

DRAFT Notes  
MSUAASF Meet and Confer  
February 20, 2014

Attendance: R. Davenport, S. Murray, D. Snaza, M. Wells, R. Straka, K. Greer, R. Wheeler, I. Meidl, J. Myers, M. Worrell, G. Wilkins, M. Lagerquist, J. Clarke

**I. Informational Items**

- A. Notes from January 23, 2014 notes were reviewed. No changes were recommended.
- B. MSU President's Report (President Davenport)
- As the weather has been trying this winter, a reminder that the safety of our students and employees is always of concern.
  - There are discussions about members of Union Leaderships to be welcome at Expanded Cabinet meetings. Input is recommended from ASF on this possibility.
  - There are many budget cuts happening across the state. Average cut across the system is 4%. We are in good shape as of right now as long as we continue to focus on Enrollment Management with recruitment and retention.
  - The discussions have begun for a new fundraising campaign.
- C. MSUAASF Report (Shirley Murray)
- Lots of our members are involved in the Retention/Recruitment events and planning
  - Appreciate Administration being involved with our members. Special thanks to DeeAnn Snaza and Provost Wells for coming to membership meetings in the past few months.
- D. Vice President Student Affairs & Enrollment Management Report (Marilyn Wells for David Jones)
- The Smart Transfer website has been updated and MSU is in full compliance
  - There were AgileGrad demonstrations that occurred over the last week. Feedback is welcome to Dr. Jones.
- E. Formal Review of University Policies (Lynn Akey)
- There are 13 policies up for review. Please send comments by April 7, 2014 on the policies located online: <http://www.mnsu.edu/policies/whatis/review/>

**II. Discussion Items**

- A. Budget (Rick Straka)
- The tuition budget is about even for the year.
  - Last summer enrollment was strong and we had a steady FY enrollment.
  - Lots of assumptions are still being made on the budget (we are not sure on inflation yet)
    - 17 million set aside for FY15 by legislature. What will happen with this?
    - Chancellor Rosenstone asked legislature for additional 31 million in base funding
- B. Human Resources (DeeAnn Snaza)
- Vacancies were shared.
  - 2014-2015 Holiday calendar has been revised. During this time Veterans Day will be observed on December 26<sup>th</sup> and Presidents Day will be observed on January 2<sup>nd</sup>.
  - MnSCU Policy Reminders:
    - Minors on Campus-Human Resources will be sending a reminder to all Faculty/Staff as a reminder
    - Cell Phone Usage
    - Computer Usage-to be used for personal use on breaks and lunches in a very limited capacity
    - Code of Conduct training is on D2L
  - Time and Leave Reporting is on an updated system. Questions should be referred to Human Resources.
- C. International Student Enrollment (Marilyn Wells)
- With the position of Interim Dean of International Affairs, the planning is very strategic.
  - Fall 2014 applications are up 4 fold
  - Possible that the enrollment of International Students may double
  - There is a work group to look at possible issues and work on retention of the students that come to MSU.

D. Integrated Academic Planning (Marilyn Wells)

- The attached documents were handed out as the Final Copy.
- On the timeline, the kickoff/envisioning will be happening in March.
- There will be 4 task forces associated with the planning.
  - Each will be co-chaired by a Dean and also a member of ASF or IFO. Dr. Wells would like to know the co-chair from ASF for the Academic Advising Task Force by Monday, March 3<sup>rd</sup>.
  - There will be a call for members to each task force and each task force will include ASF members.
  - The charge and additional meeting information will be available when the call for members is sent out.

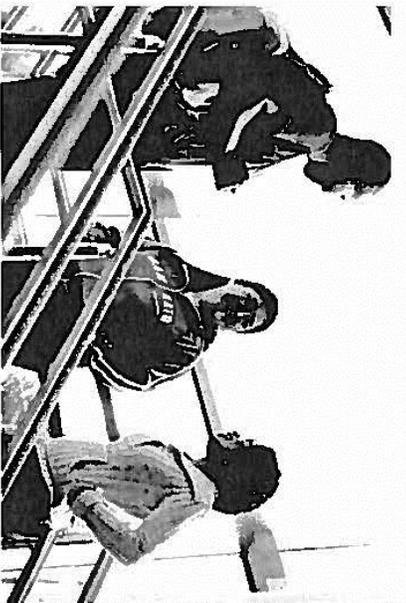
E. Academic Mapping (Kim Greer)

