, Center for Excellence in Scholarship and Research--$30,000
- Graduate Student Funds (stipend and tuition x 2)--$30,000
- Operational funds for CESR--$7,500
- 3 faculty, 1 for each of the doctoral programs--$200,000
Salary dollars to shift faculty work loads in the doctoral programs—
$150,000

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?

At present the College of Graduate Studies and Research and the various academic colleges are supported faculty research through direct and indirect ways—most notably colleges' reassignment of workload through college programs or deans investing in individual faculty or programs. The doctoral programs will bring in new income through student enrollments (and differential tuition) in new programs. Increased faculty productivity and focus on grants and contracts should also improve streams of revenue as well.

9. What is the proposed timeline for implementation of this program?

For the centers, the new doctoral programs, and the changes to RASP we anticipate a three year cycle beginning in fall of 2007 and extending through the 2009-2010 academic year.
MINNESOTA STATE UNIVERSITY, MANKATO
Strategic Priority Funding Proposal Request Form

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University’s vision sets out the reasons for the organization’s existence and the “ideal” state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University’s vision and mission?

Yes. MSU Mankato’s mission statement provides a number of goals, including “The University will strengthen its role as a major provider of graduate education, offering intensive, scholarly graduate programs including collaborative efforts with other institutions and professionals, culminating in student expertise at professional levels.”

In his August 2005 convocation address President Davenport also identified several challenges beginning in 2005-2006. One is to enhance the College of Graduate Studies and Research for the purpose of placing greater emphasis on scholarship and sponsored research that is connected to the already existing strategic priority to enhance graduate education. Two, the Academic Affairs division was challenged to move forward on legislatively authorized doctoral degrees.

To the extent that this request is for funds that will support faculty who will be engaged in

1) Developing doctoral programs and collateral program materials in areas that have been recommended to move forward;
2) Marketing those programs that will commence in fall of 2007 and recruit students for fall admission;
3) Developing the scholarly base and build on their academic interests so as to be adequately prepared to deliver research-based, doctoral-level curricula that is enhanced by faculty members’ record of scholarly achievement and scholarly programs of inquiry;

this request is in line with both the mission of the university and the President’s charge or challenge to MSU at the beginning of this academic year. The sole purpose of this request is to fund faculty in the three program areas to provide summer funds for program development and academic year reassignments that will enhance the program proposals and opportunities for success.
2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?

The system’s current work plan does not explicitly mention doctoral programs, surely an oversight given how hard the system office worked during the spring of 2005 to leverage the legislative authorization for doctoral programs. Moreover, the intention to move on this opportunity came with the expectation that the campuses would secure internal funding to sustain the endeavor. As such, the system has a vested interest, often expressed in explicit terms and public forums, in seeing that it is represented well by campus-based doctoral programs of high quality, capacity, and access staffed by reputable faculty up to the task of delivering a quality doctoral education experience.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)

The resources will be invested in faculty committed to the development and delivery of new doctoral programs across three academic colleges. Since these programs have gone through two levels of review based on their concept papers, the College of Graduate Studies and Research is confident of their strengths as purveyors of graduate education and potential to deliver doctoral programs.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?

The weakness is simply that, to now, we have not invested in faculty or programs in ways that are unique, coherent, and responsive to the challenges set forth by President Davenport. Moreover, by allowing faculty the resources over summer and the shifting of load in the forthcoming academic year, the potential for programs’ success increases substantially.

External

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment?

The development of high quality doctoral programs in three identified areas is both new and unique. Developed well these programs will be standard bearers for both the campus and the system. The programs will open up new opportunities in
applied research in education, nursing, and higher education administration and will be of value to several external constituencies. Moreover, the preparation of doctorally qualified nurses is a key issue in professional and workforce development. The preparation of community mental health professionals, K-12 psychologists, and college student personnel professionals will be seen as valuable in rural communities across Minnesota and within our own system.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international.

The development of poorly delivered doctoral programs will impinge upon our reputation and the mission statement listed above. Minnesota State Mankato will be competing with private and public institutions, including at least two other campuses of MnSCU, in doctoral education. There are clearly unmet needs in a variety of applied fields across the out-state areas. However, poorly conceived and executed doctoral programs will neither serve those constituencies well nor will they enhance the reputation and profile of the university. The political realities are also clear, the legislature authorized doctoral programs in 6 areas and are surely invested in having these programs delivered in an efficient and expedient fashion.

3. How does this program address a market demand/need within the Minnesota State Mankato organization?

To the extent that we have made the commitment to doctoral education from the executive level down to the program areas, the development of doctoral programs is a key shift in our organization—one that may entail an alteration in who our actual and aspirational peers are and will surely lead to a change in accreditation status with the Higher Learning Commission.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?

The program would invest in the development and delivery of legislatively authorized doctoral programs.

STEP 2. PROGRAM JUSTIFICATION/RATIONALE
There are no longer-term goals than the forthcoming fiscal year. The intention is to provide flexibility to those program areas whose faculty will be engaged in the simultaneous development of doctoral programs, recruitment of students, and enhancement to their own research agendas and records.

2. Who are the responsible entities for this proposed program?

The fiscal agent will be the College of Graduate Studies and Research who will distribute resources based on the recommendations of Deans and, possibly, department chairs in areas engaged in doctoral program development.

Fernando Delgado, Dean
College of Graduate Studies and Research
AFC 115
Mankato, MN 56001

The Dean of the College of Graduate Studies and Research plans to consult with the appropriate academic deans prior to the close of this academic year to assess which specific faculty would need what kinds of summer support and load flexibility in the forthcoming fiscal year.

3. What are key strategies or tactics for achieving the performance goals?

1) Provide summer duty days to develop and/or finalize curricular proposals and course syllabi.
2) Development and assess areas for program outreach and student recruitment.
3) Shift faculty workload to facilitate programmatic research agendas, provide opportunities for student recruitment; prepare for two levels of external reviews and site visits.

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?

Delivery and approval of program proposals. Sufficient quality and quantity in student applicant pool. Advancement in faculty research and scholarly agendas. Increased publication levels of faculty involved in the doctoral programs.

5. How and when would the measurable outcomes be assessed?

The measures would be assessed in stages and be evident in the outcomes themselves. There are no “fuzzy” measures in this activity. Faculty scholarly production is directly measurable as is the presence or absence of an approved doctoral program and program applicants.

6. Identify a standard or criteria for measuring the outcomes

1) Program Approval
7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?

The Graduate Sub Meet has identified a minimum of 5 Research Graduate Faculty members per program. At present the three program areas have approximately 24 graduate faculty members in total, most of whom will have some formal role with the doctoral programs. Factoring a one-course reduction for each of 24 faculty members at the current rate leads to $79,200. In addition to this, 75 summer duty days are proposed to be distributed among the faculty in each of the three programs to sustain those who need to complete program and curricular proposals, especially those aiming to MnSCU deadlines for the fall of 2006. These duty days have been priced based on a $62,000 average salary for the faculty engaged in the program areas. This yields a duty day rate of $369.047 and a total for 75 days of 27678.57.

The actual distribution of summer and academic year resources will be based on consultations with and the recommendations of the three academic deans that are supervising the graduate programs' faculty.

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?

None

9. What is the proposed timeline for implementation of this program?

Commencing 1 July 2006 and terminating 30 June 2007.
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

A Proposal For College Access Programs.

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University’s vision sets out the reasons for the organization’s existence and the “ideal” state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University’s vision and mission?
   The College Access Program (CAP) supports the University’s strategic priorities on diversity and enrollment management.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?
   The College Access Program is directly in line with the Office of the Chancellor’s work plan to expand access and increase the program to make the transition from high school to college a success for underrepresented groups.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)
   This program will provide a new strength in Minnesota State University, Mankato’s ability to recruit underrepresented students and provide an academic structured program to maximize success for underrepresented students.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?
   Currently Minnesota State Mankato can not compete with private and other state institutions offering summer programs and visitation opportunities that can enhance recruitment.

External

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment?
   Minnesota State Mankato through its limited funding has maintained relationships with community agencies and several non-profit organizations to
enhance its recruitment; however, the competition for underrepresented groups has substantially increased. The year-long College Access Program allows Minnesota State Mankato to cultivate Junior and Senior students for success.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international. The College Access Program addresses the emerging need to provide greater access to college for Minnesota growing new sub-Saharan and Latino immigrants as well as the growth of Minnesota traditional minority groups.

3. How does this program address a market demand/need within the Minnesota State Mankato organization? Having a strong college transitional program allows Minnesota State Mankato to be competitive with other institutions within the state.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a program’s strategies, tactics, and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long-term performance goals?
   The long-term goal is to have a program that can access and provide academic treatment to maximize the success of underrepresented students.

2. Who are the responsible entities for this proposed program?
   The College Access Program is under the Director of the Dean for Institutional Diversity in the division of Academic Affairs.

3. What are key strategies or tactics for achieving the performance goals?
   Provide year-round academic support for potential Minnesota State Mankato students.

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?
   Assessment of students’ basic skills entering the program, assessment of skills during second year and retention of students from year to year.

5. How and when would the measurable outcomes be assessed?
   The participants in the program are assessed annually and reports on outcomes presented to Vice President for Academic Affairs.

6. Identify a standard or criteria for measuring the outcomes
   One of the standards used will be the MnSCU basic skills assessment. Additionally student persistence and retention on annual bases will be conducted.
7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?
   
   The program will require additional office space which is in the current planning of the University. It also will require $30,000 non salary to operate the program financial tutorial services, campus visitations and four week residential academic camp during the summer.

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?
   
   The program will be supported and supplemented by existing staff resources in the Office of Multicultural Affairs and special cultural program support by the existing Activities and Diversity Program Activities Foundation Account.

9. What is the proposed timeline for implementation of this program?
   
   This is an on-going recruitment program for Minnesota State Mankato and is currently in operation lacking program funding.
Minnesota State University, Mankato  
Strategic Priority Funding Proposal Request Form

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University's vision sets out the reasons for the organization's existence and the "ideal" state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University's vision and mission?

   "Graduate Student Recruitment and Program Outreach"

   Yes, it is aimed at meeting established and targeted enrollment projections for graduate students at the university and to support the initiation of doctoral programs as these (at least 2) begin to advertise their program, market the institution and the program, recruit streams of students, and develop relationships to enable a pipeline for future graduate application streams. A secondary but important adjunct would be to ensure that a demographically and intellectually diverse prospect base is generated and recruited.

   The university's mission statement of goals includes the assertion that "the University will strengthen its role as a major provider of graduate education, offering intensive, scholarly graduate programs including collaborative efforts with other institutions and professionals, culminating in student expertise at professional levels."

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?

   Yes, it supports our desire to attract students to the university, point out elements of inter-institutional collaboration (when appropriate in given academic programs), and can reach out to under-served populations as programs identify likely external partners and constituencies interested in our graduate academic programs. Insofar as at least one of the target academic programs (the Doctorate of Nursing Practice) is part of the system's interest in workforce development and in which the system has already invested in with the aim of developing the degree program, this activity will contribute to the work plan.

   One concrete example would be to find partnerships with institutions such as CSU Pueblo and NE Illinois University, which are federally-designated Hispanic
Serving Institutions, and interested in sending undergraduates on to graduate, professional and doctoral programs. A second example would be to create connections with regional public and private baccalaureate institutions whose students tend to be interested in graduate education opportunities.

To the extent that the system does address, even by implication, graduate education, it can be argued that MnSCU's desire to create "Centers of Excellence" that deliver "instructional program distinction [that] are designed to address Minnesota's needs for a trained and educated workforce" can be achieved through graduate education.

**STEP 1b. NEEDS ANALYSIS**

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

**Internal**

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)

The university has a number of strong graduate programs that need assistance to reach the next level of their evolution. In some cases the resources are needed to build out a student base that would be attracted to the strengths and characteristics of the academic program. In other cases the program is robust with respect to student enrollment but is poised to move forward by extending its footprint in relation to (A) a broader geographic base from which to draw students and (B) a desire to marginally increase the program’s enrollments but improve the quality of student drawn to the program.

In addition to these general programmatic strengths there are faculty assets who are very much engaged in and/or interested in recruitment and outreach, either in regional forums and venues or through academic and professional conferences. Similarly, the College of Graduate Studies has infrastructure and some personnel assets to support this activity. The College is very interested in leveraging these funds to ensure that several existing masters programs can move forward and that the forthcoming doctoral programs are able to present a compelling message that would attract the quantity and quality of students Minnesota State Mankato desires to deliver a high quality doctoral education experience.

In aiming for a fundamental shift in our institution's identity via the delivery of doctoral programs, the presentation of other terminal graduate degree programs, and in the marketing and outreach on behalf of other unique, promising and excellent graduate degree programs, the financial resources to extend the impression and message of graduate opportunity and excellence at Minnesota
State Mankato are key supplements to the human, creative, and intellectual resources we already possess.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?

The institution has limited resources that can currently be deployed to target potential graduate students in a variety of ways. Principally the College of Graduate Studies and Research has a fund that allows for printed materials—bulletins, fliers, etc—but does not readily translate into personal visits, receptions, travel for faculty and other devices that universities typically use for recruitment, marketing, and outreach. As the institution moves forward our graduate enterprise is challenged by the enrollment goals set forth by the Enrollment Management Task Force and the Graduate Enhancement Task Force. Both entities targeted 15% as the enrollment target for graduate students. In the two years since these numbers were accepted the graduate enrollment has grown only marginally. The introduction of doctoral programs will no doubt help the enrollment figures but we must be sure that these programs are notable and successful and, as with our other terminal and graduate programs, ensure that there is a regional (beyond South Central Minnesota or the state in its entirety) understanding of what Minnesota State Mankato has to offer.

At present it does not appear as if either the College of Graduate Studies and Research or the various academic programs that would be likely partners have the financial resources to vigorously recruit students and market academic programs in ways that are consistent and personal.

External

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato's external environment?

By targeting our doctoral programs, which may very well enter a competitive marketplace and/or compete against more established institutions, and selected masters or terminal programs we might leverage our strengths and points of academic innovation to ensure enrollment growth and aid in the branding and identification of the university at a regional (Midwest and Plains) level.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato's external environment? Consider the following factors: demographic, technological, political, legal, social, international.

Apart from the University of Minnesota (Twin Cities), the competition in the state for graduate education is keen. Mankato clearly competes (and collaborates) with St Cloud and, increasingly, Winona State. In addition, the Duluth campus of the UofM has been identified as key competitor as have the variety of private and for-
profit institutions that populate and serve the Twin Cities and out-state areas. In this competitive environment graduate education at Mankato must be more consistent and aggressive in communicating our excellence, our opportunities, our cost benefits, and our programming to potential students. Historically, Mankato has not been either sufficiently aggressive or consistent in supporting programs that are unique, competitive, and of interest to external constituents. Yet, we know that there is pent-up demand for certain doctoral programs (which we intend to fill) and that there are audiences for other existing graduate programs.

If we are to grow numerically and reputationally we must be more intrusive and specific in supporting graduate programs—though the College continues to update its passive information (brochures, bulletins, folders, the Tomorrow Magazine)—and connecting our programs’ faculty with potential students, employers, and peers at other institutions in the state and region.

3. How does this program address a market demand/need within the Minnesota State Mankato organization?

We know from preliminary data that the doctoral programs we have identified as those we wish to move forward on have some level of pent-up market demand. We also know that what we are currently doing and funding is not sufficient to meet the enrollment targets and projections identified by two task forces and accepted by the administration. Thus, this funding will allow us to more aggressively act in the market place for graduate education and invest in the potential growth areas that we have as an institution previously identified as likely candidates for increasing graduate enrollments.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?

In large part, yes. The idea is to support 6-8 programs over the course of the first year. If the initial pilot yields results we would like to move to base funding and support up to 12 programs in the longer term. In either instance a significant percentage would programs that we know to be important to the identity and branding of Minnesota State Mankato as a leader in graduate education and those programs whose creation are legislatively authorized (i.e. doctoral programs: Counseling and Student Personnel, Nursing, and School Psychology). Providing the resources for these programs to optimize their potential for reaching enrollment targets and then to raise the quality and standard of both applicants and entrants is key for the institution and the system to point to our distinctiveness as well as our responsiveness when queried by legislators or other external constituents.

STEP 2. PROGRAM JUSTIFICATION/RATIONALE
Periodic evaluations of a programs strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals?

   It is hard to project long term performance goals when requesting priority funds for one year. However, the long term (3-5 years) are as follows:
   a) increase the graduate student applicants and enrollments;
   b) ensure that the enrollment targets for new degree programs are met (key here are the doctoral programs and the emerging MSW program);
   c) improve the applicant pool and competitiveness of our programs;
   d) extend and embellish the image of MSU Mankato as THE provider of high quality, comprehensive graduate education in the state.

2. Who are the responsible entities for this proposed program?

   If funded the Dean of the College of Graduate Studies and Research will be the responsible person. He will work with the academic deans and select program chairs to identify appropriate programs to initially invest in (6-8 programs in total) and then with the faculty on recruitment and outreach efforts. The final element will be working with the staff of AVP Iseminger to generate higher quality and more effective communications activities on behalf of the identified academic programs.

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   College of Graduate Studies and Research
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   389-5203
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3. What are key strategies or tactics for achieving the performance goals?

   - Develop better marketing materials for each of the program.
   - Establish partnerships with other institutions in the region.
   - Raise the profile of the academic programs at state, regional, and national academic and professional meetings.
   - Put university personnel (including faculty) on the road to meet with students at regional institutions and partner institutions.
   - Identify outlets for advertising and informing possible audiences.
   - Keeping a centralized database for contacts resulting from the above efforts and have the Graduate Studies Office follow up with increased information contacts.

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?

   There would be three overarching outcomes:
CGSR Request 1

1) Our graduate enrollments would move significantly, the target would be 80-100 new students.
2) Increasing our applications by 15% (roughly 210 applicants).
3) Extend the reach of graduate programs and reputation of the programs.

5. How and when would the measurable outcomes be assessed?
The first 2 can simply be culled by institutional headcounts. We already have annual and trend data for our enrollments; the College tracks—across months and years—application data. We would also turn to the number of formal and informal relationships that are generated over the course of a year; review the GIS map of our student enrollments to assess change to where our students come from; and examine any changes in the disciplines as to how our programs are ranked or assessed (this last measure would likely be part of a longer-term evaluation).

6. Identify a standard or criteria for measuring the outcomes

The standard criterion would be primarily numerical—growth in partnerships, growth in applications, growth in enrollments. The secondary and longer-term criterion would be reputational quality or regional competitiveness of the academic programs.

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?
The request is primarily for financial resources—$40,000—to support the following activities for 6-8 new and existing graduate programs.

1) Faculty and university personnel travel to institutions and professional organizations for the expressed purpose of recruiting students and marketing academic programs.
2) Hosting of on-campus and off-campus events, meetings, and receptions for potential applicants and prospects.
3) The generation of targeted informational, promotional, and advertising materials.

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?

The College of Graduate Studies and Research already sets aside a nominal amount of money for graduate programs to use, typically for brochures, and prints other collateral material for prospects about graduate education at Minnesota State Mankato.

Additionally, the College remains committed to publishing the Tomorrow Magazine, which some programs are using to recruit students and showcase their programs or activities, on an annual basis.
The College will set aside up to $5,000 dollars for the expressed purpose of regional advertising in select academic and professional outlets deemed appropriate by the academic programs.

The human resources for managing prospect databases will be allocated within the College of Graduate Studies and Research.

The creative expertise of those professionals in Marketing and Communications have been used in the past and will be consulted again when producing print materials.

9. What is the proposed timeline for implementation of this program?

The timeline for implementing the program will be the 2007 fiscal year (the 2006-2007 academic year). However, the results (outcomes) will likely be most accurately measured slightly out of phase with that timeline. The 2007 calendar year would likely be the better marker for applications and enrollments, though data will be tracked for each month of the year and compiled for the fiscal year.
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

A Proposal for Diversity Funds.

