

**Faculty Professional Development Day
October 14, 2005**

Afternoon Discussion on Criterion 1

Below are responses to table top discussion questions. The numbers in parentheses indicate that the response was given multiple times.

1. Before giving them the Mission Statement, ask them if they remember any buzz words from the Mission Statement.

- Access;
- Access to quality programs;
- Broad-based;
- Characteristics of graduates;
- Citizenship (2);
- Collaborative;
- Commitment;
- Community (2);
- Community of educators;
- Community outreach;
- Development;
- Diversity (2);
- Equity;
- Excellence;
- Excellence in teaching and learning (2);
- Exceptional teaching;
- Future;
- Global;
- Global perspective;
- Learning (2);
- Liberal/liberal studies programs;
- Lifelong;
- Lifelong learning;
- mentions constituents [students/faculty];
- Mentorship;
- Professional;
- Professional development;
- Regional/regional institution (2);
- Responsible;
- Scholarship;
- Service (3);
- Teaching.

2. Ask them what phrases/concepts from the Mission Statement best summarize the mission of MSUM.

- 1st three sentences keep; otherwise the rest is too long;
- Access to quality educational programs;
- Accessible to our diverse constituencies/ Diverse constituencies at moderate cost (Aim #6) (2);
- Act responsibly;
- Community service by students was emphasized (Aim #11);
- Emphasis on all students, international, nontraditional, and traditionally under-represented groups (Aim #8);
- Emphasize no graduate assistants;
- Emphasize research in a teaching environment;
- Emphasizes commitment to mentorship and undergraduate research;
- Encourages scholarly and creative endeavors (2);
- Foster excellence in teaching and learning (5);
- founded upon a common liberal studies experience/Provide a strong liberal studies foundation (2);
- Last paragraph is facts;
- Life-long learners (2);
- Opportunity for broad-base education;
- Best in both the liberal and professional world/ professionalism within a liberal arts tradition/ Strong liberal arts focus on professional programs (3);
- MSUM provides a comfortable liberal environment within a conservative community;
- Provide instruction at all levels;
- Service to the region/ Broad range of service to the region (Aim #12)/regional (3);
- The collaboration of students and faculty at the undergraduate level is superior to the other schools in the Tri-college system;
- The whole 2nd paragraph of the mission statement;
- University provides baccalaureates...just a fact;
- We are dedicated to undergraduate students;
- We keep classes small;
- We provide a foundation for the rest of their lives;
- What's unique is that MSUM provide human services in professional schools as oppose to focusing on research or straight teaching services;
- Whole 2nd sentence of mission statement.

Other comments:

- Annual strategic planning needs to be based on MnSCU mission and MSUM mission statement;
- Half of mission statement is facts and waste of space;
- multicultural dimension needs to be brought into a more current status;
- Many strong departments but not unified;
- Mission statement needs to be shorter to remember it;

- Need annual plan to evaluate Aims;
- Need to purge the last paragraph, is a description of the student population, certainly not a mission;
- Not being aware of university strategic plan makes it difficult for units to develop plans;
- Should be more mission-like;
- Student academic conference is a good thing;
- There is much more diversity and equity in gender and class and we provide more access to education to all classes of people and economic background;
- TOCAR is more recent than the longer mission statement;
- Too many decisions made without regard to Mission Statement;
- Tri-College not mentioned; we foster this collaboration to further our mission; even through the competition, we're united;
- Way too long;
- We need a longer term planning process;
- Women and men = people;
- We should start bragging;
- What is the strategic planning process on this campus?

3. Ask them what's missing from the Mission Statement that also speaks to what's unique about MSUM or that is also a part of the mission of the university.

What's missing?

- 'Anticipate' more;
- Attempt to be responsive is lacking, only do in areas of nursing, need to do more locally –globally;
- Cultural diversity in faculty and student body;
- Develop a broad base of knowledge;
- Every campus agrees on excellence on learning;
- If most graduates are teachers then we should focus on it;
- In a global environment;
- More emphasis needed on alumni, their loyalty and commitment. MSUM should better monitor their extraordinary alums and invite them to “tell their own story,” thus having more emphasis on a broad range of alumni, not just the few who manage to get attention. These “stories” could be excellent publicity points to attract future students. The “stories” should be readily available on MSUM web pages;
- More emphasis needed on undergraduate research;
- More emphasis on the generosity of faculty/staff related to charitable giving;
- Need to aim to promote consciousness at the community, local, global level;
- Need to focus on brief jargon translated into updated language;
- Need to look at what we are doing and what needs to be changed;
- Need to maintain liberal studies, not as a common experience because all students do not have a common curriculum, but as a common experience as an “exposure to the liberal studies;”