- The workshops were held and during the workshop they looked at MSU data including 4 year graduation rate, there was time for departments to sit down and sketch out their maps.
- There seemed to be great momentum coming out of the meetings.
- One of the sessions was recorded and the session will be posted to D2L soon.
- The documents from the day are on the Academic Affairs Sharepoint site.
- There is an MSU template for mapping (attached to these minutes).
- Goal is for every program (undergraduate and graduate) to have a map by the end of the calendar year.
- AgileGrad and the maps will work in tandem
- Discussions are taking place on how to manage transfer students and the use of the maps.
- Once the maps are built, then the process will be implementation.
- Feedback is always welcome to Dr. Greer.
- Another workshop will be held on March 25<sup>th</sup>. Dr. Greer asked for workshop ideas to be submitted to her by February 27<sup>th</sup>.

F. Emergency Communication Task Force (ASF)

- Dr. Greer reported that the task force is looking at best practices for how to communicate with the University community in the event of an emergency.
- Goal is to look at the University current procedures with timing and messaging.
- Three topics are being discussed:
  - What the messages will be in the event of an Emergency.
  - How that message will be communicated
  - How to educate the University community on what to do in the event of an emergency.

Submitted by Jean Clarke



*Planning is bringing the future into  
the present so that you can do some-  
thing about it now.*

*-Alan Lakein*

### **Achieving New Levels of Greatness: Benefits of an Academic Master Plan**

Ability to prepare for and shape the future,  
rather than let the future happen to us,  
intentionally define the kind of institution we  
want to be.

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

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

Advance the University's Strategic Priorities.  
Support the Minnesota State Colleges and  
Universities System Strategic Framework.

Academic Master Planning Web Site:  
<http://www.mnsu.edu/academic/plen/>

#### **For Additional Information Contact:**

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

A member of the Minnesota State Colleges and  
Universities System and an Affirmative Action/  
Equal Opportunity University.

This document is available in alternative format  
to individuals with disabilities by calling the  
Office of the Provost at 507-389-1333 (V),  
800-627-3529 or 711 (MRS/TTY).

THE DIVISION OF ACADEMIC AFFAIRS

### **ACADEMIC PLANNING:**

A Core Component of our  
Integrated Strategic Planning



  
**MINNESOTA STATE  
UNIVERSITY**  
M A N K A T O

# Academic Master Planning

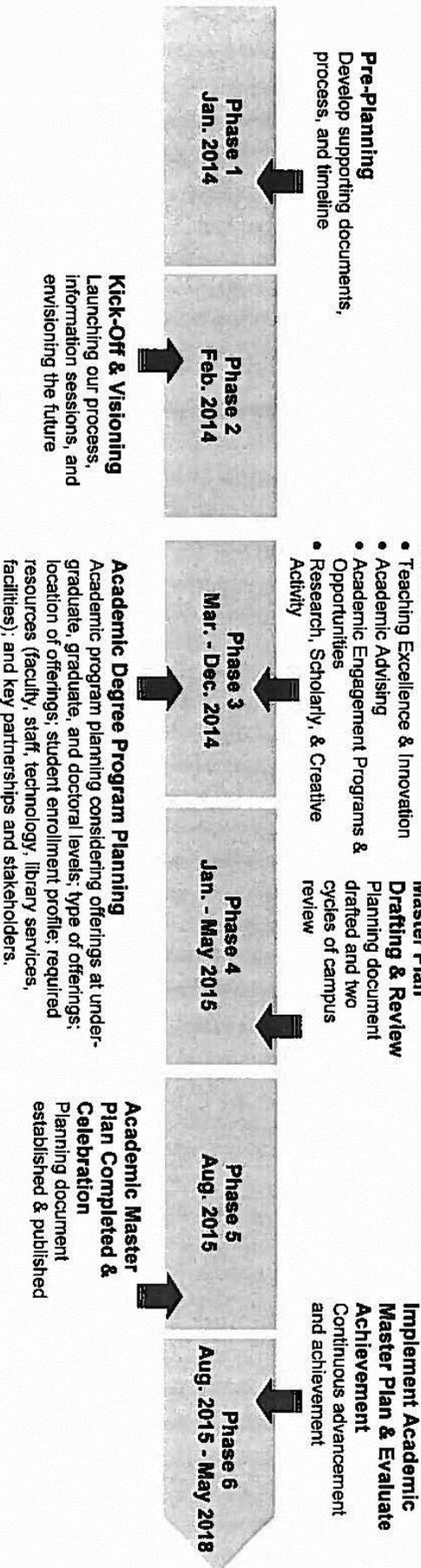
Plan Development 2014-2015  
Implementation 2015-2018