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University's vision sets out the reasons for the organization's existence and the "ideal" state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University's vision and mission?
   The University mission is supported by this program to enhance learning in regards to diversity and global awareness.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?
   This proposal to maintain and increase funding for diversity programs and activities is in line with the enrollment management, diversity and international strategic priority in helping to recruit and retain a diverse student body and to enrich the education of all students at Minnesota State University, Mankato.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)
   This proposal is to maintain the $30,000 allocated to enrich diversity programs and to institutionalize programs offered to find sufficient budget. The new emerging African groups, LGBT communities and others are demanding additional resources.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?
   Currently no funds have been set aside to accommodate the growth in diversity activities and programs ranging from Disability Services, LGBT, to the growth in ethnic minority groups.

External

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato's external environment?
An increase in activities funding will allow faculty, staff and student groups to continue to promote and implement diversity programs.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato's external environment? Consider the following factors: demographic, technological, political, legal, social, international. The demographic changes that have accrued in the last decade have not been addressed by the current level of ethnic diverse funding. Minnesota State Mankato did not have a recognized LGBT full-time Director, a sizable Anuak population and a growing Sudanese, Latino and Somali population enrolled at Minnesota State Mankato all demanding social cultural activities and recognition. The social cultural climate for all students is threaten when there is an increase in diverse groups and no plans and programs are put in place to address the concerns of an integrated society. Increasing social cultural program allows greater opportunities for all to be involved and to gain a better appreciation of diversity through non-treating structured activities.

3. How does this program address a market demand/need within the Minnesota State Mankato organization?
A University that maintains strong diversity programs and activities will be in a better position to recruit and retain a diverse student body.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?
N/A

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a program's strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program's long term performance goals?
The long term goal is to institutionalize diversity programs in which the calendared events demonstrate an inclusive campus which recognizes all diverse groups.

2. Who are the responsible entities for this proposed program?
The Office of Institutional Diversity's sub-committee for diversity programs is responsible for receiving all proposals and allocating funds. This committee consists of faculty and staff invited from all bargaining units.

3. What are key strategies or tactics for achieving the performance goals?
All members of the Minnesota State Mankato learning community faculty, students and staff are encouraged to submit proposals to the Diversity Activities funding Committee for Programs and Special Projects. This is an annual and semester call for proposals. The request for funding continues to greatly out number the available funds demonstrating a high demand and need for an increase in funding.
4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?

*Programs are individually evaluated and assessment is a part of the allocation process for in the 2006-2007 academic year. All projects funded will be required to make a presentation or share their project with the general student body and complete a program evaluation.*

5. How and when would the measurable outcomes be assessed?

*Assessment and evaluation of the funded projects by the funding committee.*

6. Identify a standard or criteria for measuring the outcomes

*A variety of measure will be used including, but not limited to attendance and surveying students.*

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?

*Least year, there was $30,000 of new initiative funds coupled with $45,000 of student activities. The growth in student and faculty request necessitate a minimum of $30,000 to be reallocated to the Institutional Diversity funding Committee.*

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?

*This request is supported by program staff in the Office of Multicultural Affairs, the program activities budget in the Office of Institutional Diversity and the student allocation funding.*

9. What is the proposed timeline for implementation of this program?

*This program supports activities from July 1, 2006 and run through June 30, 2007.*
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

Summary of Proposed Program Activities and Rationale:

The International Programs Office (IPO) requests $100,000 to develop international strategies and programs. The funds would be used for the following activities:

- As recommended in the International Task Force Report, colleges will be reimbursed for buy-outs/release time/reassignment for one Faculty Internationalization Representative (FIR) within each college for the 06-07 academic year. The FIRs will investigate and prioritize potential overseas programs and develop an international strategy for the college. Part of the funds may be used for international travel to explore new programs or assess current ones;
- Mini-grants will be offered on a competitive basis to faculty to develop semester exchanges or short-term study tours;
- The IPO will work with Marketing and Communications to develop marketing materials for current and new MSU programs to lift some of the administrative burden from faculty and improve recruitment among MSU, MnSCU and other institutions;
- The IPO will hire a graduate assistant to support the above activities and increase outreach promoting study abroad in each college.
- The IPO will develop direct affiliations with overseas universities in countries that draw a large number of our students.

The results of the proposed activities will be easily assessed by reviewing the number of students and faculty participating in international learning in general, whether through short- or long-term programs, MSU or non-MSU programs. By increasing the number and locations of MSU-sponsored programs however, tuition funds will be more likely to stay on our campus, rather than be used to participate in a St. Cloud, Bemidji, or third party provider program. The following example clearly demonstrates how developing one program could increase our tuition income by approximately $25,000.

The most popular destination for our students studying abroad is Australia, yet we do not have an affiliation there. Students pay significant additional fees to third party providers to facilitate their exchange. This year alone, 24 students spent a semester in Australia which cost the campus $54,600 in lost tuition. By developing a direct affiliation with an Australian university, not only would we be saving the students money by eliminating most of the additional fees, but we would also be able to keep a good portion of those tuition dollars on campus. (Note: Australian students are noted for their distinct lack of interest in studying abroad so a direct exchange program would not meet this need.)

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University’s vision sets out the reasons for the organization’s existence and the “ideal” state that the organization aims to achieve; the mission identifies major goals and performance objectives.
Does the program support the University's vision and mission?

Enhancing international opportunities for faculty and students is a clearly articulated priority of Minnesota State Mankato. The proposed activities directly contribute to the vision of increasing global-mindedness on campus and the mission of promoting learning.

The proposed activities also support the IPO mission to encourage and promote global study opportunities, enhance student learning, and foster student development; encourage and promote opportunities for faculty to develop global awareness, knowledge and skills; and create and strengthen effective partnerships to enhance Minnesota State Mankato's international presence.

How does the program support the Minnesota State Colleges and Universities system strategic work plan?

The proposed program indirectly supports each of the focus areas: Revenue, by contributing to student retention; Productivity, by connecting international activities directly to department and college curricula and goals, thus providing a framework within which international exchanges and study tours are developed; Centers of Excellence, by providing incentives to faculty to reach and stretch beyond traditional boundaries of their disciplines; Strategic Planning, by implementing recommendations contained within the MSU International Task Force report and developing an international strategy for each college; Serving the Underrepresented, by developing a greater offering of short-term study abroad opportunities that are relatively affordable to a larger number of our students both in terms of cost and time away from family and jobs.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)

Faculty members at Minnesota State Mankato have a wealth of international interests, experiences and contacts, but must use unpaid time to develop, advertise and implement programs that expand international opportunities for students. Funding the proposed activities will demonstrate the University's commitment to internationalizing the campus by providing the time and incentives needed to expand international program offerings, both for specific departments and for the student body in general.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?

International programs are currently developed based on individual relationships and interests, rather than within a context and strategy that clearly defines goals and priorities.
set by each department, college or university. By ensuring that each college has a faculty representative responsible for internationalization, as recommended in the recently published International Task Force Report, the university will be in a position to develop a strategy (or strategies) for its overseas programs that reflects identified needs and interests of our community.

Having such a strategy in place will, in turn, provide a framework for determining how limited funds should be distributed among competing programs, strengthen proposals for additional funding from private, state, federal and non-governmental sources, and contribute to Minnesota State Mankato’s reputation and stature within the region.

Each college representative will be responsible for meeting with individual departments in the college, addressing mission and goals in terms of overseas or other international programming, assessing specific needs of departments or the college, helping departments investigate possible overseas programming, and assisting the individual college and departments to set up, develop and assess international programs. The representative would collaborate with other representatives and the IPO and ISO directors, as well as keep the Advisory Councils informed of initiatives and plans and report to the College Dean about initiatives.

External

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment?

Compared to our sister schools of MN State Moorhead, St. Cloud State and Bemidji State, current Minnesota State Mankato – sponsored study abroad programs are deficient in both number and diversity of location. Using faculty led short-term programs as an example, 6 of 7 current MSU programs take place in Western Europe. Only eight of St. Cloud State’s 17 programs, by comparison, take place within Western Europe. Bemidji offers two such programs in Asia and two in Africa; and Moorhead’s three programs are in Mexico, China and Brazil.

Efforts at MSU to develop short term study tours in Africa and India have met with difficulties because of high costs, little or no financial or moral support from departments, and wariness by many students to travel to locations perceived as exotic. If we are to prepare our students for an increasingly interconnected world, we must be proactive in supporting and encouraging those faculty and students who are ready to commit their time and efforts to these unique and challenging teaching and learning experiences!

2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international.

President Bush and his administration have identified the urgent need for the U.S. workforce, both public and private, to improve its understanding of foreign cultures and languages:

Strategic Priority Funding Request - International Programs Office
An essential component of U.S. national security in the post-9/11 world is the ability to engage foreign governments and peoples, especially in critical regions, to encourage reform, promote understanding, convey respect for other cultures and provide an opportunity to learn more about our country and its citizens. To do this, we must be able to communicate in other languages, a challenge for which we are unprepared. (U.S. Department of State Fact Sheet, National Security Language Initiative, January 5, 2006)

3. How does this program address a market demand/need within the Minnesota State Mankato organization?

The activities outlined in this proposal, added to the internationally-focused learning already taking place on and off our campus, form the foundation for providing our students with the global understanding they need to succeed, whether in elementary school classrooms or the corporate boardroom. Employers identify strong communication and cross-cultural skills as among the most desired characteristics in employees. By funding the proposed activities, Minnesota State Mankato will send a clear message to faculty, students and parents that we recognize the urgent need to develop these skills and that we are committed to helping students perfect them.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?

Despite initial hopes that Governor Pawlenty would propose $3.5 million to aid globalization initiatives within the MnSCU system, there are currently no bills before the legislature to assist in this effort.

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a program's strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program's long term performance goals?

- Increase the number of faculty and students who study and teach internationally.
- Increase the number of on-going, MSU-sponsored international programs.
- Improve the diversity of locations of MSU-sponsored international programs, specifically by adding programs in Asia, Africa, Central and Eastern Europe and South America.

2. Who are the responsible entities for this proposed program?

The IPO will coordinate the overall effort, working with Deans and the International Programs Advisory Committee (IPAC) to a) develop a Request for Proposals (RFP) for developing new exchanges or programs and b) select the winning proposals. The IPO Director will also supervise the graduate assistant and work with marketing and communications to develop the marketing materials.
College Deans will be asked to select and supervise the work of each college’s Faculty Internationalization Representative.

3. What are key strategies or tactics for achieving the performance goals?

The primary strategy for increasing the number of MSU international programs is to provide financial incentives to the faculty to devote the time required to develop quality programs that expand students’ understanding of global issues and cultures.

Additional strategies include:
- Developing a study abroad student scholarship fund (already in progress and advocated by the International Task Force);
- IPO commitment to lifting part of the administrative and marketing burden from faculty shoulders by developing marketing materials and increasing outreach and advertising for all MSU international programs.

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?

- Increased number of new international programs established (In 05-06, we are offering six direct exchange programs, intensive language programs in five countries, and seven faculty led short-term study tours.)
- Increased number of participating faculty leaders and students.
- Improved diversity, both in terms of locations and participants.

5. How and when would the measurable outcomes be assessed?

The outcomes will be assessed at the end of the 06-07 academic year, and again at the end of the 08-09 academic year to determine whether the seed funds proposed here have resulted in self-supporting programs.

6. Identify a standard or criteria for measuring the outcomes

Student participation in international programs has grown by an average of 55 additional participants in each of the last three years. With the increased options provided by this initiative, IPO expects to increase the number of students studying abroad by an additional 50 students in the 07-08 academic year.

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?

Release/reassignment/buy out time for one faculty internationalization representative in each of the six colleges for the 06-07 academic year, including funds for international travel, if deemed necessary $55,000

Mini-grants to faculty to develop semester exchanges or short-term study tours (5 x $3000) $15,000

Strategic Priority Funding Request - International Programs Office p. 5
Develop marketing materials for current and new MSU international programs $15,000

Graduate assistant in the IPO to support the above activities $ 9,000

IPO travel to Australia and UK/Ireland to review site locations and negotiate affiliation agreements $ 6,000

Total $100,000

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?

None

9. What is the proposed timeline for implementation of this program?

April 2006 Work with Deans and Faculty Association to identify and select potential faculty internationalization representatives (FIR) within Colleges for release time, pending funding (IPO, Deans, FA)

May 2006 Notification of funding
Develop RFP for mini-grants (IPO & IPAC)

June – August Send mini-grant RFP to faculty (IPO)
Develop marketing materials with Marketing & Communications (IPO)

Sept. - May Faculty internationalization reps identify needs and interests within departments and colleges, research program opportunities, prioritize options, develop internationalization strategy for the college.

October 2 Deadline for mini-grant proposals
Proposals reviewed (IPAC, FIRs )

October 20 Mini-grant recipients notified

November – June New international programs (exchanges or short-term faculty led programs) are designed and developed

June 30, 2007 All funds expended

September 2007 – June 2008 Newly developed MSU international programs are advertised and conducted for the first time
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University's vision sets out the reasons for the organization's existence and the "ideal" state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University's vision and mission?
   For several years diversity has been a priority for the campus. Its centrality has been manifest in the vision, mission, and in the pronouncements of the President. President Davenport empowered a Diversity Commission based on the Diversity Task Force Plan of 2004 and that commission will be entering its third academic year. The role of the commission is to serve as advisory role to the President and the campus and to compile data and reports that help the campus understand where its strengths and weaknesses lie.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?
   The system is also oriented toward diversity; however, it does not appear to be explicitly stated in the work plan.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)

   The Diversity Commission spans all divisions of the university and includes student representation, community representation, and the bargaining units. Nevertheless, one might state that at this stage in the university's evolution the commission plays a complementary and advisory role to those units engaged in efforts to inculcate diversity (as defined by the university) in the activities and actions of the campus, including personnel, curricular, and programmatic issues.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?
Diversity Commission Proposal

To the extent that the campus has not met its goals to live diversity to the degree that it has been charged to do or that we have not yet met the goals of the President the commission's function is to support and assist those to address this weakness.

External

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato's external environment?

Minnesota State Mankato is clearly an important institution with a regional impact. MSU employees are members of the Greater Mankato Diversity Council and several are active as official diversity trainers. Moreover, as the university makes strides in living up to its diversity challenge it will further engage the community (as students, staff, and faculty who come to the university also consider the environment beyond the campus) and potentially serve as a model for public and private sector as well as the community.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato's external environment? Consider the following factors: demographic, technological, political, legal, social, international. The impulse for diversity efforts arises from a variety of realities. Increasingly, the urgency to reflect diversity in more appreciable ways is connected to realities that are material—increasingly globalized environment, a more multicultural workforce, and the university's desire to protect enrollments amid projections for a dramatically different student demographic in south central Minnesota in the next 10-15 years. In addition, create an appreciably more diverse campus that is more receptive and supportive of diversity will aid the university's effort to recruit and retain a more diverse workforce (which, in turn, the literature suggests will help us recruit and retain a more diverse student population).

3. How does this program address a market demand/need within the Minnesota State Mankato organization? It may not address a market demand/need within the university apart from the fact that the President continues to want a functioning Diversity Commission and this commission has technical, resource, and support needs in order to accomplish its work.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?

No

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a program's strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program's long term performance goals?
Diversity Commission Proposal

Ideally entities like the Diversity Commission would have infrastructure built in over the long term. However, the actuality is that the Commission is asking for similar support that it received for the current academic year. Until a decision is made long-term, the evolving work of the Diversity Commission will require annual requests for resource support. The performance goals are not for the request, rather the request is to help the Commission perform its goals—which include regular web updates, compiling reports, processing inquiries and concerns regarding the status of diversity at the university, connecting external folks who have questions or needs with appropriate campus personnel, and to produce an annual report to the President on the status and direction of diversity at Minnesota State Mankato.

2. Who are the responsible entities for this proposed program?

At present the two Co-Chairs remain Dr. Jacqueline Lewis from the College of Education and Dean Fernando Delgado of the College of Graduate Studies and Research. The resources would be managed and tracked by the College of Graduate Studies and Research, which uses staff to process expenditures and supervise graduate or undergraduate student help.

3. What are key strategies or tactics for achieving the performance goals?

Leveraging increased level of activities—including forums, reports, and a revision to the 2004 Diversity Task Force Plan.

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?

Measuring the end points of activities for 2006-2007 and comparing them to actions and efforts during the 2004-2005 AY and the 2005-2006 AY.

5. How and when would the measurable outcomes be assessed?

Measurements would be made in June of 2007 and be reflected in the annual report and summary of activities for the Commission. Both are submitted to the President’s Office.

6. Identify a standard or criteria for measuring the outcomes

Quantification measure regarding the number and range of activities as well as a measurement of the number of contacts and actions taken by the Co-Chairs and other members of the committee.

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?

The College of Graduate Studies and Research “houses” the Diversity Commission. The Administrative Assistant for the Dean and a student worker employed by the College manage a lot of the expense reporting and provide ongoing support for the Commission—though this deflects them from other duties that are part of their workload in the College. The only non-salary request is for $5,000 in support—this will pay for incidental expenses and provide opportunities
Diversity Commission Proposal

for the Commission to also support some commissioners should they register for training, seminars, or workshops related to diversity in university and professional settings.

In addition, we are asking for the cost of one graduate assistant for the academic year and additional dollars to sustain this student through June of 2006 (when the final report is composed and edited). This is anticipated to cost $9,800 (in addition to forgoing tuition through a waiver).

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?
As noted above, the College of Graduate Studies and Research has relied on college personnel to support the Dean in his role as Co-Chair, the means that College resources are de facto reassigned to support the Commission—including compiling agendas, distributing minutes, announcements, reports, and memos sent on behalf of the Co-Chairs and the commission.

9. What is the proposed timeline for implementation of this program?

August 15, 2006-June 30, 2007
Extended Learning
Strategic Priority Funding Proposal
Spring 2006

Proposal:
As a result of Presidential Strategic Priorities, Minnesota State University began a distance learning initiative under the broader unit of Extended Learning. The purpose of Extended Learning is to provide access to the programs and services of Minnesota State University, Mankato. This is accomplished through technology based distance education (online) and off campus programs. For the past few years, Minnesota State Mankato has been developing capacity and expertise in online delivery. This has been accomplished through programs developed with funding as well as the knowledge and skill of faculty and staff. Minnesota State Mankato has invested in the technology infrastructure as well as professional development of faculty.

MSU has also been involved in strategic partnerships, most specifically, Normandale Community College and the development of the 169 corridor and other partnerships with communities such as Fairmont, Owatonna and urban areas of Minneapolis (Urban Ventures). Successful development of these partnership opportunities requires investments of time and talent resources of Minnesota State Mankato.

Finally, the Enrollment Management Taskforce has identified as an enrollment target for 2010, an increased number of new students (1700) accessing Minnesota State Mankato through online distance education as well as off campus sites. The proposed funding items also support the Enrollment Management Goals and the Diversity Initiative.

To meet the enrollment goals by 2010 through online and off campus programs, maximizing the utilization of seats in courses and recruiting new students into programs, the follow activities with required funding are proposed.