- No community mentioned;
- No course on campus on citizenship;
- Preparing teachers to teach a wide variety of cultures in one classroom;
- Programs that have articulation agreements with two year programs. NDSCS, SCSU, FFCC...need to tie into our mission statement of regional access;
- Promote breadth and depth of knowledge;
- Role of MSUM in training International students;
- Should be a general broad goal statement that is fluid;
- Should be a vision;
- Since student teaching abroad was discontinued we need to restate what our values are in that area;
- Within a diverse population.

What's unique?

- A lot of focus on undergraduate research (psychology, science, academic conference);
- Campus structure makes it inviting;
- CM majors have doubled; need to capture this base of our alumni;
- Concordia is not our competition;
- First liberal arts institution in the area/ Liberal arts program is very strong/ Unique is strong liberal arts program for a state school (3);
- Founding member of the community – hence Moorhead;
- Many majors have direct employment and these programs need to be recognized/ Unique about MSUM are these professional programs. (2);
- Most of our resources go into undergraduate education;
- Only ACCE accredited program in Minnesota;
- Professional programs (Nursing, CSIS, CM, TECH, Business, ACCT, MC) have special accreditation needs; how do we address these in the mission statement.
- Set us apart Corrick Center, remarkable job of nurturing people that they can succeed at college;
- Size/Smaller class sizes are important/There is something to the statement “Size Matters” (3);
- Training people in the thinking process;
- We are a regional institution serving NW Minnesota;
- We do a lot of outreach (theatre, science, etc.);
- We focus on teaching;
- We know our students very well – care about students – students notice this.

4. Ask them how the Mission Statement/mission of the university applies to their daily activities

- Aim # 1 is realized everyday in the classroom and campus community;
- Comes into play when prepare PDP...5 components of PDP are mission driven;
- Component is teaching and learning, scholarly activity, professional growth, student involvement, community or university service;
- Don't incorporate it explicitly, but implicitly;

- It should empower in the classroom and portray how we interact with the university community;
- MSUM embraces diversity and consciously push for it in classrooms, departments and other areas;
- MSUM strives to provide support and resources for personnel in grants and professional development;
- One on one with students;
- Primary focus is on teaching; other is professional development, the two go together;
- Should be a promise, not a contract;
- Students are active in various co and extra curricular activities;
- Survey to take: how many students read statement?;
- Talking to admissions people...have them tell how unique we are; one word applied is friendly and accepting; physically attractive; liberal;
- The first two paragraphs separate us from community/technical colleges;
- This question got nowhere. There was criticism from the group that mission statements are too generic. How different, for example, is our mission statement from those of the other MnSCU universities? Could you read them and actually know which of the universities each came from?;
- We're carrying out the mission without thinking about it.

Other table discussion:

- Mission Statement suggestions:
 - “The mission of Minnesota State University Moorhead is to foster excellence in teaching and learning in a respectful environment in order to develop knowledge, talent, and skills for a lifetime of learning, service, and citizenship;”
 - “The mission of MSUM is to foster excellence. The University strives to provide an educational environment that supports intellectual development, that welcomes diversity and that develops the skills and talents of women and men so that they have the capacity to live usefully, act responsibly, and be learners all their lives. The University encourages scholarly and creative endeavors by faculty and students, continuing professional development, and excellence in learning. The University enhances the quality of life in the region with the professional, cultural, and recreational services offered by its students, faculty, and staff;”
 - “Minnesota State University encourages scholarly and creative endeavors that promote a commitment by faculty and students to their disciplines, to continuing professional development, and to excellence in learning. The university enhances the quality of life in the region with access to the professional, cultural, and recreational services offered by its students, faculty and staff.”
- Slogan ideas:
 - Begin the journey;
 - For Business, For Education, For the Arts;

