



College of
Arts, Letters and Sciences

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Annual Report 2019-2020

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SMSU ENGLISH, PHILOSOPHY, SPANISH &
HUMANITIES DEPARTMENT
Annual Report, 2019-20

Submitted by

Lori Baker, Chair of EPSH
June 30, 2020

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INTRODUCTION

(submitted by Dr. Lori Baker)

The English, Philosophy, Spanish, and Humanities Department is a source of vibrant programs and vital courses that serve students and the greater community. We offer a variety of majors and minors as well as service courses, extensive College Now, undergraduate and graduate certificates, and graduate courses for a Master's of Education English emphasis. We provide writing-focused courses to other majors, collaborate on interdisciplinary minors, and engage multi-lingual speakers of English through our EMLS program. This past year we held additional courses for AOS Scholars and participated in the planning of the Mustang Pathways program; we look forward to supporting these programs in the coming year. All of the programs in EPSH host engaging events for the community through a variety of readings, speakers, and activities.

During the past year, the department went through a review of curricula and policies, resulting in a number of changes described in this report. We worked hard to work together, discussing programs' roles in the department and how to support one another. While the pandemic affected us all and cut short some of the end-of-the-year activities, we worked together to help each other with new technologies and adapted to meeting online. One of the most difficult things was the loss of our retrenched faculty member, Dr. Maureen Sander-Staudt; we missed her contributions to the overall department as well as the Philosophy Program, which had to change its course offerings and is still struggling to finalize how to staff needed courses going forward.

This annual report provides a snapshot of the department's efforts and contributions. Overall department information is provided first, followed by academic program reports and associated areas of student support.

SECTION I: DESCRIPTION OF DEPARTMENT

MISSION STATEMENTS

English Program

To focus on critical reading and writing; analysis and evaluation of literary, historical, and informational texts; the creation of literary artifacts and effective teaching tools of communication in the areas of scientific and technical writing, journalism, and other professional writing styles.

Philosophy, Humanities & World Languages

The Department of Philosophy, World Languages, and Humanities provides the core of liberal education at Southwest Minnesota State University. The focus of our programs is promoting growth in the areas of critical thinking, global competencies, moral reasoning, interdisciplinarity, and multi-lingual communication. Our programs emphasize integrative learning that educates the whole student, preparing graduates to flourish in a complex world.

PERSONNEL, BUDGET, & SUPPORT

We welcomed new Assistant Professor of Spanish Primavera Cuder (fixed term) to the department.

Prof. Marianne Zarzana retired at the end of the fall 2019 semester and was granted *Emeritx* status.

Prof. Steve Pacheco was promoted to Associate Professor.

Dr. Amanda Bemer was promoted to Full Professor.

Dr. Jose Losada-Montero was awarded tenure and promoted to Associate Professor.

Dr. Lori Baker served her first year Department Chair.

The department faculty members consisted of the following:

FT tenured – 13.5 (Marianne Zarzana for half of the year)

FT probationary – 1

FT fixed-term – 2

PT fixed-term – 0

Active Adjuncts – 6

We had 16.5 full-time faculty, along with 6 adjuncts. We lost a full-time Philosophy position and half of the Creative Writing position compared to last year.

The EPSH Department also employed a .92% Office Administrative Assistant shared with the Department of Nursing, LeeAnn Teig, who does an amazing job keeping everything running smoothly. This past year we had three student workers.

FY2020 Starting Budget Balances:

English	\$5,500.00	(-\$496 from the previous year)
Philosophy	\$ 900.00	(-\$29 from the previous year)
Spanish	\$ 500.00	(-\$124 from the previous year)
Humanities	\$ 300.00	(-382 from the previous year)

MAJORS AND MINORS IN OUR PROGRAMS

Majors

Term	English (CW and LIT)	COMM ARTS-English	PWC	Total English Majors
English	20	13	15	48
Fall	20	13	15	48
Spring	19	11	15	45
Summer	4	2	2	8

	PHIL Majors
Philosophy	8
Fall	8
Spring	6
Summer	

Minor	Total # of Minors over Year
Spanish	26
Philosophy	3
Pre Law	7
Religious Studies	1
Literature	2
Writing	7
Total Minors	46

COLLEGE NOW

The Department provides service to the University through the College Now program:

- We offer ENG 151, SMSU’s first-year writing course, as an LEP and MTC composition course to a large number of College Now sites.