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

## What is an Academic Master Plan?

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

## How will we Develop our Plan?



## Why do we Need an Academic Master Plan? and Why Now?

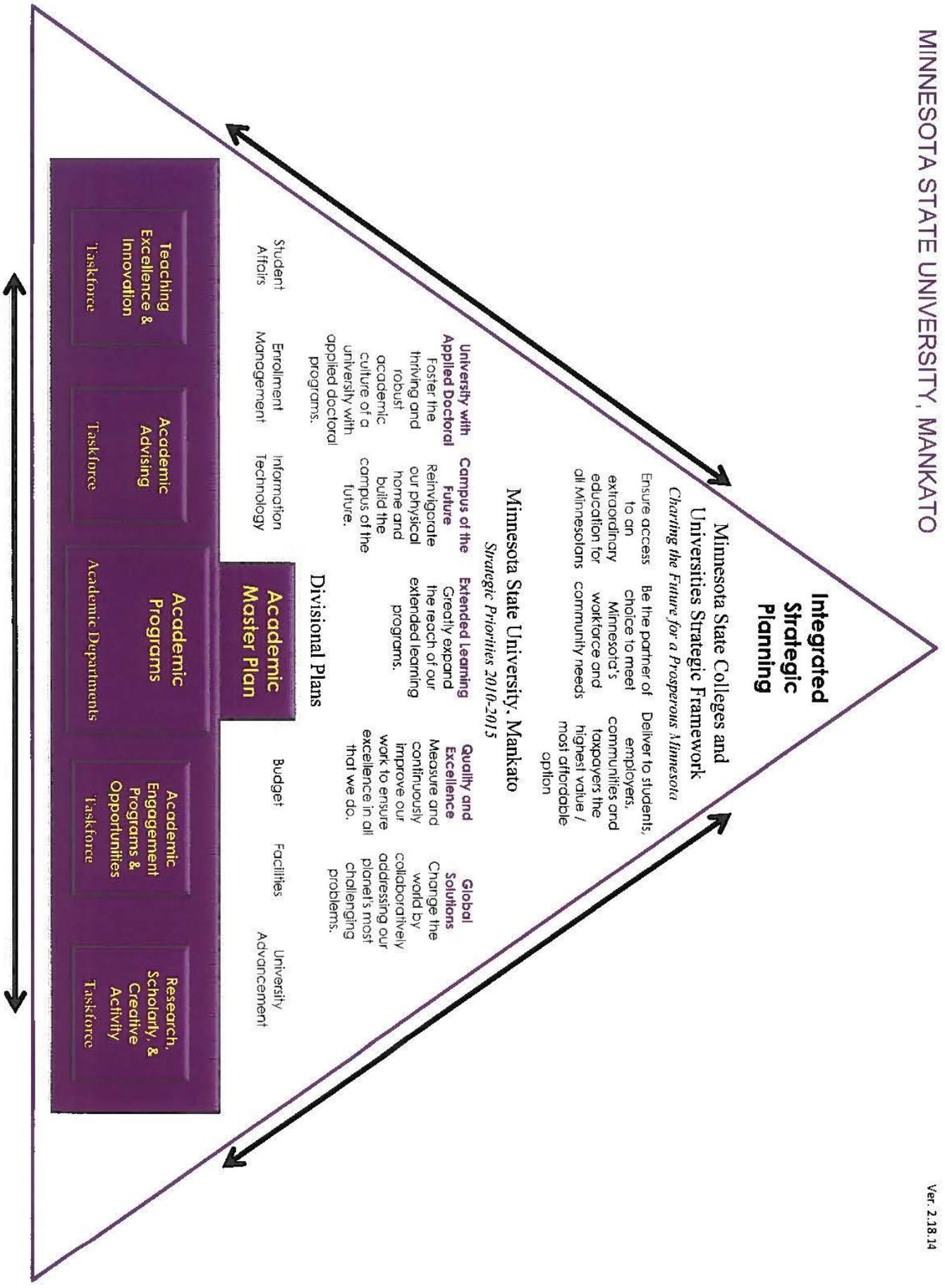
To articulate an **Intentional path forward** in assuring our academic programs and services continue to prepare graduates for work, life, and citizenship.