- It fits;
 - Lifetime of Learning;
 - MSUM “Professional learning for life;”
 - MSUM, one on one for you;
 - Need to come up with one thing that makes us unique;
 - Old Main—“From the ground UP;”
 - Old Main—“Ground Breaking, People Building;”
 - Right size;
 - To use during campaign: A C C R E D I T A T I O N ---gaining a credit on creditable education for the next 10 years or for the future.
- Comment on the word “cultivate”:
 - Challenge;
 - Cultivate students OK;
 - Develop;
 - Nurture;
 - Stimulate to like learning.
- We also asked the group how do we get students involved:
 - Plaster it every where;
 - Students don’t look at mission statements when choosing what university to go to;
 - What they do look at is look at these curriculum—quickest, cost factor involved.
- Do you reflect on the university M/S or any part of it, or make reference to it, in any of your classes?:
 - Environment is different – everybody is focused on change and how quick it is. Address these changes. Should teaching change. Preparing for change since 1889;
 - Need to have mission statement publicized around;
 - No;
 - We do mission statement things without being cognizant of it;
 - Yes, in PR class.
- What three words would you use to describe MSUM?:
 - Community supports education;
 - Dedicated to community, because we are the community;
 - In F-M area there are 190,000 people – 25,000 students; 2,000 staff;
 - In Moorhead – 1/3 are tied to education;
 - Student achievement day.
- What can you tell us about where can find the documents?:
 - President’s page;
 - Search bar.

- Discussion that the Mission Statement needs to be more apparent on the University web pages. We explored the idea of adding links to various phrases in the Mission Statement or the Aims that further explain them:
 - For example the “tuition reciprocity agreement” phrase could be linked to an explanation of what states/provinces we do have reciprocity with and what that means;
 - “Foster excellence in teaching and learning” could be linked to examples of that excellence from various departments, etc.

Misc.

- Corrick Center is a success story; no ACT scores, no prejudging of students; instructors bend over backwards to help students;
- Current mission statement is mundane and can be said of any campus;
- Current mission statement is not representative about what is unique about MSUM;
- Does the university support the mission? YES;
- Engage alumni more;
- If you are engaged in service and scholarship you are a good role model to motivate by behavior;
- It is not a bad thing, but does not set us apart;
- Life long learning is the same as it always has been and always will be;
- Mission needs to be dynamic and ever changing;
- Mission statement should be on the MSUM home page; too hard to find;
- MSCTC collaboration;
- MSUM students are under the impression that college is about cost management, where at other schools they don’t worry as much about that at Illinois or Wisconsin. This affects their classroom performance, they have jobs and families. School is not their full time job now. They have cost issues to deal with;
- Need concise statement or beginning of mission statement with a clip;
- Never heard of a decision made based on the mission;
- New mission statement needs full campus involvement;
- Preparing people to lead extraordinary lives, example of Loyola;
- Service, sacrifice, loyalty --- more a reflection – triple M;
- Student outcomes for major based on accreditation criteria all tied to long range plan;
- Traditional learning will remain the same even though trends change; information literacy, for example;
- We have a bigger mission than what’s stated;
- We have been losing state funding, forces tuition up, not as accessible any more.

Afternoon Discussion on Criterion 2

1. Environmental scanning:

- Someone in the department does it and is very good at it;
- In the past year, someone from the department has sent out three different surveys to school districts to get information;
- Athletics Training program – occurs through clinical site placements; gain feedback from students AND supervisors to assist with environmental scanning;
- Survey graduates – both those continuing education through graduate school and those employed to gain knowledge to change and adjust program to respond to trends in health profession;
- Languages – used to do an annual survey; survey was stopped due to lack of resources and the 1997 administrative cuts;
- Languages bright spot - study abroad program for last two years; take a group of students to Mexico; earn 10 credits for 6 weeks of study; 6 hours of intense language each day; live with host family and experience culture; 3rd experience during Summer 2006;
- We stay in close touch with alumni to determine if our programs are on-track;
- Teacher Ed. connects with our grads and constituents (K12 schools, etc.);
- Students take field trips to relevant businesses as part of some classes;
- Mass Comm has worked with business partners to assess what technologies are being used in the field and has updated our equipment to ensure that students get experience;
- Art Educ -- Lila Houge is working with MeritCare and Nursing to research a new program --Art Therapy;
- English is working to do more outreach and connect with the community by providing the McGrath Reading Series, Red River Press functions; allowing publication of alumni, students, and faculty works;
- Gallery is working to connect with off-campus artists in various disciplines as well as from other cultures to bring them on-campus for students who do not go off-campus;
- Communication Studies did a survey of businesses to determine their needs and to help students learn what is needed to meet those needs;
- Global understanding is a weakness ... we are not doing enough global scanning;
- Faculty do environmental scanning in their disciplines; some do it more effectively than others.