<table>
<thead>
<tr>
<th>Program Area/Item</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Faculty support/adjunct/overload</td>
<td>$70,000</td>
</tr>
<tr>
<td>Computer Learning Labs (2)</td>
<td></td>
</tr>
<tr>
<td>A. Coordinator, support, recruiter</td>
<td>$30,000</td>
</tr>
<tr>
<td>B. Equipment, connectivity</td>
<td>$10,000</td>
</tr>
<tr>
<td>Needs assessment, needs analysis, program information</td>
<td>$</td>
</tr>
<tr>
<td>On site recruiter, coordinator (NCC)</td>
<td>$30,000</td>
</tr>
<tr>
<td>Coordinator, assistant – Open Studies</td>
<td>$25,000</td>
</tr>
<tr>
<td>Total</td>
<td>$190,000</td>
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Description of Items

<table>
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<tr>
<th>Item</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. Faculty support/adjunct/overload</td>
<td>This funding will support additional courses and programs offered online and off campus. New Minnesota State Mankato initiatives include a partnership at Normandale Community College and renewed emphasis in Fairmont and Owatonna. This</td>
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<td><strong>2. Computer Learning Labs</strong>&lt;br&gt;requiring coordination and support as well as possible needs for equipment</td>
<td>These funds are to support the development and implementation of 2 computer learning labs. The purpose of the labs is to provide an opportunity for those unfamiliar or uncertain about online learning to engage in this process while having general academic and technical support. The target areas for the labs are the City of Fairmont and Urban Ventures in Minneapolis. Both of these geographic areas are underserved. Urban Ventures initiative would support the Diversity initiative of Minnesota State University while Fairmont supports a strategic partnership. In addition to knowledge of university curriculum, the support coordinator will need excellent technology skills. Equipment needs are pending a full technology assessment at each location.</td>
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<tr>
<td><strong>3. Needs assessment, needs analysis, program information</strong></td>
<td>This funding will be used to document learning needs both programmatically and geographically. This involves surveys and focus groups. Program information includes general information distribution, paper as well as web based.</td>
</tr>
<tr>
<td><strong>4. On site recruiter, coordinator (NCC)</strong></td>
<td>This funding is intended to support a recruiter/coordinator for Minnesota State University classes and programs at Normandale. Responsibilities include meeting with current NCC students and alumni as well as meeting with businesses and professional groups with the intent of informing/recruiting individuals about Minnesota State University opportunities at NCC.</td>
</tr>
<tr>
<td><strong>5. Coordinator, assistant – Open Studies</strong></td>
<td>This funding will provide assistance to the Director of the Open Studies program. This is pending approval by the department and college to offer the Open Studies program off campus.</td>
</tr>
</tbody>
</table>
STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University’s vision sets out the reasons for the organization’s existence and the “ideal” state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University’s vision and mission?

In 2003, Distance Learning was identified as a strategic priority of Minnesota State University. Distance Learning is one component of the larger unit of Extended Learning. Consistent with the mission of the University to promote learning...to the state, the region and the global community, the mission of Extended Learning is to offer educational options that provide access to Minnesota State University. This access is provided throughout the state, region and global community. Because of this mission, Extended Learning plays a critical role in Enrollment Management. By 2010, Extended Learning is expected to provide access for 1700 new students (unduplicated head count).

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?

The Minnesota State Colleges and Universities strategic plan for 2006-2010 states: Strategic Direction 1: Increase access and opportunity
Extended Learning supports this direction by providing access to Minnesota State University through distance learning, off campus programming and PSEO/Concurrent Enrollment programming.

Strategic Direction 3: Provide programs and services integral to state and regional economic needs
Extended Learning supports this direction by providing courses and programs within local communities that serve workforce needs. This includes graduate degree programs for educators as well as degree completion programs for other professions. Extended Learning provides courses to meet changing workforce knowledge and skill needs.

Strategic Direction 4: Innovate to meet current and future educational needs efficiently
Extended Learning, through the distance learning initiative, provides opportunities for experimentation and innovation through the use of technology. This includes the current eTeach initiative, funded course conversions and support of faculty developed grants.

The following proposal involves the use of technology to offer programs to broader audiences and thereby increasing access to MSU. The increased access is intended to benefit individuals and well as communities.
STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

**Internal**

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)

   The proposal has three sub-items under the broader category of Extended Learning. These categories are:
   
   1. Faculty support for course/program development and delivery;
   2. Student support via computer learning labs and assistance;
   3. On site/off campus recruitment and coordination.

   All of these areas have been under development for the past few years and are designed to increase access and enrollment at Minnesota State University. While all of these areas will continue, funding of these initiatives will accelerate the growth by adding credit courses/programs in various locations and online and providing support for the courses.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?

   The continuing weakness of Extended Learning is the inability to plan and sustain growth because of unstable funding. For example, for academic year 2006-07, two program areas are willing to locate at Normandale Community College. For 2007-08, two additional, new programs intend to Normandale Community College. These new programs will need additional faculty. If one time funding could be used as investment funding with some revenue returning to Extended Learning, then Extended Learning would be in a position to plan for long term growth.

**External**

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment?

   These initiatives build on the existing structures and relationships that have been planned prior to and including 2005-06. The previous planning has brought the opportunity to actuality.
2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international.

These initiatives address the threat of the changing state demographics and the anticipated declining enrollment. In addition, the proposal impacts the diversity needs of Minnesota State University.

3. How does this program address a market demand/need within the Minnesota State Mankato organization?

These initiatives address the demands of the external environment for academic programs in greater Minnesota and within the region. The proposal addresses the declining state demographics by creating new opportunities for access.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action? No

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a program’s strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals?

The purpose of this initiative is to increase Minnesota State University enrollment off campus and online and to provide service to the state and region.

2. Who are the responsible entities for this proposed program?

The responsible entities are Extended Learning and the partnering academic area. Because Extended Learning has neither curriculum nor faculty, Extended Learning depends on partnerships with MSU academic departments for meeting enrollment goals. Extended Learning does this by identifying needs, negotiating with academic areas and compensating academic areas for off campus and online work.

3. What are key strategies or tactics for achieving the performance goals?

The key strategies or tactics include:
1. Identify needs and develop relationships with external constituents;
2. Identify and partner with interested academic departments;
3. Identify academic area needs for participation online or off campus;
4. Identify program support needs;
5. Plan program and location initiative;
6. Obtain resources;
7. Implement programs;
8. Evaluate goals;

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?

The programmatic outcomes include the consistency of scheduling, the responsive of faculty to students, the number of sections scheduled and enrollment in sections.

5. How and when would the measurable outcomes be assessed?

Outcomes of enrollments, surveys and evaluations are monitored and measured on a semester basis.

6. Identify a standard or criteria for measuring the outcomes
Number of enrollments but particularly problematic is identifying “Extended Learning” students vs “on campus” students.

6. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?

See first section

7. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?

Implementation of some initiatives could be delayed.

9. What is the proposed timeline for implementation of this program?
Online: New programs are pending the RFP process. Proposals are due 3/31/06. New programs identified asap and program transformation to begin Summer 2006. Depending on program and proposal, newly converted courses could be offered as early as Fall 2006.

OCUC: Two programs under consideration as well as Open Studies program. Need agreement from departments to offer programs in Owatonna. Possibility of Fall 2006 start.
NCC: Two programs are moving to NCC, Fall 2006. Two additional programs scheduled to move Fall 2007. Recruiting and coordination needed as well as marketing and advertising.

Fairmont/Urban Ventures: Fairmont needs assessment will be done in May. A response by MSU will be needed. Urban Ventures potential partnership could start this summer with courses to begin as early as Fall 2006. Intensive summer development needed.

Open Studies: Program Director is willing, with additional support, to offer program off campus. Need A&H Dean approval. Director will need assistance. Marketing and advertising needed.

Submitted by:
Pat Lipetzky
Dean, Extended Learning
March 6, 2006

Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

Brief summary of request:
The International Student Office solicits funds of $33,000 (plus benefits) through MSU’s Strategic Priority funding process to initially hire an Immigration and Program Coordinator position for FY 07. The rationale for the need and explanation of the position’s essential value to MSU is covered in steps 1a., 1b., and 2 of the request. The International Task Force final report identifies this position as the first priority of budget recommendations.

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University’s vision sets out the reasons for the organization’s existence and the “ideal” state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University’s vision and mission?

International Programs is a Presidential Strategic Initiative. Supporting International Education also supports Enrollment Management and Diversity Commission goals to increase the number of International Students at Minnesota State University, Mankato. The use of strategic funds to initiate the hiring of an Immigration and Program Coordinator position fully supports those priorities, and will permit the office to provide in-depth services to students, campus and community.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?

In addition to aligning with campus Strategic Planning, this position supports the Chancellor’s focus area of Strategic Planning. It also is another way of supporting the Underrepresented, as diversity is broadly defined at MSU. International students provide valuable outreach into Mankato’s immigrant communities, which is a positive factor for retention of both populations. Support of International student immigration compliance allows other ISO staff now burdened with the SEVIS system to support the full range of international student involvement activities in the campus and community.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal
1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)

The ISO provides comprehensive service to International students, faculty and campus offices. The position is vital for Federal compliance with Immigration (SEVIS) regulations, but additionally it will allow the office to reinitiate services that have been dropped as the Director and Asst. Dir. have focused on SEVIS compliance. MSU has a strong reputation regarding service to International Students. As most of our MnSCU partners provide resident tuition to their international students from the beginning of their studies, continuation of the very best service is needed to attract and retain prospective students in light of tuition savings at other MnSCU sites.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?

The International Student Office has absorbed a number of unfunded mandates. The foremost of those being the reporting and data entry for the Student and Exchange Visitor Information System (SEVIS). In addition, tax treaty compliance, and I-9 student employee verification have become increasingly complex, resulting in further reliance on student help with sensitive information. Current staffing cannot maintain the level of comprehensive service and programming to 500 students from 60 or more countries.

External

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment?

The new opportunities will be developed as services to students are improved, and federal compliance receives the highest priority. Minnesota’s service and industry sector have said they need globally competent employees. MSU can utilize international students through their interactions with domestic students to further that global competence. This also further prepares the institution to take advantage of international student interest in MSU’s expanding graduate school programs especially as we move toward Applied Doctorates and opportunities with distance education. This position’s focus on federal compliance will allow us to be in the position to act on these opportunities.

2 How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international.

Given the political environment, there will continue to be additional university duties to monitor international student compliance with federal visa regulations. The landscape of these regulations is rapidly changing. At the same time, a globalized society requires that MSU manage these demands in an efficient and professional
manner. Shortages in key areas of Science and Technology will require politicians, industry and higher education to collaborate as employment and security needs are balanced.

3. How does this program address a market demand/need within the Minnesota State Mankato organization?

MSU has set a goal of 5% international enrollment which is 700 students if enrollment holds at 14,000. Improvements in U.S. Department of State visa processing and security checks are helping stimulate a recovery in the number of applications to near pre September 11th numbers. Additionally, a first class education in today’s world requires that students from Minnesota have exposure to students from around the globe. Therefore, to retain these international students, MSU must provide the necessary staffing to support these students.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?

Addresses compliance with the federally mandated SEVIS program, and improves the likelihood of Federal re-certification every two years. Failure to be recertified, would mean MSU could not enroll international students.

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a programs strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals?

The position will be responsible for compliance and MSU reporting responsibilities to the SEVIS system using a batch interface with ISRS, or via a real-time web based government website.

2. Who are the responsible entities for this proposed program?

The Director of the International Student Office, as supervisor of the Immigration and Program Coordinator, in addition to the Vice President for Academic Affairs to whom the ISO Director reports.

3. What are key strategies or tactics for achieving the performance goals?

Employment of an individual with an understanding of federal regulation compliance, and the ability to use technology to monitor student compliance with the regulations.

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?
Continued recertification from the Department of Homeland Security, and the U.S. Department of State along with evaluation of student immigration status issues related to data entry and reporting of data. Specifically MSU must meet recordkeeping requirements containing information related to each international student and update 19 data elements on those students to SEVIS whenever a change occurs in their personal, program or enrollment information. Submission of this data in a timely manner will be evaluated.

5. How and when would the measurable outcomes be assessed?

At two year intervals during SEVIS recertification, and annually through employee evaluations.

6. Identify a standard or criteria for measuring the outcomes

SEVIS recertification involves a review and approval to accept and enroll F-1 and J-1 visa students. This approval also permits MSU to invite visiting international faculty and scholars to teach courses of interest to MSU, and conduct joint research with our faculty.

The consequence of not meeting the Depts. of Homeland Security and State could be withdrawal of MSU’s approval under Federal code 8CFR 214(a)(1)(i)-(xviii)

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?

Salary ($33,000 plus benefits) at a B range within the MSUAASF Unit, as the position has been approved. Office or cubicle space that for the short-term can be sustained within current space, but as IPO and ISO co-location plans move forward the space needs of this position will need to be considered.

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?

Other sources are limited to support through the general budget of Academic Affairs, to assessing a special fee to all international students.

9. What is the proposed timeline for implementation of this program?

The position would begin with approval of the strategic funding on a pilot basis in July/August 2006.
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

A Proposal for KNUST.

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University’s vision sets out the reasons for the organization’s existence and the “ideal” state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University’s vision and mission?
   *This proposal to send a delegation to the Kwame Nkrumah University of Science and Technology (KNUST) supports the vision of Minnesota State Mankato to expand opportunities for international study and teaching opportunities for students, faculty and staff.*

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?
   *This proposal directly supports the strategic priorities on diversity and international education and is supported by the International Programs office and the Office of Institutional Diversity.*

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)
   *Minnesota State Mankato has a very strong science and engineering curriculum as well as nursing and technology which coincide with the curriculum at the Kwame Nkrumah University of Science and Technology. An exchange of faculty and students has a great potential to strengthen our student personal and academic international growth and development.*

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?
   *Currently Minnesota State Mankato students have limited international study travel experiences. The National Student Exchange program serves approximately 30 students per year and the International Programs office serves approximately 300 students.*
External

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment? 
   *This program will enhance the existing study abroad opportunities and create new opportunities for faculty exchange.*

2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international. 
   *This program does not propose a threat to Minnesota State Mankato’s external environment; however, it has the great potential to strengthen international educational experiences for students and faculty.*

3. How does this program address a market demand/need within the Minnesota State Mankato organization? 
   *Minnesota State Mankato becomes a more marketable university to students when its curriculum is expanded to international education opportunities.*

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?

**STEP 2. PROGRAM JUSTIFICATION/RATIONALE**

Periodic evaluations of a programs strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals? 
   *The goal of this proposal is to establish a long standing faculty and student exchange.*

2. Who are the responsible entities for this proposed program? 
   *The International Programs office, Office of Institutional Diversity and Academic Affairs are the primary entities for this program.*

3. What are key strategies or tactics for achieving the performance goals? 
   *To visit and correspond with Kwame Nkrumah University of Science and Technology match courses and curriculum to insure a good fit for faculty and student exchange.*

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved? 
   *To establish an exchange program for faculty and students. To access the learning experiences of faculty and students.*

5. How and when would the measurable outcomes be assessed? 
   *An evaluation of the fit between Minnesota State Mankato and Kwame Nkrumah University of Science and Technology would be made by the*
Minnesota State Mankato delegation visiting and studying the University by the close of fall term 2006.

6. Identify a standard or criteria for measuring the outcomes

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?

Supplemental travel funding is required for a team of six faculty/administration at a cost of $5,000 each, a total of $30,000 which would include, but not be limited to Dean or faculty representatives from the College of Science, Engineering and Technology; Dean of Institutional Diversity; Vice President for Academic Affairs; faculty representative from College of Social and Behavioral Science and International Programs office.

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?

Funding beyond the basic cost for travel will be the responsibility of the unit or college.

9. What is the proposed timeline for implementation of this program?

The proposed Minnesota State Mankato visitation timeline for this project is targeted for summer or fall term of 2006.
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

CETL Mini-Grants for Course Re-design: $30,000

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University’s vision sets out the reasons for the organization’s existence and the “ideal” state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University’s vision and mission?

This program supports the following elements of the University’s vision and mission:

- Mission Statement: 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.
  - This proposal directly supports the mission of the university. These mini-grants will enhance “effective undergraduate and graduate teaching” by providing support, education and training for faculty seeking to enhance student learning in the classroom.

- Goal Statement 6: 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.
  - The CETL mini-grants directly support this goal statement, directly funding faculty development opportunities.

- Strategic Priority – Enhance Undergraduate Academic Excellence – Task Force Recommendation: Recommendation 3: Enhance financial and other support for faculty development and faculty assistance. We recommend that the University continue and enhance its support of faculty development in these . . . areas: Continue and enhance support for the Center for Excellence in Teaching and Learning.
  - As noted in the above recommendation, this proposal is a direct response to the Task Force recommendation, so directly meets one of the Strategic Priorities of the University.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?

- 2005-2006 Work Plan Focus Area 4: Strategic Planning: Minnesota State Colleges and Universities continually seeks creative ways to design and deliver a wide variety of educational programs and services. The system must understand and demonstrate its ability to serve the changing needs of the people of Minnesota.
  - This program supports the development and implementation of “creative ways to design and deliver a wide variety of educational programs and services.” The CETL mini-grants directly fund faculty efforts in course redesign, active learning, capstone experiences and other “creative ways” to help students learn.
STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

**Internal**

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)?
   This program supports an existing strength with Minnesota State Mankato—The Center for Excellence in Teaching and Learning (CEIL). The CETL is clearly the premier faculty development program in MnSCU, and one of the premier programs in the Midwest and even in the nation. The CETL director has been asked to present at the Higher Learning Commission Annual Meeting, and has made countless presentations at other MnSCU institutions as well as at other Midwest institutions. The mini-grants have been offered for the past three years through Strategic Priority Funding and have resulted in numerous enhancements to classroom teaching and learning.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?
   Minnesota State Mankato faculty have higher teaching loads than many of their peers, but must still enhance and improve their teaching and student learning. These mini-grants, usually used during the summer, essentially “buy out” faculty from summer teaching and provide time (and other resources) to develop and then implement changes in their classes.

**External**

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment?
   Enhancing the teaching and learning in classrooms, especially though the inclusion of active learning and outcomes-based teaching, creates classrooms where students are more engaged. Engaged students learn more, report higher levels of satisfaction with their collegiate experiences, and are more readily retained, leading to higher and more timely rates of graduation.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international.
   Minnesota State Mankato faces a demographic decline in new entering first year students, as well as a demographic shift in student populations. There will be fewer students in general, and more of these students will come from populations with little experience with traditional higher education. Enhancing active learning and outcomes-based teaching will allow Mankato to better serve this new population of students. Socially, this generation of new students expects a more hands-on and technologically enhanced classroom experience. These mini-grants will allow faculty to better prepare to effectively teach these students.
3. How does this program address a market demand/need within the Minnesota State Mankato organization?
Faculty are required, as noted in Article 22, Section B, Criteria 3, to engage in continuing development. These mini-grants provide an additional opportunity for faculty to meet their continuing development requirements and enhance their teaching and student learning at the same time.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?
This does not address a legislative action.

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a programs strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals?
The long-term performance goals of this program are two-fold:
   a. To provide quality professional development for all Mankato faculty
   b. To improve teaching and learning at Minnesota State Mankato

2. Who are the responsible entities for this proposed program?
The Center for Excellence in Teaching and Learning is housed in the Division of Academic Affairs. The Director of the Center reports to the Assistant Vice President for Undergraduate Studies. Management of the mini-grants will be handled by Bonnie Windschitl in the office of the Vice President for Academic Affairs.

3. What are key strategies or tactics for achieving the performance goals?
The mini-grants are for faculty interested in incorporating active learning techniques into their classrooms and/or redesigning courses. Up to ten faculty would be awarded up to a $3000 mini-grant for this activity based on competitive applications reviewed by the Faculty Association Faculty Development Committee. CETL would work closely with each grantees as a consultant on projects.

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?
Each grantee would be required to submit a final written report of their work and give a public presentation on campus detailing how their grant improved teaching/learning in their classrooms.

5. How and when would the measurable outcomes be assessed?
Grant recipients would be required to present at either the fall 2006 or spring 2007 Teaching and Learning Conference on campus.

6. Identify a standard or criteria for measuring the outcomes
Standard is a public presentation documenting how the grant enhanced teaching and learning. Presentation would be made to peers at the University and other higher education institutions.

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?

$30,000. This will be used for mini-grants. The mini-grants can pay for faculty stipends, equipment, supplies, conferences, travel and other costs associated with course re-design.

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?

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<tr>
<th>Salary</th>
<th>Non-Salary</th>
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<tbody>
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<td>$128,871</td>
<td>$15,779</td>
<td>$144,650</td>
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9. What is the proposed timeline for implementation of this program?

Mini-grants would be awarded for the FY 07 fiscal year. All activity would need to be completed by June 30, 2007.
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

A Proposal for Native American.