- We offer an introductory literature course. This past year we transitioned from LIT 120 (Introduction to Literature) to LIT 100 as the primary LEP and MTC literature course.
 - ENGLISH: We have Prof. Lisa Lucas Hurst, Prof. Eric Doise, and Prof. Michael Albright as on-campus/CN probationary and fixed-term professors. Prof. Ruthe Thompson also teaches CN sections. In addition, adjuncts Tim Buysse and Kasey Kollander have CN classes.
- We offer SPAN 201 and 202 to a large number of students.
 - SPANISH: Prof. Primavera Cuder joined us this year and taught all of the College Now sections in Spanish.

Dr. Smith has noted here in past annual reports that the compensation model for CN is unsustainable, as it creates an untenable class load (involving travel) for a full-time College Now mentor. I agree that the load and requirements make it difficult for our faculty to work both on campus and in the College Now program, and in addition the overload carried by them is extensive.

This past year overall enrollment and load increased, largely due to added sections of Literature. Spanish also saw an additional section added along with increased numbers enrolled in the courses. See data below:

English and Literature Combined

Total Sections: 120
 Total Faculty Load: 70.9
 Total Enrollment: 2,440 students
 Total Credits HRs: 8,579 credits

English Only –

Total Sections: 62
 Total Faculty Load: 36.78
 Total Enrollment: 1,259 students
 Total Credits HRs: 5,036 credits

Literature Only –

Total Sections: 58
 Total Faculty Load: 34.12
 Total Enrollment: 1,181 students
 Total Credits HRs: 3,543 credits

Spanish

Total Sections: 34
 Total Faculty Load: 20.04
 Total Enrollment: 703 students
 Total Credits HRs: 2,768 credits

ENGLISH GRADUATE COURSES

We offer two classes per Summer on a rotating basis (LIT 6XX and 6XX, and ENG 6XX and 6XX), along with an Autoethnography course offered in Fall, and a special MNWe Seminar offered each Spring (offered in conjunction with the annual state-wide English studies conference for attendees who wish to earn credit).

Our two new graduate certificate programs in Writing and in Literature went live this year. We are working on how to promote these certificates and this past spring had help from the Graduate Studies office and Office of Extended Learning in putting information and links on their web pages. We also added ENG 589 Directed Studies as an option for high school teachers to use to apply for credit for prior learning and have had some inquiries this late spring and early summer.

Specific enrollment data for the year is below.

Term	Subject	Number	Section	Enrolled
20201	LIT	622	1	12
20201	LIT	632	1	16
20205	ENG	680	1	12
20211	ENG	675	1	13
20211	ENG	670	1	13
20195	ENG	656	1	4
20201	ENG	632	1	16
20201	ENG	622	1	13

SECTION IIA: 2019-2020 ACTIVITIES OF THE EPSH DEPARTMENT

This section of the report has two main categories: a broader description of overall department activity and achievements in Section IIA, followed by summary program reports which contain more specific details and individual programs' five year plans in Section IIB.

DEPARTMENTAL OPERATIONAL HIGHLIGHTS

EPSH submitted several position requests this past year. A probationary replacement for Marianne Zarzana's creative writing (poetry) position was approved. However, the search was suspended due to COVID mid-way through spring semester. A Philosophy position request was not approved. Fixed-term positions for English (Lisa Lucas-Hurst) & Spanish (Primavera Cuder) were renewed early in spring for the following year. Regarding a sabbatical replacement for Eric Doise, who will be on sabbatical for the 20-21 year, the administrative response was to hire adjuncts.