2. What do you know about planning on campus?

- University is planning for demographic changes along I-94 corridor;
- Know a bit about planning within the department, specifically technology planning and finances;
- Aware of a Diversity Plan;
 - Recruit diverse population of students and faculty;
 - F/M is not a diverse community, but some diversity exists. We should emphasize recruiting towards the local diverse groups rather than going far away;
- Aware there is a Facilities Plan because the building where this faculty is located is in the planning phase of remodeling;
- Aware there is a Technology Plan because faculty are getting new laptops;

- There should be a plan to reduce the dependence on adjunct faculty;
- In general, most faculty know plans exist, but they are not familiar with the content;
- Individuals do planning in the form of PDPs; depts. create program goals and plans;
- Planning happens at every level; do not know a lot about what happens outside my dept./college;
- Our Dean gives updates on planning for space, workload; and gives us assignments for future planning;
- Liberal Studies is being planned/revised as a campus-wide effort;
- We are trying to infuse more globalization & multiculturalism into our curriculum (TOCAR, etc.);
- Much of the planning is top-down ... from administration to colleges and depts.; MnSCU also dictates;
- Planning appears to be very money-driven;
- Lots of money is spent on planning ... could benefit our programs if spent there rather than some of the over-planning that takes place;
- Need to know the process to follow to request budget allocations; understand operational budget allocations, but equipment resource budget requests are not well understood; it's difficult to plan without knowing the possible resources available for funding;
- Languages is deficient in planning – Spanish sections meet weekly; plans are based on what the faculty KNOW to be true about the nation and community; but surveying does not occur to provide evidence to support these inclinations; are the inclinations “right” for our region?; not backed up with regional data/surveys;
- Athletic Training completed an accreditation process; were awarded an initial 5-year accreditation which expires in Spring 2008; can be renewed for 8 years; much of what was required in that process is very similar to what's being talked about for the institution re-accreditation; department mission aligns to college, division, and university; review is accomplished during weekly department meetings.

3. How does planning happen in your dept.? How does it relate to college & university planning?

- "Theoretically" departments have a lot of power ... but you must take direction from administration more often than not;
- Very little real planning happens since some decisions are already made by administration;
- English does a good job of planning in sub-groups for various parts of the program but may run into dead-ends ... forces from above affect the planning ... money rules and dives what we can do;
- Our college dean recently met with us to help us look at the big picture and work toward a better planning process;
- Planning here vs. planning in the business world ... here we plan everything "to death" but get little done as a result ... in business we saw results quickly after we put new processes into place;
- Planning is top down directed from the Dean's office;
- All internal planning is informal discussion, other than a written for student assessment;
- Written plans mean nothing, no actions taken by administration to support plan;

- Planning is not decisive;
 - Duty is to be in compliance with Board of Teaching;
 - Most planning done by dept. is necessarily and essentially reactive because mission is to provide licensure;
- Planning is very informal;
 - Discussion and talk within the faculty;
 - No documentation for planning;
- Our department has a plan, but can't achieve goals because of obstacles such as funding.

4. What suggestions do you for improvement of campus planning processes?

- Happy with University planning, confident it is being done because results are all around;
- Visual evidence that University planning exists;
- Evident that planning exists;
 - Resources exist;
 - Personnel evaluation is weakness, there are gaps;
- Planning is shortsighted because some people are trying to build kingdoms;
- Notice improvements because of planning process;
 - Technology Plan because of faculty laptops;
 - Deferred maintenance is being accomplished;
- Administrative response is good;
- Work toward making the planning process more bottoms-up ... however, some must be top-down ... or, guided by those who know what resources are currently available. If programs planned from the bottom (dept.) up are unrealistic the process will not produce do-able plans;
- Long-range planning can allow depts. to think big and to move in the direction of expansion of a program by allowing administrators to shift/reallocate resources over time;
- More connectedness among levels of planning is needed;
- Concentrate more on multicultural and global influences in the curriculum; we need to help our students become savvy enough to compete and work in a global workplace.