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University’s vision sets out the reasons for the organization’s existence and the “ideal” state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University’s vision and mission?
   *This proposal is in support of the University mission to address the respect for diversity in our society.*

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?
   *This proposal supports the Minnesota State University, Mankato diversity strategic priority and the emphasis placed on serving Native American students from the Office of the Chancellors and the Chancellor’s Work Plan.*

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

**Internal**

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)
   *This is a unique learning opportunity for students, faculty and members of the greater Minnesota State Mankato community to be involved in the Red Road Gathering, an Approach to Recovery, Healing through feeling from a Native American Approach. This project is a cognitive and experiential workshop on Lakota/Dakota through and Philosophy.*

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?
   *The present of Native American psychology and spiritual is limited in the learning experiences at Minnesota State Mankato. This project provides an opportunity to listen to and interact with Phillip Standing Crow (Lakota) and Frances Country Jr. (Dakota).*
1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment? *This program provides a unique new learning experience for the Minnesota State Mankato learning community.*

2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international. *This program may help to reduce the negative images of the Native American experience in this region and increase the positive efforts toward reconciliation.*

3. How does this program address a market demand/need within the Minnesota State Mankato organization? 
   *N/A*

4. Is this program to address a legislative action? If yes, how would this program address a legislative action? 
   *N/A*

**STEP 2. PROGRAM JUSTIFICATION/RATIONALE**

Periodic evaluations of a program’s strategies, tactics, and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals?  
   *The long term goal is to strengthen the presence and impact on Native American culture in the learning environment of Minnesota State Mankato.*

2. Who are the responsible entities for this proposed program?  
   *The project will be managed by the College of Social Behavioral Science. The principle organizer will be the Assistant to the Dean, Denise Thompson and faculty in the College of Social Behavioral Science.*

3. What are key strategies or tactics for achieving the performance goals?  
   *This project will be measured primary by the number of students participating.*

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?  
   *The impact on student growth and development, problem solving and conflict resolutions will be difficult to measure.*

5. How and when would the measurable outcomes be assessed?  
   *The program will be assessed immediately following the presentation made by the presented using a provided questioner.*

6. Identify a standard or criteria for measuring the outcomes
Student, faculty and staffs reaction to this workshop will be the indicators of how this program affected participants.

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?
   This workshop will require two consultants at a fee of $1,500 each, a total of $3,000 new priority funding.

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?
   The project will be supplemented with $1,000 form the Office of Institutional Diversity.

9. What is the proposed timeline for implementation of this program?
   This project is proposed for fall term of 2006.
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

Request: $26,400 for two (2) .5 faculty release positions to serve as CETL Faculty Fellows

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University's vision sets out the reasons for the organization's existence and the "ideal" state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University's vision and mission?
   This program supports the following elements of the University's vision and mission:
   - Mission Statement: 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.
     - This proposal directly supports the mission of the university. These two positions will enhance "effective undergraduate and graduate teaching" by providing support, education and training for faculty seeking to enhance student learning in the classroom.
   - Goal Statement 4: 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 CETL Faculty Fellows help develop and implement programs that create and enhance "learning experiences that aid students in identifying life goals." Activities facilitated by the CETL Faculty Fellows assist classroom faculty in developing and implementing active learning in the classroom, which in turn helps students identify and reach their life goals.
   - Goal Statement 6: 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.
     - The CETL Faculty Fellows directly support this goal statement, providing faculty development opportunities and indirectly supporting the University Professional Development program by allowing the CETL director to devote time to the University Professional Development program.
   - Strategic Priority – Enhance Undergraduate Academic Excellence – Task Force Recommendation: Recommendation 3: Enhance financial and other support for faculty development and faculty assistance. We recommend that the University continue and enhance its support of faculty development in these . . . areas: Continue and enhance support for the Center for Excellence in Teaching and Learning. At a minimum, the University should fund a full-time director for the Center and administrative support in the form of a graduate assistant or an
administrative specialist. We strongly recommend that the University also provide a sufficient budget for the Center to develop and offer workshops on a variety of faculty development issues. We also strongly recommend that a budget be provided that would allow the Center to "buy-out" faculty for a semester to serve as consultants in the Center.

- As noted in the above recommendation, this proposal is a direct response to the Task Force recommendation, so directly meets one of the Strategic Priorities of the University.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?

- 2005-2006 Work Plan Focus Area 4: Strategic Planning: Minnesota State Colleges and Universities continually seeks creative ways to design and deliver a wide variety of educational programs and services. The system must understand and demonstrate its ability to serve the changing needs of the people of Minnesota.
  - This program supports the development and implementation of "creative ways to design and deliver a wide variety of educational programs and services." The CETL Faculty Fellows help classroom faculty with course redesign, active learning, capstone experiences and other "creative ways" to help students learn.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)

- This program supports an existing strength with Minnesota State Mankato—The Center for Excellence in Teaching and Learning (CETL). The CETL is clearly the premier faculty development program in MnSCU, and one of the premier programs in the Midwest and even in the nation. The CETL director has been asked to present at the Higher Learning Commission Annual Meeting, and has made countless presentations at other MnSCU institutions as well as at other Midwest institutions. The Faculty Fellows proposal allows the CETL to continue to provide this premier professional development, as well as creating and implementing new professional development opportunities.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?

- Retaining and supporting faculty is an ongoing concern at all institutions, and Minnesota State Mankato is no exception. CETL, with the support of the Faculty Fellows, provides new faculty orientation, an ongoing Teaching Certificate Program for first and second year faculty, and learning communities for all
faculty. These programs are designed to increase the retention of quality faculty at Minnesota State Mankato.

External

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment?
   a. As noted above, funding the CETL Faculty Fellows will enhance Minnesota State Mankato’s strength in professional development. CETL at Mankato is increasingly seen as the “go to” source for questions of professional development by the Center for Teaching and Learning in the Office of the Chancellor.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international.
   a. As also noted above, losing quality faculty threatens the short- and long-term success of Minnesota State Mankato. Already hampered by a heavier teaching load than many other institutions, Mankato needs to develop and retain strong faculty. Just as there is a demographic decline in new entering first year students, there is also a demographic bubble about to burst for faculty, with a large percentage of faculty nearing retirement age. Additionally, given Mankato’s prowess in the use of technology in education, the CETL faculty fellows help support the training and development of faculty in using technology effectively in teaching and learning.

3. How does this program address a market demand/need within the Minnesota State Mankato organization?
   a. The CETL Faculty fellows help develop quality faculty. The primary market demand of a university is to educate. The CETL faculty fellows meet the primary market demand of a university. Additionally, all faculty are required, by terms of the IFO Collective Bargaining agreement, to engage in Professional Development (Article 22, Section B, Criteria 3). This program provides an extremely effective and efficient approach to professional development.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?
   This program does not address a legislative action.

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a programs strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals?
   The long-term performance goals of this program are two-fold:
   a. To provide quality professional development for all Mankato faculty
2. Who are the responsible entities for this proposed program?
The Center for Excellence in Teaching and Learning is housed in the Division of Academic Affairs. The Director of the Center reports to the Assistant Vice President for Undergraduate Studies. The Director is the supervisor of the CETL Faculty Fellows and coordinates their activities.

3. What are key strategies or tactics for achieving the performance goals?
   a. CETL offers the following development activities, all of which are supported by the CETL faculty fellows. As noted below, some programs could continue without funding; others would be reduced, and some would be eliminated:

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<th>2005-2006 Academic Year Programming</th>
<th>2006-2007 Status without Faculty Fellow Funding</th>
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<tr>
<td><strong>Faculty Teaching Certificate Program:</strong> a year-long &quot;course&quot; for faculty that includes work with active learning, course redesign, syllabus creation, portfolios for students and faculty, diversity in the classroom, and other teaching/learning issues. Each participant also has a peer faculty consultation which includes classroom observation and discussion with students in the class. A final project related to teaching/learning is also required. There are currently 70 faculty in the program.</td>
<td>Without funding for faculty fellows, this program would need to be modified to have fewer sessions for the faculty involved, or fewer faculty would be allowed to take part.</td>
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<tr>
<td><strong>Faculty Teaching Certificate Program II.</strong> After the great success of the program last year, 22 faculty asked to continue together to work on new teaching/learning topics.</td>
<td>Without funding for faculty fellows, this program would be eliminated.</td>
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<td><strong>Mentor Program for New Faculty.</strong> CETL organizes and runs the mentor program for new faculty. There are 29 new faculty paired with 29 trained faculty mentors.</td>
<td>This program could continue without faculty fellow funding.</td>
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<td><strong>Faculty Learning Communities.</strong> These vary from topic to topic.</td>
<td>Without funding for faculty fellows, this program would be restricted to no more than 1 learning community per semester.</td>
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<td><strong>Fall and Spring Teaching and Learning Conferences.</strong> CETL organized an all-day conference titled, &quot;Talking about Teaching and Learning&quot; that featured best practices among our faculty. CETL co-sponsored the Teaching with Technology Conference in the fall with IT.</td>
<td>Without funding for faculty fellows, the spring conference would be eliminated; the fall conference could be maintained if ITS continues to fund and support.</td>
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<tr>
<td><strong>New Faculty Orientation in Fall.</strong> CETL organizes and implements the new faculty orientation program.</td>
<td>This program could continue without faculty fellow funding.</td>
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<tr>
<td><strong>Department Chairs Workshop and</strong></td>
<td>Without funding for faculty fellows, this</td>
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Learning Community. A new department chairs workshop was created this year that meets each month. There are about 20 chairs that are part of this learning community.

Peer Faculty Consultation. CETL completed approximately 70 peer faculty consultations this year.

Proposals/Grants. Dr. Ross spends more time each year preparing proposals for conference presentations by CETL and securing grants such as the Feminist Issues Learning Community grant from IFO. Additionally, Dr. Ross is an in demand presenter at colleges across the country, recently presenting a workshop at Kent State and in May in New Orleans and in June in Kansas City. If Dr. Ross and the Minnesota State Mankato CETL is to be nationally recognized as a leader in faculty development he will need to continue to do these presentations which will be difficult if he alone must run all CETL programs.

Individual Course Redesign. More and more Dr. Ross is being asked to help individual faculty with course redesign.

SUMMARY

Continued:
- New Faculty Orientation
- Mentor Program for New Faculty
- Fall Teaching and Technology Conference

Reduced in Scope:
- Faculty Teaching Certificate Program
- Faculty Learning Communities
- Peer Faculty Consultation
- Proposals and Grants
- Individual Course Redesign

Eliminated:
- Department Chairs Workshop and Learning Community
- Faculty Teaching Certificate Program II
- Spring Teaching Conference

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?
   a. CETL tracks the number of participants who take part in professional development activities.
b. CETL has gathered anecdotal data demonstrating the impact of professional
development upon the teaching of the faculty involved in the professional development
programs.

Starting in 2006-2007, if funding is provided to continue the Faculty Fellows program,
possible additional outcome assessment measures are planned for development and
implementation:

a. Survey of faculty involved in CETL professional development activities to
assess faculty perception of CETL professional development opportunities and their
impact upon teaching and learning

b. Pilot project to see if student evaluation of instruction shows any difference once
faculty have taken part in different professional development opportunities at CETL. This
would be completely voluntary on the part of faculty.

c. Review of faculty retention data to see if participation in CETL programming aids
faculty retention.

5. How and when would the measurable outcomes be assessed?
As noted above, tracking the number of participants and collecting individual reports
from participants is an annual activity. The proposed additional measures would begin
2006-2007 and be conducted on a regular schedule.

6. Identify a standard or criteria for measuring the outcomes
a. Number of participants is a simple numeric indicator designed to demonstrate
basic impact. Criteria is to serve at least the same number of faculty each year,
with the goal to serve more each year.

b. Criteria for individual reports is that all participants report a positive experience
and a positive impact upon teaching and learning.

Proposed outcome measurements:

a. Criteria: All faculty involved in CETL activities will perceive that the
experiences improved teaching and learning.

b. Criteria: Faculty involved in CETL development activities will show a positive
significant statistical difference on at least one student evaluation score related to
student learning.

c. Criteria: Faculty involved in CETL activities will be retained at a statistically
significant better rate than faculty not involved in CETL activities.

What are the resource needs and financial indicators (fiscal, salary, space, equipment and
other non salary items)?
Budget: $26,400 to pay for two (2) .5 faculty release positions. Due to the ongoing nature
of these needs and this priority, we are requesting that these funds be added to the base
budget of CETL on an ongoing basis, rather than as a one-time venture. If no ongoing
funds are available, then please fund on a one-time basis and we will seek additional
funding the following year.

8. What other sources of funding, self-generated income, or collaboration currently
exist that are available to support this proposed program?
The Division of Academic Affairs provides all other support for CETL:

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<tr>
<th>Salary</th>
<th>Non-Salary</th>
<th>Total</th>
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9. What is the proposed timeline for implementation of this program? All activities noted above are scheduled to be implemented (or continued) in the 2006-2007 academic year.
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

A Proposal to Improve the Recruitment of Students from Diverse Backgrounds:
A Collaborative Effort between the Department of Intercollegiate Athletics, the Office of Multicultural Affairs, and the Office of Admissions and Enrollment Management.

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University’s vision sets out the reasons for the organization’s existence and the “ideal” state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University’s vision and mission?
   Yes, the proposed program aligns with the university’s vision, mission, and key strategic initiatives.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?
   The proposed program aligns with the MnSCU strategic work plan by aiming to increase access and opportunity by meeting the needs of students with diverse backgrounds and educational goals.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)
   The program seeks to improve the recruitment of students with diverse backgrounds from underrepresented student populations to our campus.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?
   The university currently lacks some of the resources necessary to actively and personally recruit students from diverse backgrounds on a regularly structured basis throughout the upper Midwest.
External

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment?  
   The proposed program would utilize the expertise of coaches in the intercollegiate athletic program who are already actively recruiting student-athletes from diverse backgrounds throughout the upper Midwest in a broader role by engaging them to recruit non-athletes who may be interested in the university during the same recruiting visit.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international.  
   The university is making significant progress in attracting students of diverse backgrounds to the campus. To continue this trend in a positive fashion, the university must broaden its outreach and personal contact in a cost-efficient and time effective manner and approach.

3. How does this program address a market demand/need within the Minnesota State Mankato organization?  
   The university has identified diversity as a key strategic initiative and the proposed program assists in meeting that goal by providing a structure aimed at the recruitment of underrepresented student populations.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?  
   No, the proposed program does not necessarily address a legislative action.

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a program’s strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals?  
   To improve the recruitment of students of diverse backgrounds from underrepresented student populations to our campus by utilizing existing talents and resources in a more cost-efficient and time effective manner and approach.

2. Who are the responsible entities for this proposed program?  
   The Department of Intercollegiate Athletics with support from the Office of Multicultural Affairs, the Office of Admission and Enrollment Management and other selected university services and departments.
3. What are key strategies or tactics for achieving the performance goals?
   Strategy #1-To train selected athletic department staff in the effective general recruitment of non-athletes, especially those from diverse backgrounds of underrepresented student populations on our campus.
   Strategy #2-To coordinate recruitment efforts between the various entities responsible for the proposed program.

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?
   1. Number of recruitment contacts for selected populations.
   2. Number of recruitment contacts for selected populations that make application for admission.
   3. Number of applicants for selected populations that are enrolled.
   4. Measures of retention for selected populations that become enrolled.

5. How and when would the measurable outcomes be assessed?
   Each of the outcome measures identified above could be measured and reviewed on an annual basis.

6. Identify a standard or criteria for measuring the outcomes
   Tangible goals for improvement (% increase, peer benchmarking, etc.) could be established for each outcome and the relative success of the program could be measured against these standards or criteria.

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?
   Underwriting .25 FTE of two existing positions that would be reassigned as University Diversity Recruitment Specialists (approximately $21,000 total; $12,000 and $9,000 annually on each of the two positions). In addition, the proposal would require a travel and recruitment budget supplement of $14,000 annually.

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?
   At this time, no other sources of funding have been identified, but other possibilities, including the potential for matching grant funds could be explored.

9. What is the proposed timeline for implementation of this program?
   If the proposal is approved, initial planning and an organizational meeting would occur in April 2006, with targeted recruitment efforts beginning in the Fall of 2006.
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

A Proposal to Create Martin Luther King Day Programming Targeted at Exposing Middle School Students from Diverse Backgrounds to an On-Campus Experience in Higher Education through Interaction with MSU Coaches and Student-Athletes.

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University’s vision sets out the reasons for the organization’s existence and the “ideal” state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University’s vision and mission?  
   Yes, the proposed program aligns with the university’s vision, mission, and key strategic initiatives.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?  
   The proposed program aligns with the MnSCU strategic work plan by aiming to increase access and opportunity by meeting the needs of students with diverse backgrounds and educational goals.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization) 
   The program seeks to improve the future recruitment of students with diverse backgrounds from underrepresented student populations to our campus.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?  
   The university currently lacks strong and organized programming aimed at this particular age demographic in its efforts to improve the recruitment of students with diverse backgrounds from underrepresented student populations to our campus.
1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment?

The proposed program would fill a void recently identified by Governor Pawlenty to have some sort of organized, meaningful event or programming on one of the state’s public university campuses connected to the celebration of Martin Luther King Day. It is hoped that this kind of event could generate positive public relations for the university.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international.

The university is making significant progress in attracting students of diverse backgrounds to the campus. To continue this trend, the university must target appropriate demographic groups and age populations. Research has shown that exposing middle school students to the college campus, especially those from diverse backgrounds, can be an important factor in their decision to pursue higher education opportunities in the future.

3. How does this program address a market demand/need within the Minnesota State Mankato organization?

The university has identified diversity as a key strategic initiative and the proposed program assists in meeting that goal by providing programming aimed at the future recruitment of underrepresented student populations.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?

No, the proposed program does not necessarily address a legislative action.

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a program's strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals?

To engage middle schools students from diverse backgrounds in a one-day program on our campus that would include meaningful interaction with MSU coaches and student-athletes. Research has shown that exposing middle school students to the college campus, especially those from diverse backgrounds, can be an important factor in their decision to pursue higher education opportunities in the future. It is hoped that a positive experience at this “Share the Dream” event will positively influence program participants’ future decisions about higher education.

2. Who are the responsible entities for this proposed program?

The Department of Intercollegiate Athletics with support from the Office of Multicultural Affairs, and other selected university services and departments.
3. What are key strategies or tactics for achieving the performance goals?
   *To actively promote and solicit participation in the proposed programming to selected target populations (middle school students from diverse backgrounds).*

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?
   1. Number of program participants.
   2. Pre- and post-test attitudinal surveys measuring interest in higher education.
   3. Future enrollment in similar programming.
   4. Future tracking of program participants.
   5. Positive public relations for the university.

5. How and when would the measurable outcomes be assessed?
   *Item #1 and #2 could be measured immediately on the day of the event, while items #3 and #4 could be measured on an ongoing basis.*

6. Identify a standard or criteria for measuring the outcomes
   *Tangible goals for participation could be established for program participation (item #1). For item #2, the objective would be to positively influence participant attitudes about higher education. Standards could also be readily established for items #3 and #4. Item #5 could be measured by media coverage of the event.*

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?
   *A relatively modest budget would support the programming of this one-day, on-campus event: Marketing/mailings-$750; Program materials/supplies-$2,000; Food & beverages-$1,250; Professional fees-$500; Rentals-$500. Total-$5,000. Space requirements would include use of various on-campus athletic facilities and classrooms.*

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?
   *At this time, no other sources of funding have been identified, but other possibilities, including the potential for matching grant funds or outside sponsorship could be explored.*

9. What is the proposed timeline for implementation of this program?
   *If the proposal is approved, initial planning and an organizational meeting would occur in September 2006, with the programming date targeted for the Martin Luther King Holiday on Monday, January 15, 2007.*
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

A Proposal for Fraternities and Sororities.