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

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

## What will be the Primary Components of our Academic Master Plan?

- Academic Vision, Mission, & Values
- Guiding Assumptions
- Our Academic Degree Programs
- Teaching Excellence & Innovation
- Academic Advising
- Academic Engagement Programs & Opportunities
- Research, Scholarly, & Creative Activity





## **ACADEMIC MASTER PLANNING: Frequently Asked Questions**

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### **Why develop an academic master plan now?**

As the environment in which our institution operates continues to change at an increasing rate, as well as in new and innovative ways, an academic master plan serves as an important guide in assuring our academic programs and services continue to advance our academic vision, mission and values. An academic master plan provides a framework for linking vision, priorities, people, services, resources and space within the academic core of the institution and informs other planning efforts on campus, such as facilities, enrollment management, technology, etc. Without effective integrated planning, our work can become fragmented, disjointed, counterproductive, and wasteful of valuable limited resources.

### **How will planning task forces be developed?**

Planning task forces for teaching excellence & innovation, academic advising, academic engagement programs & opportunities, and research, scholarly, & creative activity will be comprised of faculty, administrative and service faculty, staff, students, and deans using the same methods that are used to establish other task forces on campus.

### **How will academic degree program strategic planning occur?**

Academic degree program strategic planning will occur within the academic colleges and departments. Departments will be asked to consider the academic programs it currently offers and develop program plans looking forward toward the next three academic years. This effort should clarify program plans and/or desires that are likely already known within the department, but not formally articulated in any consistent manner to the broader campus community. To support this work, data and information, a common template, information sessions, and workshops will be provided.

### **Why are we developing a three-year versus five-year academic master plan?**

The context in which we work (e.g. student needs, employer needs, partnerships, diversity, and globalization) is changing at a rapid pace, making the development of a plausible valid five-year academic plan unrealistic. This is especially the case, if we desire for our academic programs and services to be responsive and relevant. At the same time, it is fully recognized that as we articulate plans looking three years out, we certainly have visions of the future...five years...10 years and further.

### **Is the timeline for developing our academic master plan reasonable?**

The amount of time an institution might spend in the planning process can vary greatly. However, the most common length of time is one year. Keep in mind the plan is only that, a plan. What is most important is what happens after the initial planning process takes place, pursuing, revising and achieving our goals.

### **Will I have an opportunity to review and comment on the draft academic master plan?**

Yes, the campus community will have two opportunities to review and comment on the draft academic master plan during the Spring 2015 semester.

### **What is the role of sub-meets, such as Planning, Extended Learning, and Assessment & Evaluation in academic master planning?**

The Planning, Extended Learning, and Assessment and Evaluation Sub-Meets are an important part of our shared governance process. The Sub-Meets have a collaborative role in helping to guide and shape our academic planning process. In addition, representatives from the Planning, Extended Learning, and Assessment and Evaluation sub-meets will serve on the Academic Master Plan Drafting Team helping to synthesize, shape, and revise our final academic planning document.

### **How and when will faculty, administrative and service faculty, staff and students be involved?**

Faculty will have opportunities to engage in multiple aspects of the planning process. From academic program planning that will occur within academic departments, serving on planning task forces, participating in visioning sessions, to providing feedback and comments on the academic planning document draft.

### **How does this planning process connect with other processes on campus?**

Academic master planning is a core component of integrated planning. Once established, the academic master plan will inform other planning processes on campus, such as enrollment management, information technology, facilities, etc.

### **Why are the academic task forces organized by topical areas (e.g., academic engagement programs and opportunities) versus organizational units (e.g., colleges, departments, or divisions)?**

The areas of focus identified for the academic planning task forces cut across multiple, if not all units within the Division of Academic Affairs and beyond. Our planning work is therefore organized in recognition of the coordination and collaboration that will be required for success.

### **How does this planning work connect with the recent MnSCU System publication, *Charting the Future for a Prosperous Minnesota*?**

Our planning work is placed within the context of the core commitments articulated within *Charting the Future for a Prosperous Minnesota*:

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

### **The planning horizon for the Academic Master Plan is three years. What if we want or feel it necessary for our program plan to go beyond three years?**

The academic master planning process will utilize a three-year horizon to guide our work. However, as a part of the process and templates utilized, there will be opportunities for a program or task force to identify longer-term aspirations.