5. How does your department create yearly goals?

- Create by discussion;
 - Look to harmonize;
 - Look for consensus;
 - Goals change from year to year;
- Occasionally they discuss planning process;
 - How to infuse technology into the classroom;
 - Establish goals from time to time;
- Touched on by faculty at the beginning of the year;
 - Deans and chairs have certain goals;
 - Set priorities at beginning of year;
- Goals are not set annually; are they part of assessment process??? Lots of questions about process;

- Faculty retreat to set department goals definitely relate to them, but not articulated; probably need some time set aside to revisit goals;
- Use set goals for assessment;
- dept. meetings; driven by administration's allocation of resources;
- planning takes place on a semester-by-semester basis; driven by course schedule deadlines (must get schedule in to meet Registrar's printing deadlines);
- our dept. does not create yearly goals;
- some departments have advisory groups that help in planning ... that generally is more long-term than yearly; driven by the need to connect with our constituents/partners, who eventually hire our graduates and/or offer internships for our students.

6. How does the campus assess effectiveness of Dept. or program?

- Dean checks to make sure work is done;
- Student assessment, data is analyzed from field experiences;
- Printout of students scores from Practis II (don't know the exact name of the exam);
- Separate effectiveness and assessment; define them as unique and distinctive;
- 6-year department review – basically a self-study; can look very impressive on paper, but not be effective in reality in classroom or department; department does self-study and receives little or no feedback from dean/administration;;
- Service departments have effectiveness measures; need for Student Affairs as well;
- Spanish sections do assessment very well; institution doesn't recognize that... faculty assess foreign language proficiency and apply those in teaching, etc. faculty meet twice per month to discuss student progress and make adjustments accordingly; however those efforts are not recognized by institution and they receive poor marks on their assessment report from the committee;
- Course (student) evaluations;
- Biennial reports
- Six-year reports (with external evaluator);
- Accreditation self-study process;
- Course enrollments;
- Number of majors; number of graduates;
- Career placement data;
- Research and scholarly work done by faculty.

Afternoon Discussion on Criterion 3

1. How do you use feedback from students, alumni and professionals in your field to help shape curricular changes?

- Use comments to respond to needs;
- Use field site supervisors for feedback-revamp course as needed;
- Respond to supervisors as they are the consumer;
- Used student comments on text to provide supplemental readings to help make understanding of text materials easier;
- How do we define program? Can it be college, student services, department or other;
- Who will be evaluating liberal studies? Will we (a member of liberal studies) or someone else assess this;
- Do we assess now? For example, communications department does not assess well. Formal evaluations cost thousands. We now have two years of essays to assess with no one to do this. We don't have the resources to do this if I, as a faculty member, assess, how will I get past personal biases;
- I don't think we assess service courses well. Typically our majors are assessed, not every student who takes our courses is assessed. We need assessment for service courses;
- Student evaluations are done across campus;
- Faculty do much informal assessments. Anthropology department does participant Observation. Dept chair keeps records of gripes/problems that the faculty discuss. Once a year these are brought up and resolutions are proposed;
- Not a uniform pattern of dept meetings across campus.

2. In what ways have you reshaped pedagogy in response to your evaluation procedures?

- Use end of semester surveys to re-work material and presentation of material;
- Use supervisor comments to revamp student teaching prep material;
- Capstone courses. In philosophy majors turn in a senior portfolio, a collection of papers. Two faculty (not the major advisor) review these. Students also self-assess against dept goals. Faculty reviewers evaluate the portfolios showing strengths and weaknesses;
- From the assessment process, philosophy has added a course where there was a lack of knowledge;
- Feedback from the community. Letters and e-mails received from former students, anecdotal comments (are these valid?), number of majors who went to grad school – are they getting jobs in their field?;
- Faculty need help in developing or constructing surveys to send out to get information from the community and alums;
- Web pages. Alums have asked that their stories be included on the departmental web page;
- How do you assess multicultural growth and understanding?

What distinguishes MSUM from other schools? What are our strengths?

- Various departments have made a “name” for themselves in the tri-state area – specifically: Education, Arts, Mass Comm, and Nursing;
- We have been responsive to adult learners needs – more night classes, Saturday classes, online classes;
- We are affordable;
- A hope to learn from the consultant. We want good consultants? What will we do with the input;
- More faculty hired as tenure track;
- Better publicity for the university;
- More promotion/visibility of excellent programs both graduate and undergraduate;
- A more clearly defined MSUM identity;
- A higher quality residence hall experience for students;
- A sense of priority for future resources;
- More change from the bottom up rather than top down.