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University’s vision sets out the reasons for the organization’s existence and the “ideal” state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University’s vision and mission? 
   This proposed program for the development of Ethnic Fraternities and Sororities supports the University’s Strategic priority on diversity and retention measures contained in our enrollment management. This proposal also supports the current discussion taking place in Student Affairs to enhance Greek Organizations at Minnesota State University, Mankato.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan? 
   This project allows Minnesota State Mankato to make a significant step in connecting its educational mission with diverse communities allowing partnership to occur between communities Ethnic Greek Organizations which can help to sustain this project. Connecting the university to ethnic communities is a part of the Office of the Chancellor’s work plan.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)? 
   Currently Minnesota State Mankato has several Greek Organizations which services majority interest; however, diverse student groups are in many cases not attracted to join these organizations.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato? 
   Establishing diversity Greek Organizations for underrepresented student groups would provide additional recruitment strategies to attract American Indian, Chicano-Latino, Asian American and African American students.
External

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment? 
   Currently the diversity program and leadership for Greek Organizations at Minnesota State Mankato has attempted to establish mechanism to provide Ethnic Greek life for Minnesota State Mankato diverse student body; however, staff limitations have prevented any real growth.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international. This project provides an excellent opportunity to reduce threats of social cultural isolation of diverse students on a per-dominantly white campus and has the potential of strengthening integrations of minority students into the fabric of this institution.

3. How does this program address a market demand/need within the Minnesota State Mankato organization?  
   N/A

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?  
   N/A

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a programs strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals?  
   The goal of this program is to establish by fall term a mechanism that will allow students from diverse backgrounds opportunities to join traditional Ethnic Greek fraternities and sororities. The goal will also be to establish university connections with new emerging Ethnic Greek letter organizations during the 2006-2007 academic year.

2. Who are the responsible entities for this proposed program?  
   The Institutional Diversity Dean working in collaboration with the Director of Student Activities and Director for Greek Organizations will be responsible for this project.

3. What are key strategies or tactics for achieving the performance goals?  
   Provide meeting to acquaint minority students with Greek Organization. Provide travel to campuses in Minnesota and Iowa housing traditional minority Greek Organizations. Developing projects to help support induction processes. Establishing contact with National Ethnic Greek Organizations.
4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?
   Number of students involved, number of Greek affiliations achieved during the 2006-2007 academic year.

5. How and when would the measurable outcomes be assessed?
   The outcomes will be assessed by hosting focus groups and evaluations by participants applying to minority Greek organizations.

6. Identify a standard or criteria for measuring the outcomes
   The number of participants. Assessment and evaluation of student participants.

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?
   This project requires increased duties and responsibilities of the current Director of Greek Organization and a program budget of $5,000 to support travel, visits to institutions housing minority Greek organization, guest speakers and refreshments for special interest group gatherings.

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?
   The Office of Institutional Diversity will support this initiative by providing the Director of Greek Organization with a part-time Graduate Assistantship.

9. What is the proposed timeline for implementation of this program?
   This project will commence July 1, 2006 and run through June 30, 2007.
March 6, 2006

Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

A Proposal for Alumni.

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University's vision sets out the reasons for the organization's existence and the "ideal" state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University's vision and mission?
   Creating a greater visibility and opportunity to connect for our alumni of diverse backgrounds enriches the student experience.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?
   Minnesota State Mankato has a rich history of diversity within its alumni population. The alumni office recognizes the value that will come through engaging this segment of its base. Whether benefits are financial or opportunity, this activity will produce a richer experience for all students.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)
   At present, we know that the alumni database does not include a full snapshot of the body of alumni from diverse populations. When we increase the quality and quantity of demographic and career data on these people, we will be able to identify how each can become a more engaged alumnus/a.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?
   Establishing a richer database of this alumni segment will give us greater material from which to execute the Institutional Diversity Marketing Plan, which calls for focus on successful alumni profiling.
External

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment?

In making these external, alumni connections, we will create new connections for our students who are seeking internships and jobs with employers in the region and across the country. These special alumni stories will enable us to share with future students the experience and opportunity of our programs.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international.

3. How does this program address a market demand/need within the Minnesota State Mankato organization?

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a program’s strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals?

   Increase the quantity of information we currently have on alumni identified as diverse ethnicity; Increase the total number of alumni on record; Engage those alumni in ways that benefit the university and its student experience.

2. Who are the responsible entities for this proposed program?

   Office for Institutional Diversity, and offices within the Advancement Division.

3. What are key strategies or tactics for achieving the performance goals?

   Surveys and telephone contact to alumni on record; Contact current and former staff from academic and student affairs to identify connections and unrecorded names; Engage development’s research resources to identify more information about “missing” alumni. Contact additional outreach once current information is established, with a concise call to engage on behalf of university, current diverse student populations and long term cultural goals.

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?

   Increased quantity of information we currently have on alumni identified as diverse ethnicity; Increased total number of alumni on record; Engage those alumni in ways that benefit the university and its student experience.
5. How and when would the measurable outcomes be assessed?
Quarterly for the next two years with full report in Summer 2008.

6. Identify a standard or criteria for measuring the outcomes
Number of fields filled to completion and deemed accurate in Raiser's Edge database system against baseline established at beginning of project.

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?
$10,000 annually will fund a graduate assistant or student worker and a limited number of associated expenses. That worker would be located in existing office space in the Alumni Relations office. The second year of funding would be at or greater than $10,000, as travel, events and outreach will dictate more real expense.

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?
None.

9. What is the proposed timeline for implementation of this program?
Begin Summer 2006; heavy student planning and groundwork through academic year 2006-2007; recruitment and engagement activity by appropriate university staff in 2007-2008.
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

Graduate Assistant to manage writing assessment and tutoring for College of Education students needing additional writing support. The graduate assistant would be employed by the Center for Academic Success, which coordinates the College of Education Writing Workshops—cost is $9,000

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University's vision sets out the reasons for the organization's existence and the "ideal" state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University's vision and mission?
   This program supports the following elements of the University's vision and mission:
   - Goal 4: The University will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.
     - This proposal will provide "learning experiences" that "aid students in ... planning academic careers and achieving timely graduation." Providing additional writing assistance will enable education students to continue toward a career in education on a timely path to graduation.
   - Strategic Priority – Enhance Undergraduate Academic Excellence – Task Force Recommendation: Enhancing Curriculum
     - Recommendation 1: Increase the amount and quality of student writing in degree programs and in general education. While acknowledging that many degree programs already require a significant amount of writing, there is a need to increase the amount of writing done by all students. There is also a need for support for both students and faculty in order to increase the amount and quality of student writing, therefore we strongly support the creation of a university-wide Writing Center housed in the Center for Academic Success. The University should also return to the original plan for two (2) writing intensive courses required in General Education. While this proposal does not directly address the Task Force proposal for a Writing Center in the Center for Academic Success, it does take a step in that direction, providing some initial funding for additional support for writing.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan? 2005-2006 Work Plan Focus Area 4: Strategic Planning: Minnesota State Colleges and Universities continually seeks
creative ways to design and deliver a wide variety of educational programs and services. The system must understand and demonstrate its ability to serve the changing needs of the people of Minnesota.

This program supports the “ability to serve the changing needs of the people of Minnesota.” State and federal requirements for teacher preparation continue to grow. In order to help Minnesota State Mankato students meet these requirements, we need to provide additional education support for students planning on careers in teaching.

**STEP 1b. NEEDS ANALYSIS**

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

**Internal**

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)?

   This program supports an existing strength with Minnesota State Mankato. This past year the Center for Academic Success, responding to requests from the College of Education, developed a program of workshops and tutoring for students needing assistance in writing. The program has grown immensely, with CA staff spending over 500 hours supporting the program, providing 39 workshops, and serving over 100 students. The College of Education has noted improvement in student writing following these workshops.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?

   Many students enter Minnesota State Mankato with limited writing ability. Currently, those students need only complete one English composition course and one writing intensive course (the requirement for two writing intensive courses will only apply to students entering Mankato fall 2006 and beyond). PRAXIS test scores and student scores on the College of Education Developmental Skills Test (DST) show a need for additional work in writing. This program provides one avenue for additional work in writing.

**External**

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment?

   Enhancing the support for writing will improve student performance on required tests, will improve timely graduation rates, and will lead to better teaching at the K-12 level as these students become teachers who are able to model good writing.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international.

   Minnesota State Mankato students face a market where the requirements for entry into the profession of teaching are being continually strengthened. Providing this additional support will enhance Minnesota State Mankato’s students in their attempt to enter this profession.
3. How does this program address a market demand/need within the Minnesota State Mankato organization?

College of Education students are required to demonstrate effective writing abilities throughout the program. This additional support serves a specific need for those students needing to improve their writing ability. As noted above, this program will serve a sizeable number of students on an annual basis.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?

This does not address a legislative action.

**STEP 2. PROGRAM JUSTIFICATION/RATIONALE**

Periodic evaluations of a program's strategies, tactics, and action are essential to assessing success of the strategic program planning process.

1. What are the program's long-term performance goals?

The long-term performance goals of this program are to improve the writing abilities of the College of Education students who take part in the workshops and the tutoring.

2. Who are the responsible entities for this proposed program?

The Center for Academic Success is housed in the Division of Academic Affairs. The Director of the Center reports to the Assistant Vice President for Undergraduate Studies. The College of Education collaboration will be managed by the Office of the Student Relations Coordinator in the College of Education.

3. What are key strategies or tactics for achieving the performance goals?

The Center for Academic Success will offer workshops on specific problem areas in writing and grammar, and will also develop and implement writing assistance plans for specific students.

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?

The measurable outcome will be improvement in student writing ability.

5. How and when would the measurable outcomes be assessed?

Students involved in the program would be assessed on pre- and post-training writing performance.

6. Identify a standard or criteria for measuring the outcomes

Student performance on the DST will significantly improve following training and support by the Center for Academic Success.

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non-salary items)?

$9,000. This will be used to pay for one full-time graduate assistant for the program.

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?
The Center for Academic Success will provide any other needed support, including management, classroom space and clerical support.

9. What is the proposed timeline for implementation of this program?

This program would begin Fall 2006 and run through the academic year.
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

A Proposal to Improve Recruitment and Retention of Student-Athletes from Diverse Backgrounds by Adding Graduate Assistantships Targeted for Minority Candidates.

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University’s vision sets out the reasons for the organization’s existence and the “ideal” state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University’s vision and mission?
   Yes, the proposed program aligns with the university’s vision, mission, and key strategic initiatives.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?
   The proposed program aligns with the MnSCU strategic work plan by aiming to increase access and opportunity by meeting the needs of students with diverse backgrounds and educational goals.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)
   The Department of Intercollegiate Athletics is an established leader at the university in the recruitment and retention of students with diverse backgrounds from underrepresented student populations on our campus. This initiative would seek to improve upon those efforts by providing coaching opportunities for minority graduate assistants. This would help build relationships with student-athletes from diverse backgrounds and would create a “pipeline” effect by preparing minority graduate students for future professional coaching opportunities at the collegiate level, where this population is also underrepresented.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?
   The university currently lacks some of the resources necessary to improve efforts aimed at the recruitment and retention of students with diverse backgrounds from underrepresented student populations on our campus.
How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment? The addition of minority graduate coaching assistants would have a positive effect on the recruitment and retention of student-athletes from diverse backgrounds by building better peer relationships. In addition, by preparing minority graduate students for future professional coaching opportunities, we may be creating a pool of future applicants in an area where we are currently underrepresented in terms of professional employment.

How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international. The university is making significant progress in attracting students of diverse backgrounds to the campus. To continue this trend in a positive fashion, the university must be able to demonstrate its ability to retain and successfully matriculate these students to graduation. The proposed program will assist in meeting those goals. In addition, these minority graduates assistants are engaging in a pre-professional experience that could create a talent pool for potential future university employment in an area where the university is currently underrepresented.

How does this program address a market demand/need within the Minnesota State Mankato organization? The university has identified diversity as a key strategic initiative and the proposed program assists in meeting that goal by providing a structure aimed at improving the recruitment and retention of underrepresented student and employment populations.

Is this program to address a legislative action? If yes, how would this program address a legislative action? No, the proposed program does not necessarily address a legislative action.

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a programs strategies, tactics and action are essential to assessing success of the strategic program planning process.

What are the program’s long term performance goals?
1. To improve measures of recruitment and retention for students of diverse backgrounds from underrepresented student populations on our campus.
2. To attract and retain minority graduate assistants in support of this initiative and engage them in a meaningful pre-professional experience that would potentially prepare them for future university employment opportunities.
2. Who are the responsible entities for this proposed program?

*The Department of Intercollegiate Athletics with support from the Office of Multicultural Affairs, the Graduate Office, the Department of Human Performance, and other selected university services and departments.*

3. What are key strategies or tactics for achieving the performance goals?

*To engage the minority graduate assistants in a meaningful pre-professional experience that builds positive peer relationships amongst students from diverse backgrounds that result in improved recruitment and retention within this targeted population.*

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?

1. Improve diversity enrollment measures.
2. Improve diversity enrollment retention measures.
3. Improve minority employment measures within the department.

5. How and when would the measurable outcomes be assessed?

*Each of the outcome measures identified above could be measured and reviewed on an annual basis.*

6. Identify a standard or criteria for measuring the outcomes

*Tangible goals for improvement (% increase, peer benchmarking, etc.) could be established for each outcome and the relative success of the program could be measured against these standards or criteria.*

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?

*Two full-time graduate assistantships, including full stipend and tuition waiver totaling approximately $16,400 per individual or $32,800 total.*

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?

*At this time, no other sources of funding have been identified, but other possibilities, including the potential for matching grant funds could be explored.*

9. What is the proposed timeline for implementation of this program?

*If the proposal is approved, advertising for minority graduate assistants would begin immediately with initial enrollment and employment targeted for Fall 2006.*
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY MANKATO

The University’s vision sets out the reasons for the organization’s existence and the “ideal” state that the organization aims to achieve; the mission identifies major goals and performance objectives.

Introduction

The purpose of this proposal is to develop a cohort of faculty trained in the use, writing and publication of case studies as a method of learning for both undergraduate and graduate students. The project will support a workshop (see attached UW-Electronic Hallway Case Seminar) devoted to the training of 20 faculty from a variety of disciplines, primarily in the Social & Behavioral Sciences as well as some parts of Allied Health (e.g., Community Health) and Education (e.g., Education Leadership). The faculty in URSI, for example, will use this method in conjunction with undergraduate students enrolled in Community Based problem Solving and with graduate students enrolled in Planning Studio. These two courses have provided service to communities and nonprofit organizations throughout the sphere of influence of MSU for several years. This additional training for the faculty will enable them to convert the reports sponsored by organizations outside the University into case studies which can be published and used in other course offerings within URSI and can be shared with other communities and universities.

1. Does the program support the University’s vision and mission?

This proposal to develop a cohort of faculty trained in the preparation and publication of case studies is aligned with the mission of the University. The Mission of Minnesota State University, Mankato is to promote learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region, the global community. In addition, this proposal is aligned with one of the University’s Ongoing Goals. The University will provide service to the state, region, and global community through collaboration, partnerships, and opportunity for cultural enrichment and continuous learning.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?

This program supports the goals of the University’s Strategic Work Plan. 
Goal: Review and Enhance Graduate Education.
Objectives:
1. Enhance graduate education across the University.
2. Provide resources to enhance graduate student experiences.
3. Increase support for faculty research and creative achievement.
Goal: Enhance Academic Excellence in Undergraduate Studies.
Objectives:
1. Enhance the undergraduate curriculum.
2. Enhance faculty academic quality.
3. Enhance student academic quality.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

3. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)?

The program capitalizes on a strength of the College of Social & Behavioral Sciences, which has had a long history of service and applied learning. The program will build on this strength by training faculty to prepare and publish case study reports. Further, by engaging a large number of faculty at the same time, it is possible to create a “critical mass” of colleagues who can network and support each other as they bring their writing to publication (as our experience with the Valley Writing Project has demonstrated).

4. How does the program address a weakness or existing weakness within Minnesota State Mankato?

Faculty publication of their scholarly activity is, if not a weakness, at least not a strength of the University. A weakness of the current system is that reports from past service and applied learning activities are not prepared in a format that is readily shared. These reports need to be reformatted to be more usable for teaching undergraduate and graduate students and for publication in academic journals.

External

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment?

This program will provide an opportunity to share case studies with academic peers, other communities and universities.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international.
This program will keep MSU at the forefront of community service and applied research within the MnSCU system and enhance the University’s reputation as the graduate institution in the MnSCU system.

3. How does this program address a market demand/need within the Minnesota State Mankato organization?

Since MnSCU started to promote Learn by Doing, there has been an increased interest among students for applied learning experiences. This program will enhance the ability to disseminate the work of students and faculty throughout the state and nation.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?

MnSCU has provided service to the citizens of Minnesota as a central goal. This proposal will increase the transferability of reports done in conjunction with community and nonprofit organizations from the perspective of many disciplines. MSU has performed well in providing service to local organizations. The proposal will enhance the dissemination of these findings to a broader audience.

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a program’s strategies, tactics and actions are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals?

The workshop would accomplish a variety of goals:

- In the short run, it will provide training and development for 20 faculty in preparing their scholarly activity for publication.
- In the long term, it will increase the scholarly productivity of the faculty through the publication of case studies.
- It will also enhance the reputation of the University as we become recognized not only for our service/applied learning activities, but also for publishing the results of those activities.

2. Who are the responsible entities for this proposed program?

Deans of the College of Social & Behavioral Sciences

3. What are the key strategies or tactics for achieving the performance goals?

This proposal is for a Case Study Writing Workshop for up to 20 faculty. The Workshop will focus on selecting an appropriate field experience and developing documentation, organizing and writing a teaching case study, and working with editors to publish your case. The workshop
would be taught by The Electronic Hallway, a major online publisher of case studies in public and nonprofit management. The Electronic Hallway has been teaching this course for ten years at their site in Portland, OR, but it is less expensive to bring them here than it would be to send a large number of faculty there.

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?

- Short run: 20 faculty complete the workshop
- Mid-range: Within 2 years, all workshop participants will complete the writing of at least one case study.
- Long-range: Within 3 years, at least 50% of workshop participants will have published at least one case study.

5. How and when would the measurable outcomes be assessed?

- Short run: report from participants immediately following the workshop
- Mid- and Long-run: annually, from Professional Development Reports

6. Identify a standard or criteria for measuring the outcomes

The standards are specified in the outcomes—20 participants, 100% writing case studies within 2 years, and at least 50% publishing them within 3 years.

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other nonsalary items)?

The request is for $15,000 for the direct expenses of the workshop (see attachment), plus an appropriate meeting space on campus.

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?

There are no other sources of funding or income anticipated.

9. What is the proposed timeline for implementation of this program?

The 2-day faculty development workshop would be held either in August, 2006, or over Winter Break.
Electronic Hallway: Case Writing Seminar
Minnesota State University Mankato

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**Notes**
Vendor estimate assumes 10 participants (MSU estimate for another 10 participants based on vendor-supplied unit costs))

Course Materials: $5 for 12 people ($3 for binder $2 for tabs)
Copyright fees considered part of budget for case study under Course Materials
Assumes salary and benefit rate prior to 9/1/06
Travel includes: 3 nights hotel, 4 days rental car, 4 days per diem, airfare, taxi to and from SeaTac
Assumes $250/day plus tax for room rental
Staff salary assumes 20 hours of preparation time plus 4 8-hour days of travel to total 52 hours
Minnesota State University, Mankato
Strategic Priority Funding Proposal Request Form

A Proposal to Create a Student-Athlete Diversity Council Aimed at Improving Retention and Recruitment of Student-Athletes from Diverse Backgrounds.

STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University’s vision sets out the reasons for the organization’s existence and the “ideal” state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University’s vision and mission?
   Yes, the proposed program aligns with the university’s vision, mission, and key strategic initiatives.

2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?
   The proposed program aligns with the MnSCU strategic work plan by aiming to increase access and opportunity by meeting the needs of students with diverse backgrounds and educational goals.