## Academic Planning: A Core Component of Our Integrated Strategic Planning

### CALL FOR FA/ASF APPOINTMENTS: TASK FORCE CO-CHAIRS

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#### Introduction

With the conclusion of Phase I Pre-Planning of our Academic Master Planning Process, we are ready to move into Phase 2 Kick-off & Visioning, and to prepare for Phase 3 Academic Planning. The two major components of our academic planning in Phase 3 will be:

- Academic Degree Program Planning

The Academic Degree Program planning will occur within our Academic Departments and Colleges, where faculty, with the leadership of their Deans, will consider offerings at undergraduate, graduate, and doctoral levels; type of offerings; location of offerings; student enrollment profile; required resources (faculty, staff, technology, library services, facilities); and key partnerships and stakeholders.

- Extraordinary Education Task Forces

The areas of focus identified for the academic planning task forces cut across multiple, if not all units within the Division of Academic Affairs and beyond. Our planning work is therefore organized in recognition of the coordination and collaboration that will be required for success, as follows:

- Teaching Excellence & Innovation
- Academic Advising
- Academic Engagement Programs & Opportunities
- Research, Scholarly, & Creative Activity

The Task Forces will be comprised of faculty, administrative and service faculty, staff, students, and deans using the same methods that are used to establish other task forces on campus. Each Task Force will be co-chaired by a College Dean and a member of the Faculty Association (3 task forces) or the Administrative Services Faculty (1 task force). Co-Chairs will have access to a consultant to support the work of the Task Force. Once the Co-Chairs are appointed, they will meet with each other to further define the overall charge to the Task Force, identify meeting dates and locations, and the planning process and work of the Task Force. Subsequently, nominees will be sought for the Task Force members.

#### Call for FA/ASF Appointments: Task Force Co-Chairs

Appointments (FA & ASF) are sought for the Task Force Co-Chairs, to serve with a College Dean, as follows:

- Teaching Excellence & Innovation Task Force
  - **FA Appointment**
  - Dean Walter Zakahi, College of Arts & Humanities
- Academic Advising Task Force
  - **ASF Appointment**
  - Dean Jean Haar, College of Education
- Academic Engagement Programs & Opportunities
  - **FA Appointment**
  - Dean Kris Retherford, College of Allied Health & Nursing
- Research, Scholarly, & Creative Activity
  - **FA Appointment**
  - Interim Dean Brian Martensen, College of Science, Engineering, & Technology

Expectations of Task Force Co-Chairs:

- Attend an Orientation for Task Force Co-Chairs – March 2014 (Hold Tues, March 4<sup>th</sup> 12:00 – 1:00, Tues, March 4<sup>th</sup> 1:00 – 2:00; OR March 6<sup>th</sup> 8:30 – 9:30 – other dates may be identified, if necessary)
- Meet with your Co-Chair to further define the overall charge and identify meeting dates/locations – March 2014
- Conduct the initial meeting of the Task Force, once full membership is nominated/appointed – March 2014
- Conduct scheduled Task Force meetings & keep the work of the Task Force on track throughout the planning process – March 2014 to May 2015
- Participate in periodic joint meetings of all 4 Task Force Co-Chairs and with Sub-meets – March 2014 to May 2015
- Submit draft and final plans, in accordance with the timeline for the Academic Master Planning Process – November 2014 to May 2015
- Participate in Academic Master Planning Celebration – August 2015

Qualities, Skills, & Knowledge of Effective Co-Chairs:

- Have a sound knowledge of current developments and research, standards of good practice, resources, and other areas of expertise related to the focus of the Task Force
- Work with your Co-Chair to lead and manage all aspects of the Task Force's work
- Prepare for meetings in advance, with an agenda and materials
- Start and finish meetings on time, with clear action steps, person responsible, and due date for meeting outcomes
- Ensure notes and materials are recorded and disseminated
- Make all members feel valued
- Show interest in member's viewpoints
- Allow members to take responsibility
- Be able to respect confidence
- Strive for consensus, using your influence rarely
- Meet timelines and due dates

FA/ASF Appointments for the Co-Chair positions are requested by **Monday, March 3<sup>rd</sup> – 12:00 Noon** and may be submitted to Lynn Akey, PhD, Assistant Vice President for Institutional Research, Planning, & Assessment at [lynn.akey@minsu.edu](mailto:lynn.akey@minsu.edu).