3. What changes might result from the self-study process?

- Hopefully we will focus on and promote global learning;
- Support a foreign language;
- Improve our multicultural curriculum;
- Improve diversity.

Afternoon Discussion on Criterion 4

1) What distinguishes MSUM? What are our strengths?

- Access as expectation;
- Adapting student preparation to the needs of Minnesota Employers;
- Giving students multiple opportunities to apply knowledge;
- Affordable education (2);
- Buildings are used to facilitate community learning;
- Career Services;
- Classroom technology;
- Collaboration with the Community and region as in teacher training, nursing, etc.;
- Commitment to undergraduate research/Student Research projects/ The business program has up to \$1,000/year available for undergrads/grads who are involved in research that leads to a publishable article (5);
- Community outreach – faculty are out into the community;
- Community service partnerships/ Strong links to the community/ The University heed feedback from the community/ Focused on service to the region. (4);
- Comstock series—involvement of students ,faculty, community;
- Connections between departs (e.g., Spanish and Art Departments have done things collaboratively);
- Conservatory;
- Cultural experiences;
- Eases transition from rural life to life in the big city;
- Faculty – committed to undergraduates; few adjuncts/ Committed faculty/ Faculty are accessible to students/ Faculty make us great. They are creative and motivated/ Faculty/good teachers (6);
- Good academic technical support;
- Good sense of academic community;
- Good student jobs;
- Individual contact with students;
- IT resources;
- Lecture series, community programs, arts, exhibits, visiting writers/scholars;
- Lots of individual attention;
- Meaningful experiences;
- Natural and Social Sciences hold conference for teachers;
- Perception of considerable access to faculty;
- Physical campus – compact-easy to navigate;
- Planetarium;
- Provide a solid broad education that help make our students nationally competitive in grad school;
- PSEO-don't limit the classes in which students can enroll;
- Quality and diversity of opportunity at an affordable cost;
- Quality education at a more reasonable price;
- Regional Science Center;

- Size: Big enough to be a university, Small enough to be a learning community/ It is small enough so that faculty and students know one another; MSUM departments communicate with their alumni for assessment and feedback./ If size matters, why are we being encouraged to have larger class sizes? (3);
- Small Business Development Center (students can get credit for being involved in the center);
- Smaller class size / Relatively low student-faculty ratio (3);
- Speech, Pathology, Language Center;
- Student academic conference;
- Student body represents wide variation coming from rural areas --- western MN, ND, SD – efforts we put forth are aimed for that student population –still have many first generation college students;
- Students gain a more practical education. They can go out and apply what they learn;
- Students: Self starters, not spoon fed, better prepared than other area university students;
- Teaching University: We pay more attention to teaching than research. A Teaching Institution;
- Teaching: What we do well is teaching... teaching is first, research is a way to teach;
- Theater;
- Tri-college/ Education and nursing cooperation with Tri-college/Tri-College Opportunities/ Libraries through Tri-college (3);
- We adapt our teaching to the needs of the students;
- Willingness to discuss issues of race/racism openly rather than reactively.

2) What changes do you or your department need to make to better encourage life-long learning?

- Act more as a catalyst for learning;
- Addressing student-faculty ratio (enormous amount of time grading which impacts both faculty and students—not enough time for research and engaging students in research);
- Admin needs to support faculty creativity;
- At professor level, expected to do research but no real support;
- Better linking of alumni with current students;
- Critical Thinking-- staying current in the world no matter what discipline or course;
- Culture of learning encouraged in departments;
- Demonstrating excitement and enthusiasm about learning;
- Departmental colloquia for faculty and students;
- Diversity in Education--encouraging this for learning, encouraging this in hiring;
- Efforts of faculty to encourage life long learning include connecting current events with theory;
- Emphasizing to students that one needs to be aware of change--because things change in the world;
- Faculty grants are good encouragement. Could always do more in faculty development. Help train faculty in areas of weakness. Seminars in broad areas;