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)
   The program seeks to improve the retention of students with diverse backgrounds from underrepresented student populations on our campus.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?
   The university currently lacks some of the resources necessary to improve efforts aimed at the retention of students with diverse backgrounds from underrepresented student populations on our campus.
1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment?

The proposed program would utilize the local talent of area professionals and alumni within the region who would interact and serve as peers and mentors to students with diverse backgrounds. These students would meet on a regular basis to engage structured programming that would support their socialization, campus acclimatization, and retention.

2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international.

The university is making significant progress in attracting students of diverse backgrounds to the campus. To continue this trend in a positive fashion, the university must be able to demonstrate its ability to retain and successfully matriculate these students to graduation. The proposed program will assist in meeting those goals.

3. How does this program address a market demand/need within the Minnesota State Mankato organization?

The university has identified diversity as a key strategic initiative and the proposed program assists in meeting that goal by providing a structure aimed at retention of underrepresented student populations.

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?

No, the proposed program does not necessarily address a legislative action.

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a program’s strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals?

To engage students of diverse backgrounds from underrepresented student populations on our campus in regular, structured and meaningful programming that would support their socialization, campus acclimatization, and retention.

2. Who are the responsible entities for this proposed program?

The Department of Intercollegiate Athletics with support from the Office of Multicultural Affairs, and other selected university services and departments.
3. What are key strategies or tactics for achieving the performance goals?

To actively promote and solicit participation in the proposed programming to selected target populations (students of diverse backgrounds). Member consultation, surveys, and other means of soliciting feedback would be used to develop programming that is most consistent with the expectations of the participants.

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?

1. Number of program participants.
2. Programming and contact hours.
3. Improve diversity enrollment measures.
4. Improve diversity enrollment retention measures.

5. How and when would the measurable outcomes be assessed?

Each of the outcome measures identified above could be measured and reviewed on an annual basis.

6. Identify a standard or criteria for measuring the outcomes

Tangible goals for improvement (% increase, peer benchmarking, etc.) could be established for each outcome and the relative success of the program could be measured against these standards or criteria.

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?

A relatively modest budget to support the organization’s programming, meetings, and social events (approximately $3,500 annually), plus underwriting .20 FTE of an existing position that would be reassigned as the Program Coordinator (approximately $7,200 annually).

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?

At this time, no other sources of funding have been identified, but other possibilities, including the potential for matching grant funds could be explored.

9. What is the proposed timeline for implementation of this program?

If the proposal is approved, initial planning and an organizational meeting would occur in April 2006, with regular structured programming beginning in the Fall of 2006.
March 29, 2006

Dr. Michael Fagin, Dean
Institutional Diversity

Mike,

Sorry for the many shortcomings this proposal no doubt has. In particular, We apologize for the absence of any vita for the Indian musicians for whom we are asking funding. This proposal was composed in such haste and at the last minute that there was no time to get vita from them. We can obtain whatever additional information you require. We have attached Anthony Appiah’s vita as well as the dust jacket from is recent book *Cosmopolitanism: Ethics in a World of Strangers*. Since we make reference to them we have also attached a copy of MSU’s Mission and Goals and MNSCU’s Strategic Plan.

Thanks for any consideration this proposal is given,

Dick Liebendorfer

Craig Matarrese
STEP 1a. THE MISSION, VISION, ALIGNMENT FOR MINNESOTA STATE UNIVERSITY, MANKATO

The University's vision sets out the reasons for the organization’s existence and the "ideal" state that the organization aims to achieve; the mission identifies major goals and performance objectives.

1. Does the program support the University's vision and mission?

Brief description of program:

The program will be a conference titled “Politics, Pluralism, & Religion,” a conference of the Society for Indian Philosophy and Religion (SIPR) sponsored by the Department of Philosophy here at MSU. The conference will involve faculty from around the country addressing the central theme of tolerance, diversity, and the global community. We are seeking support to invite a keynote speaker, Anthony Appiah, who is the Laurence S. Rockefeller University Professor of Philosophy and the Center for Human Values at Princeton University (see attached vitae and photocopies of the dustjacket of his most recent book). We have contacted Appiah, but not yet received a response. We do not know what funding he requires, but we propose $5000 to cover both honorarium plus expenses. We are also seeking support to invite a group of musicians and dancers from Calcutta, India, to perform a varied cultural program of music, dance, and poetry. The group is called “Sangeet Mela” and they travel around the world with a sitarist, flutist, tabla player, and dancers. We are seeking $5000 to cover their travel expenses and small honoraria. This also would be open to the public, and the music department has expressed some interest in having the cultural program listed as one of their musical events.

Supports University vision and mission:

One of the University’s goals is to promote civility, trust, integrity, respect, and diversity, and this program will promote understanding of and respect for diversity. Since the theme of the conference is not just respect for and an understanding of diversity but also globally, it will contribute to the “quality of service to the state, region, and global community,” which is also a goal of the University (see attached Mission Statement of Minnesota State Mankato).
2. How does the program support the Minnesota State Colleges and Universities system strategic work plan?

Since the conference will address issues of understanding of and respect for diversity, it will address needs of students of diverse backgrounds (MnSCU strategic plan, goal 1.1). One factor of high quality of educational programs is that they nurture understanding of and respect for diversity (MnSCU goal 2.1). To the extent that students have an understanding of and respect for diversity they will have, to that extent, strong, adaptable, and flexible skills for working in diverse and global environments (MnSCU goal 2.2). Individuals with an understanding of and respect for diversity, and so able to work in a diverse and global environment will contribute to “meeting statewide economic development priorities” (MnSCU goal 3.1). And to this very extent, the conference contributes to “the institution’s capacity to be engaged in and add value to its region” (MnSCU goal 3.3).

STEP 1b. NEEDS ANALYSIS

The needs analysis can be performed within the frameworks of the SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Internal

1. How does the program develop a new strength or utilize an existing strength within Minnesota State Mankato (existing organization)

Promoting and understanding of and respect for diversity is already a strength and focus of MSU Mankato’s programs, and this conference will contribute to those existing strengths. Since MSU faculty who will be participants in the conference already exhibit these strengths, the conference will draw on those strengths as well as the strengths of faculty at other institutions regions and nationally.

2. How does the program address a weakness or existing weakness within Minnesota State Mankato?

We perceive no weaknesses in this regard; the conference will add to existing strengths.

External

1. How does the program develop a new opportunity or utilize an existing opportunity within Minnesota State Mankato’s external environment?

The conference will draw on faculty from other regional and national institutions to address issues of great importance both on campus and off. Sessions and the cultural program will be open to both members of the campus community and local community. Appiah is the most prominent African-American philosopher in the English speaking world, and he has done original work on issues of diversity and pluralism.
2. How does the program address a new threat or an existing threat within Minnesota State Mankato’s external environment? Consider the following factors: demographic, technological, political, legal, social, international.

The need for tolerance and respect for diversity is evident. The conference and the keynote speaker address such issues.

3. How does this program address a market demand/need within the Minnesota State Mankato organization?

NA

4. Is this program to address a legislative action? If yes, how would this program address a legislative action?

NA

STEP 2. PROGRAM JUSTIFICATION/RATIONALE

Periodic evaluations of a program’s strategies, tactics and action are essential to assessing success of the strategic program planning process.

1. What are the program’s long term performance goals?

The program itself, as an individual event, has no long term performance goals, but the Department of Philosophy hopes to sponsor such programs in the future, and the long term goal is the promotion of understanding of and respect for diversity.

2. Who are the responsible entities for this proposed program?

Philosophy Department.

3. What are key strategies or tactics for achieving the performance goals?

The strategy here is both a curriculum that promotes an understanding of and respect for diversity, and conferences such as the one proposed. Such conferences can offer faculty who participate ideas and material to bring back to their classrooms, and thus promote and understanding of and respect for diversity.

4. What are the measurable outcomes that would be used to determine if the performance goals are being achieved?

As a beginning or assessment we would engage participating colleagues in discussion about the usefulness of the conference for classroom instruction. At a later date, more precise and well-defined assessment tools may be appropriate.

5. How and when would the measurable outcomes be assessed?

See previous question (4).
6. Identify a standard or criteria for measuring the outcomes

See (4).

7. What are the resource needs and financial indicators (fiscal, salary, space, equipment and other non salary items)?

We will need $5000 for honorarium and expenses for the keynote speaker and $5000 for expenses and honoraria for musicians.

8. What other sources of funding, self-generated income, or collaboration currently exist that are available to support this proposed program?

No other funding sources needed.

9. What is the proposed timeline for implementation of this program?

The conference is scheduled for Spring term 2006-2007. Selection of a specific date is pending selection of a keynote speaker.
Strategic Directions and Goals Summary

Strategic Direction 1: 
Increase access and opportunity

Goal 1.1 Raise Minnesota's participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals.

Goal 1.2 Maintain an affordable cost of attendance for Minnesota residents.

Goal 1.3 Work with other organizations to prepare all young people to graduate from high school and enroll in college ready for success.

Strategic Direction 2: 
Promote and measure high-quality learning programs and services

Goal 2.1 Demonstrate high quality in all educational programs.

Goal 2.2 Produce graduates who have strong, adaptable and flexible skills.

Goal 2.3 Provide multiple delivery options for educational programs and student services.

Strategic Direction 3: 
Provide programs and services integral to state and regional economic needs

Goal 3.1 As a major partner in educating Minnesota's workforce, participate in identifying and meeting regional and statewide economic development priorities.

Goal 3.2 Support regional vitality by contributing artistic, cultural and civic assets that attract employees and other residents seeking a high quality of life.

Goal 3.3 Develop each institution's capacity to be engaged in and add value to its region.

Strategic Direction 4: 
Innovate to meet current and future educational needs efficiently

Goal 4.1 Build organizational capacity for change to meet future challenges.

Goal 4.2 Reward and support institutions, administrators, faculty and staff for innovations that advance excellence and efficiency.

Goal 4.3 Identify and remove barriers to innovation and responsiveness.

Goal 4.4 Hire and develop leaders who will initiate and support innovation throughout the system.

Goal 4.5 Promote accountability for results through a system of accessible reports to the public and other stakeholders.
Mission Statement

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.

Statement of Goals

The University will foster an actively engaged and inclusive learning community based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical environment.

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 strengthen its role as a major provider of graduate education, offering intensive, scholarly graduate programs including collaborative efforts with other institutions and professionals, culminating in student expertise at professional levels.

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 increase the quantity and quality of service to the state, region, and global community through collaborations, partnerships, and opportunities for cultural enrichment and continuous learning.

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.

The University, as a whole and in all of its parts, will establish priorities through planning and assessment processes that anticipate our needs and focus our efforts and resources in support of our mission and goals.
KWAME ANTHONY APPIAH

COSMOPOLITANISM

COSMOPOL

ETHICS IN A WORLD OF STRANGERS
Drawing on a broad range of disciplines, including history, literature, and philosophy—as well as his own experience of life on three continents—Kwame Anthony Appiah delivers a moral manifesto for a planet we share with more than six billion strangers.

In an age of Al Qaeda—of terror and insurgent fundamentalisms—we have grown accustomed to thinking of the world as divided among warring creeds and cultures, separated from one another by chasms of incomprehension. In Cosmopolitanism, Kwame Anthony Appiah, one of the world's leading philosophers, challenges us to redraw these imaginary boundaries, reminding us of the powerful ties that connect people across religions, cultures, and nations... and of the deep conflicts within them.

Finding his philosophical inspiration in the Greek Cynics of the fourth century BC, who first articulated the cosmopolitan ideal—that all human beings were fellow citizens of the world—Appiah reminds us that cosmopolitanism underwrote some of the greatest moral achievements of the Enlightenment, including the 1789 declaration of the "Rights of Man" and Kant's proposal for a "league of nations." In showing us how modern philosophy has led us astray, Appiah also draws on his own experiences, growing up as the child of an English mother and a father from Ghana in a family spread across four continents and as many creeds.

Whether he's recalling characters from a second-century Roman comedy or a great nineteenth-century novel or reliving feasts at the end of Ramadan with his Moslem cousins in the kingdom of Ashanti, Appiah makes vivid the vision his arguments defend. These stories also illuminate the tough questions that face us:

(continued on back flap)
How is it possible to consider the world a moral community when there’s so much disagreement about the nature of morality? How can you take responsibility for every other life on the planet and still live your own life? Appiah explores such challenges to a global ethics as he develops an account of cosmopolitanism that surmounts them.

The foreignness of foreigners, the strangeness of strangers: these things are real enough, but Appiah suggests that intellectuals and leaders, on the left and the right, have wildly exaggerated their significance. He scrutinizes the treacly celebration of “diversity,” the hushed invocations of the “Other,” and the brow-furrowing talk about “difference.” In developing a cosmopolitanism for our times, he defends a vision of art and literature as a common human possession, distinguishes the global claims of cosmopolitanism from those of its fundamentalist enemies, and explores what we do, and do not, owe to strangers. This deeply humane account will make it harder for us to think of the world as divided between the West and the Rest, between locals and moderns, between Us and Them.

KWAME ANTHONY APPIAH,
Laurence S. Rockefeller University Professor of Philosophy and the Center for Human Values at Princeton University, was raised in Ghana and educated at Clare College, Cambridge. His books include In My Father’s House, Thinking It Through, and The Ethics of Identity. With Henry Louis Gates, Jr., he is the editor of Africana: The Encyclopedia of the African and African American Experience.
In these perilous times, as pundits and politicians exaggerate the differences—and exacerbate the clashes—among civilizations, Kwame Anthony Appiah offers an ethics for a global era, inspired by the ancient Greek ideal of cosmopolitanism.

This splendid work of philosophical and global history is a powerful challenge to the gloom and doom that often seems to hang over the western world. It should, in particular, inspire the generation that will have to take responsibility and provide leadership.

—BRUNO QUGUARDI
former under-secretary general of the United Nations

A brilliant and humane philosophy for our confused age. By weaving together history and high principle, Appiah persuades us that, in the delicate balancing of universal values and individual needs, we can do far, far better.

—SARAHINA POWER
author of The Education of a Model New York Times

At its core, Cosmopolitanism is a reasoned appeal for moral progress and understanding among the world at large. As Anthony Appiah's belief in the unity of human nature, common moral laws, and shared destiny is challenged by ignorance and indifference, the world at large has a moral imperative to act.

—Kofi A. Annan
United Nations Secretary-General

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CITIZENSHIP
United States

DATE OF BIRTH
8 May 1954

EDUCATION
Clare College, Cambridge University
1972-75 Exhibition, Medical Sciences 1972
First Class Honours (Part I b) 1974
Exhibition, Philosophy 1974
First Class Honours (Part II) 1975
BA (Honours), Philosophy 1975
MA 1980
1976-81 PhD, Philosophy 1982
(Thesis: Conditions for Conditionals)

LANGUAGES
English, Asante-Twi, French, German, Latin
EMPLOYMENT

Princeton
Laurance S. Rockefeller University Professor of Philosophy and the University Center for Human Values
July 2002-

Harvard
Charles H. Carswell Professor of Afro-American Studies and of Philosophy July 1999-July 2002
Professor of Afro-American Studies and Philosophy, Harvard University July 1991-July 1999
Head Tutor, Afro-American Studies July 1991-July 2001
Acting Director of Graduate Studies, Philosophy Spring Semester 1991
Chair, Committee on African Studies 1995-
Associate Director, Black Fiction Project 1991-96
Member of the Board of the W.E.B. Du Bois Institute 1991-
Member of the Faculty of Education 1997-2002
Director of Graduate Studies, African American Studies 2001-
Visiting Professor of Philosophy New York University School of Law Fall 1998
Directeur d'études invité École des Hautes Études en Sciences Sociales May 1999

Duke
Professor of Philosophy and Literature, Duke University January 90-July 1991
Appointments: Primary: Department of Philosophy; Secondary: Graduate Program in Literature January 90-July 91
Associate Director, Black Fiction Project September 90-June 91
Mellon Fellow, National Humanities Center,

Cornell
Professor, Philosophy, Cornell University July 89-December 89
Associate Professor, Philosophy, Cornell February 89-June 89
Dual Appointment, Africana Studies and Research Center July 88-December 89
Graduate Field, Cognitive Studies July 87-December 89
Associate Director, Black Fiction Project May 85-December 89
Visiting Associate Professor, Philosophy July 86-January 89
Yale

*Associate Professor, Philosophy, African & Afro-American Studies*

- *Junior Fellow, Society for the Humanities, Cornell*
- *Associate Director, Center for Research in Education, Culture and Ethnicity*
- *Assistant Professor, Philosophy and Afro-American Studies*
- *Visiting Fellow, Clare College, Cambridge—Morse Fellowship*
- *Consultant, International Labor Organization, Ivory Coast “Socio-economic effects of petroleum development”*
- *Director of Undergraduate Studies, African Studies & Afro-American Studies*  
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- *July 85-July 86, offered tenure June 86*  
  *September 85-June 86*  
  *January 85-July 86*  
  *July 81-June 85*  
  *July 83-June 84*  
  *December 82*  
  *July 81-June 83*

Clare College, Cambridge

*Research Fellow, Clare College, Cambridge*

- *Director of Studies in Philosophy*

  *July 79-June 81*  
  *Fall 80*

Pre-doctoral teaching appointments

*Visiting Fellow in Yale College*

*Tutor, University of Sussex*

*Teaching Assistant, University of Ghana, Legon*

  *Spring 79*  
  *Fall 77*  
  *October 75-July 76*
ACADEMIC HONORS

Greene Cup for General Learning, Clare Summer 1975
Morse Fellowship, Yale University 1983-84
Cornell University Society for the Humanities, Junior Fellowship 1985-86
Woodrow Wilson Fellow, Florida A&M University April 1989
Andrew W. Mellon Fellow, National Humanities Center 1990-91
All-College Convocation Speaker, Simpson College—George Washington Carver
Centennial September 1990
Woodrow Wilson Fellow, Dillard University April 1991
Honorary A.M., Harvard University October 1991
Lugard Lecturer: International African Institute, London March 1992
Citation: Celebration of Black Scholarship in New England: University of Massachusetts at Boston April 29 1992
Machette Lecturer: Brooklyn College
W.E.B Du Bois Distinguished Visiting Lecture in Philosophy: CUNY Graduate Center April 1994
Avenali Professor, University of California at Berkeley September 1994
Tanner Lecture, University of California at San Diego October 1994
Spencer-Leavitt Visiting Professor, Union College, Schenectady November 1994
Member, American Academy of Arts and Sciences 1995
Visiting Interdisciplinary Scholar, Humanities Center, University of Kansas March 1996
"World of Thought" Resident Scholar, Mankato University May 1996
Distinguished Lecture Series, Arts and Humanities, Columbia Teacher's College March 1997
Hans Maeder Lecturer, New School For Social Research March 1997
Member, Advisory Council, Green Center, University of Texas, Dallas March 1998
Walter Channing Cabot Fellowship, Harvard University 1998-1999
Amnesty Lecturer February 1999
Honorary Associate Member, National Council of Negro Women October 1999
Honorary Doctor of Letters, University of Richmond May 2000
Phi Beta Kappa Speaker, Harvard Commencement June 2000
Member, American Philosophical Society April 2001
Tanner Lecturer, Cambridge University May 2001
Juror, Neustadt Prize, University of Oklahoma Fall 2001

BOOK AWARDS

Annisfield-Wolf Book Award for In My Father's House April 1993
Honorable Mention, James Russell Lowell Prize of the Modern Language Association for In My Father's House December 1993
1993 Herskovits Award of the African Studies Association “for the best work published in English on Africa” for In My Father's House December 1993
Ralph J. Bunche Award, American Political Science Association, “for the best scholarly work in political science which explores the phenomenon of ethnic and cultural pluralism” July 1995


COMMUNITY SERVICE

Community Board, Algebra in Middle Schools, Boston, 1993-94
Board of Trustees, Facing History, 1993-
Member, Board of PEN American Center
Chair, Freedom To Write Committee, PEN American Center, 1996-
Member, Nominating Committee, PEN American Center, 1997
Member, Governing Board, Institute for Human Rights and Development, The Gambia
Trustee, Ashesi University College, Ghana
Martin Luther King Jr. After-School Program