# MINNESOTA STATE UNIVERSITY MANKATO

## Bachelor Degree Map for Degree Completion in Four Years

<b>College:</b>	<u>College of Arts and Humanities</u>
<b>Department:</b>	<u>World Languages and Cultures</u>
<b>Name of Program:</b>	<u>SPANISH</u>
<b>Degree Designation:</b>	<u>BA</u>
<b>Emphasis/Concentration:</b>	
<b>Option:</b>	
<b>Type of Program:</b>	<u>Broad Major</u>
<b>Minor Required:</b>	<u>Yes</u>
<b>Specific Minor Required:</b>	

### Program Description:

Description of program should match or be abbreviated from the Undergraduate Bulletin.

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### Admission Requirements:

Admission requirements must match the Undergraduate Bulletin.

### Advising:

You are expected to meet with your advisor on a regular basis to ensure courses are taken in an order that will lead to successful completion of the degree.

Provide information on advising available for the degree; include both college and program-level advising support.

A complete listing of program faculty, policies, and course descriptions is available in the Undergraduate Bulletin.

The degree map below does not set a required timeline for taking courses.  
Flexibility may be possible as long as the milestones are met.

TERM 1 - FALL

<i>Designator:</i>	<i>Course:</i>	<i>Course Name:</i>	<i>Credits:</i>	<i>Milestones:</i>
				Overall GPA $\geq 2.0$ Course Completion Rate $\geq 67\%$ Completion of $\geq 15$ credit hours

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TERM 2 - SPRING

<i>Designator:</i>	<i>Course:</i>	<i>Course Name:</i>	<i>Credits:</i>	<i>Milestones:</i>
				Overall GPA $\geq 2.0$ Course Completion Rate $\geq 67\%$ Completion of $\geq 30$ credit hours Advance to Sophomore status

TERM 3 - FALL

<i>Designator:</i>	<i>Course:</i>	<i>Course Name:</i>	<i>Credits:</i>	<i>Milestones:</i>
				Overall GPA $\geq 2.0$ Course Completion Rate $\geq 67\%$

TERM 4 - SPRING

<i>Designator:</i>	<i>Course:</i>	<i>Course Name:</i>	<i>Credits:</i>	<i>Milestones:</i>
				Overall GPA $\geq 2.0$ Course Completion Rate $\geq 67\%$ Completion of $\geq 60$ credit hours Advance to Junior status

TERM 5 - FALL

<i>Designator:</i>	<i>Course:</i>	<i>Course Name:</i>	<i>Credits:</i>	<i>Milestones:</i>
				Overall GPA $\geq$ 2.0 Course Completion Rate $\geq$ 67% Apply for Graduation

TERM 6 - SPRING

<i>Designator:</i>	<i>Course:</i>	<i>Course Name:</i>	<i>Credits:</i>	<i>Milestones:</i>
				Overall GPA $\geq$ 2.0 Course Completion Rate $\geq$ 67% Completion of $\geq$ 90 credit hours Advance to Senior status

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TERM 7 - FALL

<i>Designator:</i>	<i>Course:</i>	<i>Course Name:</i>	<i>Credits:</i>	<i>Milestones:</i>
				Overall GPA $\geq$ 2.0 Course Completion Rate $\geq$ 67%

TERM 8 - SPRING

<i>Designator:</i>	<i>Course:</i>	<i>Course Name:</i>	<i>Credits:</i>	<i>Milestones:</i>
				Overall GPA $\geq$ 2.0 Course Completion Rate $\geq$ 67%

DEGREE MAP CHECKLIST: GRADUATION REQUIREMENTS

<input type="checkbox"/>	1. General Education = 44 credits
<input type="checkbox"/>	2. Diverse Cultures = 2 course (6 credits minimum) from two disciplines
<input type="checkbox"/>	3. Writing Intensive = 2 courses (6 credits minimum)
<input type="checkbox"/>	4. Major =            credits
<input type="checkbox"/>	5. Upper-Division Requirements = 40 credits
<input type="checkbox"/>	6. Professional Education (if required) = 30 credits
<input type="checkbox"/>	7. Language Requirements (if BA) = 8 credits
<input type="checkbox"/>	8. Minor =            credits
<input type="checkbox"/>	9. Total credits required for degree

 DRAFT