- Faculty has continuing education requirements but there are not enough funds to support presenting/attending conferences and bringing students along to conferences;
- Find better ways to promote intellectual curiosity;
- Getting summer grants, research projects funded—Business department has had success in getting funding;
- Instilling the need for Continuing Education requirements;
- Lots of offerings for lifelong learning – but little time;
- MFA faculty have to sit on thesis committees – need to allow some release time for that;
- More interdisciplinary teaching;
- Not just credit load – advisees, committee meetings;
- Redesign will help students make the connection that the knowledge they come away with is not bounded by the classroom, by the liberal studies program, by MSUM;
- Research takes a lot of time – hard to do and teach;
- Research with students;
- Role modeling -- students see faculty learning and doing research;
- Some departments give release time for research (reassigned time) – it’s slowing coming back;
- Spark passion for learning;
- Starting point is redesign of the liberal studies program. Emphasis on an integration of skills and knowledge. Especially so if departments can be encouraged to integrate the liberal studies inner cluster skills into their curriculum. An example given was the writing across the curriculum program. Courses are not exclusive, all interrelated;
- Struggle to find writing time;
- Student representatives attend departmental meetings;
- Students are not making conscious choices to integrate their curriculum;
- Students are not thinking beyond the classroom. Students are not considering how they will apply the knowledge they gain outside the classroom. The new liberal studies program will make clear how this knowledge is to be applied;
- Teaching applications of critical thinking to everyday world;
- Teaching students to read broadly and read deeply;
- Teaching use of computers and technology, including using these assets responsibly;
- Use more technology in teaching;
- Ways to find monies to get students to conferences.

3) What evidence would you use support Criterion 4 (a, b, c, d)?

- 4a)
 - Professional development process plan, and funding.;
 - Sabbaticals;
 - Peer Review Faculty Grant could be improved;
 - Student Faculty research varies – some good, some not so good;
 - undergraduates get to do research that grads would elsewhere.
- **4b)** liberal studies changes.
- **4c)**
 - Learning experiences abroad or student exchange programs;

- Community Service Learning program;
- Integrating into greater community;
- Student Teaching – Field Experiences;
- Encourage more internship opportunities for students;
- Alumni surveys, GRE & MCAT scores, Advisory committee.
- **4d)**
 - New liberal studies capstone courses (outer cluster) give students a chance to use knowledge in a community environment and how to do that responsibly – how to apply knowledge;
 - Practicum, Apprenticeships, Internships;
 - These serve as a bridge between being a student and working in the community;
 - Ethics courses, Ethics components to research courses;
 - Active professional associations for students;
 - Addition of ethnic/multicultural, ethics and civic responsibility platforms in liberal studies program;
 - Administrative training;
 - Art Club Design – designing for Non-profit organization;
 - assessments, syllabi, projects, cases, etc English MFA has listserv for grads – announcements on special events, etc.

The following responses did not designate a specific part of Criterion 4

- Business added ethics courses;
- Business--National standardized tests of all majors;
- Capstone classes--comparison with others similarly situated;
- College of Ed – follow-up survey of students;
- Continuing education;
- Dialogue on events;
- Each Department with interns should, if they are not already, develop a competencies assessment sheet for feedback and needs--would get more outside involvement with community at the same time;
- Ed Majors have to be tested and pass basic competencies tests;
- Efolio;
- Ethical use of computers;
- Faculty grants;
- IFO faculty development monies;
- In general: Student Academic Conference – encourage participation of;
- Integrity code;
- Lists of graduates receiving various awards at graduation and after graduation;
- Mathematics--National standardized tests of all majors;
- New Rivers press;
- Other institutional resources;
- Paperless processes;
- Release time;
- Rights vs. privileges vs. obligations;
- Social – environment training, ethical training;

- Social responsibility;
- Staff;
- Student groups working with people in the community – in Group Homes, working with disabled adults;
- Survey of freshmen and then of graduates--surveying attitudes;
- Surveys of graduates such as in Mathematics, i.e. did we prepare you, etc.;
- Swim-athon money sends students to state and national conferences SpED;
- Syllabi;
- Technology training;
- Tuition discounts / Tri College;
- Undergrads involved in research;
- What they are doing now, etc.