EDITORIAL POSITIONS

Assistant Editor, Theoria to Theory 1974-79
Editorial Board, Universitas 1976-78
Advisory Editor, Critical Studies in Black Life and Culture (Greenwood Press) 1984-
Reviews Committee, Philosophical Review 1986-87
Editorial Consultant, African Philosophical Inquiry 1986-
Editorial Board, Perspectives in Auditing and Information Systems 1986-
Associate Editor, Philosophical Review 1987-89
Editorial Board, Diacritics 1987-89
Editorial collective, Public Culture 1989-
Editorial Advisory Board, Callaloo 1990-
Editorial Board, Common Knowledge 1990-
Editor, Transition 1991-
Editorial Board, GLQ: A Journal of Lesbian and Gay Studies 1992-
Editorial Board, Wilson Quarterly 1993-
Board of Editors, Vanderbilt Library of American Philosophy, Vanderbilt University Press, Nashville 1994-
Board of Editors, Nationalism and Internationalism, Berg Publishers, Oxford 1995-

Editorial Consultant, Essence, An International Journal of Philosophy 1997-
Editorial Board, Ethnic and Racial Studies 1998-
PROFESSIONAL  

ASSOCIATIONS  

African Literature Association  
(A.L.A. Coordinating Committee, Annual Meeting 1987)

African Studies Association  
(A.S.A. Herskovits Award Committee, 1994-96)

American Academy of Religion (June 1993)

American Philosophical Association  
(A.P.A. Eastern Division Committee on Blacks in Philosophy, 1983-86)
(A.P.A. Eastern Division Advisory Committee to the Program Committee; Philosophy of Language, 1988-91)
(A.P.A. Committee on International Cooperation, 1989-92)

Aristotelian Society

Council on Foreign Relations (October 1993)

Du Bois Institute, Working Group on African-American Intellectual History

Du Bois Institute, Working Group on Black-Jewish Relations

English Institute, Supervising Committee  
(1992-94; Chair, 1993-94; Trustee 1996-)

Howard University Press, Commissioner

Joint Committee on African Studies of the Social Science Research Council and the American Council of Learned Societies  
(Chair, J.C.A.S. July 1991-June 1994)

Modern Language Association of America

Society for African Philosophy in North America  
(Founder member, President, 1991-94)

University of Maryland Center for Ethics and Public Policy: Multicultural Education Working Group (1993)

PEN American Center, Member (1996-)
Chair, PEN Freedom to Write Committee
Board Member
Member, Advisory Board, Cornell Center for the Humanities (1998)
Hellman-Hammett Award Committee

SELECTION COMMITTEES  


North-East Selection Committee, President's Commission on White House Fellowships, April 1993

Woodrow Wilson Center, Selection Committee (January 1993, 1994)

National Humanities Center Fellowship Selection Committee (1995)

Michigan University Humanities Institute Fellowship Selection Committee (1995)
Martin Duberman Fellowship in Lesbian and Gay Studies, Award Committee (1997)
Cornell University Society for the Humanities, Faculty Fellow Selection Committee (1999-2001)

Yale
Minority Advisory Committee 1981-83
Board of Governors, Elizabethan Club 1983-85

Cornell
Undergraduate Curriculum Committee, College of Arts and Sciences Fall 1987-January 89
Ad Hoc Committee on African Studies Program 1987-89
Search Committee: Director of African Languages Program Spring 1988
Humanities Council, College of Arts and Sciences 1987-89
Chair, Humanities Council July 1988-January 89
Faculty Council of Representatives Fall 1988-January 89
Chair, University Committee on African Studies Fall 1988-December 89
Search Committee: African History Positions, Africana Center Spring 1989-Fall 1989
Director, Rockefeller Humanities Institute Program in African Cultural Studies Fall 1989

Duke
Committee on the African-American Studies Program 1990-
Search Committee for Dean of Arts and Sciences Fall 1990-Spring 1991
Committee on Non-Discrimination, 1991-
Member Executive Committee, Academic Council 1991-1992

Harvard & Radcliffe
Search Committee in Fine Arts .1991
Boylston Prize Committee 1991
Chair, Curriculum Committee, Afro-American Studies 1991-2001
Head Tutor, Afro-American Studies 1991-2001
Committee on African Studies (chair, 1995-) 1991-
Standing Committee on Degrees in History and Literature 1992-2001
Faculty Council 1992-93
Faculty Committee on Race Relations, Chair 1992-93
Search Committee in Afro-American Studies and Comparative Literature 1992
Standing Committee on Administration of the Bowdoin Prize 1992-93
Standing Committee on Study Out of Residence 1992-94
Chair, Selection Committee for Du Bois Fellows 1993-2000
Educational Policy Committee Subcommittee on Ethnic Studies 1993-94
Advisory Committee on Race Relations 1993-94
Faculty Coordinator, Mellon Minority Undergraduate Mentorship Program 1993-
Executive Committee, Center for Literary and Cultural Studies 1993-
Advisory Committee, Center for the Study of World Religions 1994-
Ad Hoc Committee to Review the Core Program 1995-97
Standing Committee on Neuroscience 1995
Standing Committee on Degrees in Literature 1996-2001
Advisory Committee, Children's Studies 1997-1999
Ad Hoc Committee to prepare Graduate Program in Afro-American Studies, Chair 1998-2000
Standing Committee on Degrees in Social Studies 1999-2001
Search Committee in Afro-American Studies and Social Studies 1999
Foreign Cultures Committee, Core Program 1999-
University Committee on Human Rights 2000-
Curriculum Subcommittee 2001-
University Committee on Justice, Economics, and Human Development 2001-
Committee on Out of School Programs 2001-

Princeton
Chair, Library Committee, Department of Philosophy 2002-3
Target of Opportunity Search Committee for 2002-2003
Interdepartmental Committee of the Program in African Studies 2002-
Interdepartmental Committee of the Program in African-American Studies 2002-
PUBLICATIONS

I. BOOKS

A. SCHOLARLY


*Kosmopolitische Patriotismus* (Frankfurt: Suhrkamp, forthcoming.)

*Bu Me Bé: The Proverbs of the Akan* with Peggy Appiah, and with the assistance of Ivor Agyeman-Duah (Accra: The Center for Intellectual Renewal, 2002).

*Thinking It Through: An Introduction to Contemporary Philosophy* (New York: Oxford University Press, forthcoming.)

B. FICTION


IN PREPARATION

*The Review*

*Greville's Ghost*

*Village People*

C. EDITED BOOKS


*Richard Wright: Critical Perspectives Past and Present, Amistad Literary Series* (New York: Amistad
Curriculum Vitæ

-- 9 --

Kwame Anthony Appiah


The Poetry of our World: An International Anthology of Contemporary Poetry Edited by Jeffrey Paine with Kwame Anthony Appiah, Sven Birkerts, Joseph Brodsky, Carolyn Forché, and Helen Vendler (Edited and introduced African section.)

II. GUEST-EDITED JOURNALS


III. SHORT STORIES


IV. ESSAYS & ARTICLES

“How to Decide Between Concepts of the Person.” Forthcoming in Lee Brown (ed.)

“Race and IQ.” Forthcoming.


“Philosophy and Literature.” Forthcoming in Companion to African Philosophy Kwasi Wiredu (ed.).


“African Identities.” Article 15 in Race and Racism Bernard Boxill (ed.) (New York: Oxford University
Curriculum Vitæ

Kwame Anthony Appiah


"Preface” to Albert Memmi Racism (Minneapolis: University of Minnesota Press, 1999)


"Liberalism and the Plurality of Identity.” In Knowledge, Identity and Curriculum Transformation in Africa N. Cloete, M.W. Makgoba and D. Ekong (eds.) (Johannesburg: Maskew Miller Longman,
89.
“Multiculturalism and Elementary Education.” In The Challenge of Elementary Education: Shaping Common Values for Tomorrow’s Pluralistic World (A symposium at Grace Church School) (Privately published by: Grace Church School, 86 Fourth Avenue, New York, NY 10003, 1994.)

“No Bad Nigger': Blacks as the Ethical Principle in the Movies.” In Media Spectacles Marjorie Garber, Jann Matlock, Rebecca Walkowitz (eds.) (New York: Routledge, 1993).


“Deconstruction and the Philosophy of Language.” Diacritics, Spring 1986, pp. 49-64
“The Importance of Triviality.” Philosophical Review 95, April 1986, pp. 209-231.


V. ENCyclopedia ARTICLES


VI. REVIEWS


“The Hybrid Age?” Rev: The Location of Culture by Homi Bhabha Times Literary Supplement May 27 1994 p. 5.


Cornel West. The Nation April 9, 1990, pp. 496-498.


VII. PUBLISHED DISCUSSIONS


"Human Rights and Cultural Pluralism: Part I." Discussion with Harvey Cox, Christopher Queen, Arvind Sharma, Nur Yalman. Boston Research Center for the Twenty-First Century: Luncheon Seminar, University Place, Suite 450 South, 124 Mount Auburn Street, Cambridge MA 02138-5761. April 12,
1994.


VIII. PUBLIC LECTURES & PAPERS

"Conversation and conditionals": Keele University, Conference on *Philosophy of Language and Logic* (Spring 1981)

"Soyinka and the philosophy of culture": University of Ife, Ile-Ife, Nigeria, Conference on *African Philosophy—read in absentia* (Spring 1981)

"Other peoples' gods": Wesleyan University (October 1982)


"Closing the gap between logic and language: the case of the indicative conditional": Institute of Philosophy, Oslo University (February 1984)

"Modernization and the mind": International Development Seminar, Oslo University (February 1984)


"What Caesar meant": Cambridge University, Department of Philosophy (November 1984)

"Soyinka and the space of the self": Departments of English and Afro-American Studies, University of Michigan (April 1985)

"How not to do African philosophy": Africana Studies Center, Cornell University (October 1985)
"Anti-realist semantics: the problem of output": Philosophy Department Discussion Club, Cornell University (October 1985)

"Deconstruction as a philosophy of language": Third Colloquium on Twentieth-Century Literature in French, Louisiana State University (March 1986)

"A critique of pragmatist theories of meaning": Philosophy Department, Howard University (March 1986)


"Soyinka and the philosophy of culture": African Literature Association, Michigan State University (April 1986)

"Nation and narration—a commentary": Cornell University, Conference on Nation and Narration, Society for the Humanities (April 1986)

"A pragmatist's reason for not adopting the pragmatist theory of meaning": Department of Philosophy, University of Pennsylvania (November 1986)

"Local epistemology": Departments of Philosophy and Comparative Studies, Ohio State University (January 1987)

"Functionalism and the case against anti-realist semantics": Department of Philosophy, Duke University (March 1987)

"Alexander Crummell and the Invention of Africa": Skidmore College, Conference on Race, Religion and Nationalism (April 1987)

"Inside views: Some theories of African interpretation": University of Pennsylvania Faculty Seminar on Non-western Literatures (April 1987)

Reply to Thomas Donaldson "The duty to divest": Society for Philosophy and Public Affairs Session at A.P.A. Central Division Meeting, Chicago (May 1987)

"Why componentiality fails": Department of Philosophy, Stanford University (May 1987)


"Africa's New Philosophies": Department of Philosophy, Howard University (October 1987)

"Ideals of Agency": Joint Meeting, Departments of Philosophy, Cornell and Syracuse Universities (October 1987)

"Ideals of Agency": Department of Philosophy, Boston University (November 1987)

"Social Forces, 'Natural' Kinds": Science Gender and Race panel of the Radical Philosopher's Association, A.P.A. Eastern Division Meeting, New York (December 1987)

"Out of Africa: Topologies of Nativism": Yale University, Conference on The Teaching of African Literature in the United States (March 1988)

Roundtable on "The Appropriation of Third World Culture by the Avant-Garde": Columbia University (March 1988)

"Ideals of Agency": Department of Philosophy, University of Virginia (April 1988)

"The Making of an American Opera": A discussion of the making of "X" with Tony, Thulane and Kip Davis: Seton Hall University (April 1988)

"Race and the Humanities: Concluding Remarks": Society for the Humanities, Cornell University, Conference on Race and the Humanities (April 1988)
“Philosophy and Religion”: Ohio State University, Conference on *Africa in the 1990’s* (April 1988)

“Technologies of Representation”: Louvain University, Conference on *Literature and Technology* (August 1988)

“Whatever the Consequences”: English Institute (August 1988)
“Varieties of Racism”: University of Notre Dame, Program of Cultural Diversity (September 1988)
“Functionalism and Idealization”: University of Notre Dame, Department of Philosophy (September 1988)
“Race and the Humanities”: Yale University, Conference on Race and Education (October 1988)
“Expanding the Canon and the Curriculum”: Association of Colleges and Universities of the State of New York (November 1988)
“Alexander Crummell and the Invention of Africa”: Amherst College (February 1989)
“What have the humanities got to do with race?”: Colgate University, Faculty Development Seminar (March 1989)
“Reality and Relativism”: Colgate University (March 1989)
“Thick Translation”: Institute for the Humanities, University of Michigan, Conference on Translation (March 1989)
“Functionalism and Ideals of Agency”: University of Michigan Department of Philosophy (March 1989)
“Human Characteristics and the Concept of Race”: Florida A&M University (March 1989)
“Reply to Devitt”: Oberlin College, Conference on Realism and Relativism (April 1989)
“Reflections on Akan Philosophy”: Symposium: Philosophy and Anthropology, Smithsonian Institution (April 1989)
“Racisms”: Middlebury College (April 1989)
“Idealization in Psychological Theory”: Middlebury College (April 1989)
“The Institutionalization of Philosophy”: Bryn Mawr, Conference of the Mellon Fellowship Program (June 1989)
“Functionalism and Ideals of Agency”: University of North Carolina, Chapel Hill Colloquium in Philosophy (October 1989)
“Postmodernism and postcoloniality”: African Studies Association Meeting, Atlanta—SAPINA-sponsored session on The Invention of Africa (November 1989)
“Concluding Comments” Cornell University, Workshop in Naturalized Epistemology (December 1989)
“Tolerable Falsehoods: Structures, Agents and the Interests of Theory” Haverford College, Department of Philosophy (March 1990)
“Social Forces, ‘Natural’ Kinds”: Conference on “Gender and Ethnicity: Bridging the Two Cultures” at Steven’s Institute of Technology (April 1990)
“Idealization and Agency”: Northwestern University, Department of Philosophy (April 1990)

"Is the 'Post' in 'Postcolonial' the 'Post' in 'Postmodern'?": Braudel Center, SUNY Binghamton (May 1990)

"Humanity, Humanities, Humans, ": Simpson College, George Washington Carver Centennial (September 1990)

"Is the 'Post' in 'Postcolonial' the 'Post' in 'Postmodern'?": University of Virginia (September 1990)

"Concerning V. Y. Mudimbe's The Invention of Africa": Conference of the Society for Phenomenology and Existential Philosophy, Villanova College (October 1990)


"Postcolonial Predicaments": Departments of Afro-American Studies and Philosophy, Rutgers University, Newark (November 1990)

"African Art in Postmodern America": Newark Art Museum, (November 1990)

"Race, Racism and Pan-Africanism": Bates College, (December 1990)

"Postcolonial Predicaments": Humanities Institute, Columbia University, (December 1990)

"Natives in a Nervous Condition": Afro-American Studies, Harvard University, (February 1991)

"Ideal Agents": Philosophy Department, Harvard University (February 1991)

"Natives in a Nervous Condition": English Department, University of North Carolina, Chapel Hill (April 1991)

"Natives in a Nervous Condition": Dillard University, (April 1991)


"Rational Ideas": Philosophy, Smith College, (April 1991)


"Reason and Local Epistemologies": Center for Ethnic Studies, Brown University, (April 1991)

"Ethnography and the Law": Program for Assessing and Revitalizing the Social Sciences, University of Pennsylvania (May 1991)

"Altered States": Faculty Panel on "Nationalism and the Politics of Identity" on the occasion of the inauguration of President Neil Rudenstine, Harvard University, (October 1991)

"Ancestral Voices": Salmagundi Conference on Race and Racism, Skidmore College (October 1991)

"What's in a name? Changing Identities in African Cultures": Commonwealth Center for Cultural Change, University of Virginia (November 1991)


"The Return of Civil Society in Africa": National Humanities Center, Research Triangle Park (November 1991)

"One Way to Think about Translation": Philosophy Colloquium, University of South Carolina (November 1991)

"What Does Philosophy have to do with Black Studies?": Queen's University Public Lecture (November 1991)

"Idealization and Rationality": Philosophy Colloquium, Queen's University (November 1991)


PEN Panel on African Literature, Chair, New York (November 1991)

"Burying Papa": Center for Literary and Cultural Studies, Harvard University (December 1991)

"A Burial": Red Lion Seminar, Chicago (February 1992)
"Soyinka and the Philosophy of Culture": Tudor and Stuart Society, Johns Hopkins University (February 1992)
"Literary Nativism": Leeds University, Department of English (March 1992)
"A Funeral": West African Studies Seminar, University College London (March 1992)
"Race, Canon, Curriculum": Department of Philosophy, Long Island University, Brooklyn Campus (April 1992)
"Thick Translation": The Machette Lecture, Brooklyn College (April 1992)
"Free Speech and the Aims of the University": Department of Philosophy, University of Michigan (April 1992)
"A Funeral": Society for the Humanities, Cornell University (April 1992)
"What is African-American Philosophy?": Graduate Student Colloquium, Philosophy, Cornell University (April 1992)
"Recent African Philosophy": American Philosophical Association Central Division Meeting, Louisville Kentucky (April 1992)
"Multiculturalism": Black-Jewish Dialogue, Central Synagogue, Manhattan (May 1992)
"No Bad Nigger: Blacks as the Ethical Principle from Huckleberry Finn to Ghosts": Dissident Spectators, Disruptive Spectacles Conference, Harvard University (May 1992)
"How did we get to be many?": Conference on the History of Pluralism, SUNY Stonybrook (June 1992)
"The Uses and Misuses of Other Cultures": Jesse Ball Du Pont Seminar, National Stonybrook (June 1992)
Radio Interview "All Things Considered": National Public Radio (July 7 1992)
Radio Interview "Fresh Air with Terri Gross": National Public Radio (July 22 1992)
Radio Interview: WMUZ Radio, Detroit (August 7 1992)
"Memory and Identity in Africa": Commonwealth Center for Cultural Change, University of Virginia (October 1992)
"Crossing the Boundaries": Keynote Address, Center for Critical Analysis of Contemporary Cultures, Conference on Travelling Objects/Transnational Exchanges (November 1992)
"Nervous Natives": Conference on Postcolonial Culture, Scripps College (November 1992)
"Moral Horizons: Arguments for Universalism in Some Recent African Fiction": Center for Critical Analysis of Contemporary Culture, Rutgers University, New Brunswick (November 1992)
"The Limits of Pluralism": Michigan State University (February 1993)
"Culture, Subculture, Multiculturalism": Multicultural Education Working Group, University of Maryland Center for Ethics and Public Policy (January 1993)
"Problems of Multiculturalism": Montclair State College (February 1993)
"In My Fathers House": Soundings: Radio Program (February 1993)
Curriculum Vitæ