Afternoon Discussion on Criterion 5

1. How would you describe MSUM?

- Smaller class sizes; not many large lecture sections;
- Known for programs like education, biology, mass communications;
- Mainly undergraduate programs;
- Mostly fulltime faculty teaching classes=quality;
- Many faculty serving as advisors;
- Faculty are accessible;
- Positive work environment good internal customer service;
- Our image in the community is more of a professional education than a Liberal Arts university;
- It was stated that our stated emphasis on liberal arts is at odds with our success at preparing students for careers. This success was illustrated by looking at our constituencies in the business community where we provide a strong internship program and our faculty serve on many advisory boards. A participant pointed out that while more of our students are going to graduate schools and into narrow fields, they need the liberal arts background to be successful. The question was raised as to whether we spread ourselves too thin, can we do both well;
- There was a statement that students are often unsophisticated consumer who don't know what they need; that parents are often more pragmatic. The parents are impressed by programs that combine liberal arts with practical applications. An example given was Film Studies which was described as having a foot in both worlds. It is the only such program in Minnesota that graduates students with practical experience in film production;
- Our mission statement was criticized as "too generic". It should make clear how we are different from Concordia or St. Olaf, etc. (our competition as a "liberal arts" university.) Part of what makes us unique is way departments are giving students added value to their degree by educating across disciplines. For example, Archeology students are encouraged to take classes in practical areas; as a result, during an internship a student may find herself in a leadership role because she is the only one who knows how to use the equipment, etc. Other examples of programs that offer "added value" degrees are English, which is offering courses with Mass Communications; Film Studies with Music; Anthropology with Music, Graphics with Photo-Journalism;
- Liberal Arts are an added value in a professional degree, and professional training is an added value in a liberal arts degree. MSUM was described as a destination university for students wanting a job when they graduate;
- Middle ground between blue collar and white collar community;
- Liberal place of study (defined as: access, casual, open);
- Big enough to offer a great deal of programs yet the contact is available so not too large Tri-college member;
- We are non-descript, strong professional programs, quality teacher education, Straw Hat and 4th of July, cutting edge on anti-racism, non-traditional and commuter campus, affordable, renowned art program, Corrick Center- a place for everyone here,

liberal/tolerant/accepting of different types of students. Biosciences: outreach, research, Science Center.

2. How do we know we are being responsive to the needs of the community?

- Advisory boards involving community members;
- Example from Mass Comm. department; Kevin Wallevand teaching students provides direct influence on what they'd like taught in the program;
- HPE responsiveness to requests for adding classes like Scuba Diving;
- Faculty on mediation boards, consulting, we are asked to do surveys on behalf of organizations, grant monies given, PDP evidence, attendance at workshops and offerings, hiring rates, service learning participation;
- We are far enough from home to be a place students can grow-up yet can get home in several hours;
- Our community is where our students are coming from and that community is changing (we must be prepared to adjust to the future community), we are told when we are not doing our job;
- We need to have better communication channels for people to determine who to contact at MSUM. We need to market MSUM better, the community colleges are.

2a. Are our services valued? How do we know?

- We need to do more surveying;
- Participation and attendance is one measurement of value;
- What is our system for telling people what services are available through MSUM;
- We need to do a better job of communicating above;
- Other services we provide: Career News (through Mass Comm. on Prairie Public TV); WRITE Site, TRI- College; Communiversity;
- Yes. We are meeting the needs of regional employees;
- Current student evaluations, survey graduates after 5 years they are out in the field, look at the behavior and numbers of the big programs (education majors, mass communication);
- alumni contributions, internships, community awards, grants, advisory boards with community members on them, accreditation visits/peer review;
- This group felt we can tell that our services are valued by the fact that the community is coming back for more. We receive repeat requests for more internships and students in service learning projects because they are finding that our students are performing at the level they need. Mass Communications Dept. is finding that not only are businesses in the area asking for more interns, but also hiring many MSUM graduates. One participant related that in several cases he had been told about Business Administration graduates who went on to have such successful careers that they earned enough money to send their children to Concordia;
- The table was concerned about the lack of value given to writing. While incoming students who are deficient in math skills are required to take remedial math classes, this is no such requirement for student who lack writing skills. Teachers are concerned that many incoming students are not prepared as writers; they need a basic grounding in grammar, sentence structure, etc.

2b. What formal processes are in place to provide such feedback?

- The economics department surveys their alumni; the technology department has a lot of graduates in this region and gets good feedback from their constituencies;
- No specific comments here. We felt like it had already been included in earlier discussion;
- PDP;
- Marla's vitae requests;
- We need a designated person to quantify all we do and publicize it.