"Africa's Multicultural Lessons": Sarah Lawrence College (March 1993)
"Africa's Multicultural Lessons": Calvin College, Michigan (March 1993)
Commentator on Professor Stanley Hoffman's Tanner Lectures: The University Center for Human Values, Princeton University (March 1993)
"Africa's Multicultural Lessons": Center for the Humanities, University of Missouri (March 1993)
Rational Psychology: University of Missouri Philosophy Department (March 1993)
"Radio Interview": University of Missouri NPR Station (March 1993)
"Natives in a Nervous Condition": Conference on Postcoloniality, Yale University (April 1993)
"Africa's Multicultural Lessons": Georgetown University (April 1993)
"In My Father's House": Cambridge Forum Radio Talk and Discussion (April 1993)
"In My Father's House": Discussion with Stuart Hall and Anil Ramdas on VPRO, Dutch Television (May 10 1993)
"Fallacies of Eurocentrism and Ethnocentrism": American Enterprise Institute, Washington DC (May 1993) (C-SPAN 2, 11 May 1993)
"Power and Secrecy": Conference on Forty Years After: The Rosenberg Case and the McCarthy Era Harvard University (May 1993)
"Many Faces of Family": Goddard Community Center, New York (May 1993)
"In My Father's House": Jesse Ball Du Pont Seminar, National Humanities Center (June 1993)
"Fallacies of Eurocentrism and Afrocentrism": Jesse Ball Du Pont Seminar, National Humanities Center (June 1993)
"Africa's Multicultural Lessons": SUNY, Old Waterbury, Faculty Summer Seminar, (June 1993)
"Teaching 'Race'": Facing History and Ourselves, Summer Seminar, (July 1993)
"Afrocentrism": Discussion, WBAI New York, with Plythell Benjamin (July 29 1993)
"Eurocentrism and Afrocentrism": Summer Seminar on Multiculturalism and Civic Education, Harvard School of Education (Prof. Sandra Stotsky, convenor) (August 1993)
"Dilemma's of Modernity": Ohio State University, N.E.H. Summer Seminar, (Profs. Abiola Irele and Isaac Mowoe, convenors) (August 1993)
Radio Interview "Multiculturalism": with David Brudnoy, WBZ Boston (September 6 1993)
"Beyond Eurocentrism and Afrocentrism": Community College of Philadelphia (October 1993)
"Fallacies of Eurocentrism and Afrocentrism": Duke University (September 1993)
Radio Interview "In My Father's House": with David Brudnoy, WBZ Boston (October 27 1993)
"Africa's Multicultural Lessons": De Paul University, Africa Quarter (October 1993)
"Natives in a Nervous Condition": De Paul University, Faculty Seminar (October 1993)
"Race: From Culture to Identity": University of California at Irvine, Humanities Center (October 1993)
"The Reception of African Art in America": Giving Birth to Brightness, M.I.T. (October 1993)
"Constructing Identities in Africa and America": Paul Desjardins Memorial Lecture, Haverford College (October 1993)
"Akan Philosophical Psychology": Paul Desjardins Memorial Symposium, Haverford College (October 1993)
"Travelling Stories": WGBH Fellowship Program, WGBH Boston (October 1993)
"Multicultural Education": Mount Holyoke College, Department of Philosophy Public Lecture (November 1993)
"Realizing the Virtual Library": Harvard Conference on the Gateway Library (November 1993)
"Multicultural Education": Grace Church School in New York (November 1993)
"Reading The Tempest": ACLS seminar for High School Teachers, Harvard School of Education
Curriculum Vitae

Kwame Anthony Appiah

(December 1993)


"Re-conceptualizing Philosophical Practice: Is Race Relevant?": African Studies Association Meeting, SAPINA-sponsored panel (December 1993)

"Multiculturalism and Education": Amherst College, Conference on Affirmative Action (January 1994)

"African Identities": Humanities Seminar, Northwestern University (January 1994)

"Culture, Subculture, Multiculturalism": Public Lecture, Northwestern University (January 1994)

"Culture, Subculture, Multiculturalism": Department of Philosophy, University of Toronto (January 1994)

"African Identity at the End of the Twentieth Century": EPIIC Program, Tufts University (February 1994)

"Why There are no Races": (Commonwealth School, Boston, February 1994)

"Why There are no Races": (Black History Month Celebration, Black Medical Students Association, Harvard Medical School, February 1994)

"Culture, Subculture, Multiculturalism": Department of Philosophy, Holy Cross (February 1994)

"The Challenge of Pluralism: Multiple Cultures of Multiple Identities": CUNY Graduate Center, W. E. B. Du Bois Distinguished Visiting Lecture (March 1994)

"Normative Idealizations in Descriptive Theories": CUNY Graduate Center, Department of Philosophy (March 1994)

"Multiculturalism and Citizenship": Bohen Foundation (March 1994)

"African Identities": EPIIC Program, Tufts University (March 1994)

"Teaching 'Race'": Facing History Institute (March 1994)

"In My Father's House": Queens Evening Readings, New York (March 1994)

"Beyond Eurocentrism and Afrocentrism: Education in An Age of Multiple Identities": Fordham University, New York (April 1994)

"Culture, Subculture, Multiculturalism": Department of Philosophy, University of South Florida (March 1994)

"Beyond Eurocentrism and Afrocentrism": Department of Philosophy, University of Massachusetts at Boston (April 1994)

"Natives in a Nervous Condition": The Wetmore Lecture, Department of English, Brown University (April 1994)

"Culture and Identity in an Age of Multiculturalism": Department of Anthropology, Syracuse University (April 1994)

"In My Father's House": NEH Summer Seminar for College Teachers, Ramapo College (June 1994)

"Race Through History": Facing History and Ourselves Teacher's Seminars: Pine Manor College, Bard College, Norwich Free Academy (July 1994)

"Group Identities and Individual Lives": Summer Program, Harvard Graduate School of Education (July 1994)

"Race Through History": Summer Program, Harvard Graduate School of Education (July 1994)

"Some Confusions About Identity": Cultural Studies, African/Diaspora Studies, Tulane University (September 1994)

"Identity versus Culture": The Avenali Lecture, University of California at Berkeley (September 1994)

"What is a Racial Identity?": Hannah Arendt Symposium, New School for Social Research (October 1994)

"Race, Culture, Identity: An Essay on Human Misunderstanding": Tanner Lecture on Human Values, University of California at San Diego (October 1994)
“Race and Identity”: Panel presentation at Union College, Schenectady (November 1994)
“Race and Identity”: Rutgers Conference on Race and Philosophy (November 1994)
“Resistance Literature”: Cultural Studies Colloquium, Yale University (November 1994)
“Relations Between Elites and the Common People in Africa”: Columbia University, African Studies Colloquium (November 1994)
“Sustaining the Nation”: University of Maryland, College Park (November 1994)
“Race Culture and Identity”: MillerComm Lecture, University of Illinois, Urbana (March 1995)
Radio Interview “Race Culture and Identity”: Focus 580 WILL AM 580, Urbana (March 3 1995)
“Rational Psychology”: Department of Philosophy, University of Illinois, Urbana (March 1995)
“Identity's Pitfalls”: Black Nations, Queer Nations Conference, Center for Lesbian and Gay Studies, CUNY Graduate Center, New York (March 1995)
“Africa's Postcolonial Condition”: Plenary Session, African Literature Association, Columbus, Ohio (March 1995)
“Philosophy in Postcolonial Africa”: Panel, African Literature Association, Columbus, Ohio (March 1995)
“Against National Culture”: Text and Nation Conference, Georgetown University (April 1995)
“Nervous Natives”: University of Georgia, Athens, Humanities Center Lecture (April 1995)
Commentator on Professor Amy Gutmann’s Tanner Lectures: Stanford University (May 1995)
“Fuzzy Frontiers: African Identities as the Millennium Approaches”: Interfaculty Seminar in African Studies, Oxford University (June 1995)
“Against National Culture”: Keynote Address, Annual Conference of the Association of University Teachers of English in South Africa (AUETSA), University of Natal, Pietermaritzburg, (July 1995)
“African Studies in North America”: University of Namibia (July 1995)
“Against National Culture”: Public Lecture, University of Nebraska, Lincoln (September 1995)
“Race, Culture, Identity: Misunderstood Connections”: Department of Philosophy, University of Nebraska, Lincoln (September 1995)
“Collective Memory and Individual Histories”: Keynote Address, "The Pasts We Tell Ourselves: Remembrance, Restoration, Reconstruction," University of California, Santa Barbara Interdisciplinary Humanities Center (October 1995)
“Against Culture”: Emory University, ILA, Conference: “Race, Identity and Public Culture” (October 1995)
“Against National Culture”: Program in Ethics and the Professions, Harvard University (October 1995)
“How Can I Remember Who I am, If I Don't Know Who We Are?": Center for Literary and Cultural Studies, Harvard, Conference on The Persistence of Memory (October 1995)
“Civic Nationalism”: Response to Sheldon Hackney, Chairman of the National Endowment for the Humanities, Plenary Session, American Studies Association (November 1995)
“Race, Culture, Identity”: Distinguished Speaker's Series, University of Texas at Austin (December 1995)
“Notes on Racial Identity”: Race, Power and the Mind Symposium, Michigan University (February 1996)
“African Philosophy and Concepts of the Person”: Department of Philosophy, University of Kansas, Lawrence (March 1996)

“Against National Culture”: Visiting Humanities Lecture, University of Kansas, Lawrence (March 1996)

“National Conversations”: Visiting Interdisciplinary Scholars Seminar, Humanities Center, University of Kansas, Lawrence (March 1996)

“Racial Identities”: Visiting Interdisciplinary Scholars Seminar, Humanities Center, University of Kansas, Lawrence (March 1996)

“Race Culture and Identity: Why Race Won’t Do What We Ask Of It”: Hamline University, St. Paul's Minnesota (April 1996)

“Race Culture and Identity: Why Culture Won’t Do Much Better”: Hamline University, St. Paul's Minnesota (April 1996)

“Cosmopolitan Patriotism”: Philosophy Department Discussion Group, University of Idaho (April 1996)

“Race, Culture, Identity”: Public Lecture, University of Idaho (April 1996)

“Rational Psychology”: Department of Philosophy, Ohio University (May 1996)

“Understanding Racial Identity”: Public Lecture, Ohio University (May 1996)

“Against National Culture”: Kane Lecture, Ohio State University (May 1996)

“Culture, Community, Citizenship”: Public Lecture, Mankato University (May 1996)

“Rational Ideals”: Philosophy Discussion Club, Mankato University (May 1996)

“How Do I Know Who I Am, ‘Til I Know Who We Are?”: History Forum, Mankato University (May 1996)

Interview with HotWired for World Wide Web on “Color Conscious” (June 1996)

“Race Through History”: Facing History and Ourselves Teacher’s Seminars: Columbia Teachers’ College (July 1996)


Interview with Wole Soyinka: The Beatification of Area Boy: Works and Process, Guggenheim Museum (September 1996)


“Some thoughts on the relations of philosophy and history”: Mellon Seminar in History, University of Pennsylvania (November 1996)

“Narratives of Unity and Diversity”: Blackside Productions Seminar, Sheraton Commander Hotel, Cambridge (November 1996)

Comments on “Peoples and Publics” by Ben Lee: MacArthur Fellows Program Roundtable on Creativity, Globalism and Global Creativity, Chicago (November 1996)


“The History Curriculum: Modest Proposals”: Panel at the Park School, Boston (January 1997)

“Reply to Critics”: Discussion of Color Conscious, New School for Social Research (February 1997)

Radio Interview “The Dictionary of Global Literacy”: Monitor Radio (Boston) (February 1997)

Radio Interview “The Dictionary of Global Literacy”: WCCO-AM (Minneapolis), (February 1997)
Radio Interview “The Dictionary of Global Literacy”: Talk of the Nation with Ray Suarez (March 1997)

“The Liberal Idea of Education” Distinguished Lecture Series, Arts and Humanities, Columbia Teacher's College (March 1997)
“In Defense of Cosmopolitanism” Hans Maeder Lecture, New School For Social Research (March 1997)
“Liberalism and the Diversity of Identity”: Center for Higher Educational Transformation, South Africa (March 1997)
“Liberal Cosmopolitanism”: University of Cape Town, Center for African Studies (March 1997)
“Justice, Reparation, Truth”: Final Panel, Facing History and Ourselves Conference (April 1997)
“Insiders and Outsiders”: Panel, African Literature Association Conference, Michigan State University (April 1997)
Panel Member “Is there such a thing as race?”: Debates! Debates! TV Program (May 1997)
Discussion of Color Conscious: The Political Morality of Race: Fula ni! TV Program (May 1997)
“Cosmopolitan Patriotism”: Seminar, Conjunto Universitário Candido Mendes, Rio de Janeiro, Brazil (June 1997)
“On Writing In My Father's House”: Department of History, Universidade Federal, Rio de Janeiro (June 1997)
“Cosmopolitan Patriotism”: Debate Series Folha de São Paulo, São Paulo (June 1997)
“Race and Identity”: Department of Sociology, Universidade de São Paulo (June 1997)
“Race Through History”: Facing History and Ourselves Teacher's Seminars: Columbia Teachers' College (July 1997)
“The Responsibility of Intellectuals”: Kumasi, Ghana (September 1997)
“Du Bois as a Pan-Africanist Intellectual”: USIA Center, Accra, Ghana (September 1997)
“What Do We Talk About When We Talk About Art?”: Yale Art Museum, Conference on Baule Art: African Art, Western Eyes (October 1997)
“Seminar on: 'Cosmopolitan Patriots' and 'Race, Culture, Identity: Misunderstood Connections'”: NYU Law School (October 1997)
“Alain Locke As A Theorist of Multiculturalism”: Philosophy Born of Struggle Conference, New School (October 1997)
“Race in a Postmodern Society”: Case Western Reserve University, College Scholar's Program (October 1997)
“Response to Charles Kesler”: Conference on Immigration and Naturalization, Duke University (October 1997)
“Race and Philosophy”: Department of Philosophy, Kent State University (November 1997)
“The Question of African Identities”: Central State University, Wilberforce, Ohio, African Studies Center (November 1997)
“A Foucault for Liberals”: The Moffett Lecture, Princeton University (November 1997)
“The ‘Amistad’ Libretto: Incorporating African Folk Culture”: The Lyric Opera of Chicago,
Symposium on the Anthony Davis and Thulani Davis Opera *Amistad*, Field Museum (November 1997)

“Cosmopolitan Patriotism”: Center for African Studies, Emory University (January 1998)

“Cultural Studies and Area Studies”: Center for African Studies, Emory University (January 1998)

“Philosophy, Africa and the Diaspora”: Morehouse University (January 1998)


“What do we talk about when we talk about African Art?”: Art Institute of Chicago (March 1998)

“Race and Culture”: SUNY Purchase (April 1998)

“The Possibilities of Afro-Liberalism”: University of Louisville, Kentucky (April 1998)


“Gay Goes Global”: Final Plenary Queer Globalization/Local Homosexualities: Citizenship, Sexuality and the Afterlife of Colonialism, Center for Lesbian and Gay Studies, CUNY (April 1998)

“Reply to our Critics”: American Philosophical Association, Central Division Meeting, Chicago: Author Meets Critics: Philip Kitcher, Michelle Moody Adams discuss *Color Consciousness* by K. Anthony Appiah and Amy Gutman (May 1998)

“Cosmopolitan Patriots”: Department of English and American Studies, University of Frankfurt (June 1998)

“Theories of Postcoloniality”: Postcolonial Studies Group, University of Frankfurt (June 1998)

“Identity and Ethics”: Department of Philosophy, University of Frankfurt (July 1998)

“Color Conscious”: Seminar in American Studies, University of Frankfurt (July 1998)

“African Novels and Global Conversation”: African Studies Center, University of Beyreuth (July 1998)


“Cosmopolitan Reading”: English Institute (September 1998)


“Liberalism in Difficulty”: Harry Howard Jr. Lecture, Vanderbilt University (October 1998)

“An Argument Against (One Way of Thinking About) Rationality”: Department of Philosophy Colloquium, Vanderbilt University (October 1998)

“Individuality”: New York Institute for the Humanities (December 1998)

“Encomium for Nuruddin Farah”: Presentation of Neustadt Prize, University of Oklahoma (October 1998)

“Individuality”: New York Humanities Institute (December 1998)


“Race and Individuality”: Global Studies, University of Wisconsin (February 1999)

“Rewriting the African Past”: Black History Month Lecture, Hunter College (February 1999)

“Discussion with Wole Soyinka on Democracy in Africa”: Africana Studies, New York University (February 1999)

“Race and Individuality”: Center for the Study of Race and Social Division, Boston University (March 1999)

“Cosmopolitan Reading”: Department of Comparative Literature, Brown University (March 1999)

"Reading Race, Class and Gender in Alice Walker’s Color Purple and Toni Morrison’s Beloved": Lock Haven University “Major Black Writers: Alice Walker Lecture” (March 1999)


"New Work in African History", Commonwealth School, Boston (April 1999)

"Individuality, Imagination and Community": Keynote Speech at Conference on “Exploring the Black Atlantic”, Rutgers University (April 1999)

"Writing Africa": Hemmingway Centennial, John F. Kennedy Library (April 1999)

"African Thought, From Anthropology to Philosophy": Columbia University, Program in African Studies Seminar (April 1999)

"Why Individuality Matters": Rutgers University Department of Philosophy (April 1999)

"Children’s Moral Education": Panel, Harvard University (April 1999)

"Culture and Foreign Policy": Council on Foreign Relations (May 1999)

"Contre la ‘culture’": Musée des Arts de l’Afrique et l’Océanie (May 1999)

"The possibilities of Afro-liberalism": École des Hautes Études en Sciences Sociales (May 1999)

"American Multiculturalism and Gay Culture": École Normale Supérieure (May 1999)

"L’Afrocentrisme": École des Hautes Études en Sciences Sociales (May 1999)

"Individuality": Department of Philosophy and School of Law, University College, London (May 1999)

"Enlightenment and Cultural Dialogue: Lessons From the Novel": Volkswagen Stiftung, Zukunftstreff: Debates on Issues of our Common Future 7th Symposium: Political Philosophy Today: Rethinking the Enlightenment Hanover (June 1999)


"American Liberalism in a Global Conversation" Harvard Summer School (July 1999)

"Using the Arts to Teach About Identity" Facing History and Ourselves Institute (July 1999)

"Internationalizing Human Rights" Harvard Law School, Human Rights Program, 15th anniversary (September 1999)

"Some Problems for Liberalism" Sawyer Seminar, National Humanities Center, Research Triangle Park, North Carolina (September 1999)


"Race and Individuality" Florida Atlantic University, Public Intellectuals Graduate Program, (January 2000)

Commentator on Michael Ignatieff’s Tanner Lectures: The University Center for Human Values, Princeton University (April 2000)

How should we address the greatest evils and injustices of our time?: Contribution to panel at Tenth Anniversary Symposium, The University Center for Human Values, Princeton University Questioning Values, Defending Values (April 2000)


The Cosmopolitan Scholar: Harvard University, Phi Beta Kappa Oration (June 2000)

Creating Encarta Africana: Solomon, Smith, Barney, Plaza Hotel, New York (June 2000)

Liberal Education: Montreal Conference on “Promoting Subgroup Identities in Public Education” (June 2000)

Using Encarta Africana in the Public Schools: Boston Public Schools Office of Information Technology (June 2000)

Africa Journal, Worldnet Television (August 2000)
E Pluribus Unum: Panel, Yale Law School Reunion (September 2000)
Encarta Africana: The Project of the Century Conference on African-American Literature, Salt Lake City, Utah (October 2000)
Discussion with Wole Soyinka: Langston Hughes Festival, Schomburg Library (November 2000)
Education and Identity: Teachers as Scholars Program (November 2000)
Hope and Commitment: World AIDS Day Celebration, Trinity Church, Copley Square (December 2000)
Soul Making: Tanner Lectures on Human Values, Cambridge University (April/May 2001)
Individuality, Identity and Education: University of South Carolina (November 2001)
Identity, Individuality, and the State: University of Basel (January 2002)
Soul Making: Paul Robeson Memorial Lecture, Columbia University, New York (February 2002)
Race, Gender and Individuality: Humanities Without Boundaries Series, Center for the Humanities, University of Wisconsin, Madison (April, 2002)
The Arts of Soul-Making: Conference on Art, Philosophy and Politics, Institute for the Humanities, University of Wisconsin, Madison (April, 2002)
Race and the Ethics of Identity: University of Maryland, College Park, Distinguished Lecturer Series (April 2002)