Dr. Mary Ellen Daniloff-Merrill was awarded two credits of reassignment in spring semester for her work as director of the EMLS program.

Typically the EPSH Department has been meeting every-other week for a number of years. In the fall semester, we discussed revising the spring meeting schedule in order to make time for programs to meet and accomplish their work. Then programs could report on their work at the all-department meeting rather than trying to work through all issues within department meetings. We decided to move forward with that arrangement in the spring semester. We had enough success with it that we will continue the arrangement in the coming year.

Procedurally, we added the following items as standing reports on department meeting agendas in addition to the other programs and committees that standardly report:

- EMLS
- College Now
- Graduate Programs

We also rotated the order of the program reporting on each departmental agenda, to ensure that the same programs were not always cut off or rushed when we ran out of time.

We reviewed a number of practices that we have followed as a department but had not put into writing. We accomplished the following written departmental and program policies this past year:

- EPSH PDP Review process
- EPSH Department tenure and promotion procedures
- ENG Program tenure and promotion guidelines
- 19B money distribution
- Summer contact
- PDR Review department process

CURRICULUM CHANGES

The department as a whole did excellent work this past year reviewing curricula and making a number of changes. The following curriculum items were developed and taken through the curriculum process:

- LIT 632: American Literature Survey Curriculum Proposal (name and description change)
- GLBL 199L: London and Paris curriculum proposal by Brett Gaul
- LIT 266 for LEP Goal 6 (Humanities & Fine Arts)
- Change SPAN 201 and SPAN 202 to 3 cr each (were 4 cr)
- Religious Studies Minor revision
 - Edited the required and elective courses to match what is now available to be offered given staffing changes
- HUMT 301: Archetypes, Symbols, & the Sacred course deletion
- HUMT 330: Buddhism course deletion
- LIT 323 Shakespeare to LIT 423 (to stack with grad level LIT 523)
 - LEC positively voted for LIT 423 to have LEP Goals 6 & 8, but the Curriculum Committee had a split vote
 - Dept. tabled the LEP goal proposals for now
- Creative Writing Minor revision
 - Wasn't showing correctly in the catalog and the proposal cleaned up credit hours noted
 - Will be 18 versus 20 credits
 - Students will take at least one upper level workshop
 - Students will take at least one literature class
 - Adding back ENG 488: Techniques in Craft
- PWC Minor revision
 - Proposal will keep it parallel with the online PWC certificate
 - COMM 260: Media Writing being removed to align minor with PWC certificate
 - Addition/deletion of courses
- ENG 251 to accept EMLS 151 as a prerequisite
- SPAN 211 Latin American and Spanish Cinema 1-3 cr. added
- Spanish Minor revision
 - Removed SPAN 205 & replaced with SPAN 201 & 202
 - Added SPAN 211: Latin American and Spanish Cinema new online course
- Literature Minor revision
 - Require a diversity literature course
 - Reduce credits from 22 to 18-19 to mirror other English minors
 - Correct the number of credits possible from certain classes listed
 - Remove ENG 360 and replace with ENG 420
- EMLS 101 Lab added
- PWC Visual Communication Core additions
- PWC to add ENG 351: Writing in Health & Medical Professions as acceptable pre-req for ENG 360: Scientific & Technical Writing

SAMPLE OF BRANDING/OUTREACH INITIATIVES

As a department we spent significant time discussing how we could make our degrees and associated activities more visible. The following is a sampling of the types of projects we took on in addition to the usual work at recruiting days and meeting with interested students:

- We put together a branded online department apparel store handled by AP Design, so that department members could order items with their program names on them. We have admired other departments' gear and thought this was an easy way to get our programs some more publicity.
- We took a new department picture of all of our faculty after the second department meeting in the fall, in order to update our web site.
- We put together a Gala Basket that was auctioned at the Gala Ball, with donations of books, a blanket, SMSU gear, and other items.
- We once again hosted a booth at the Career Expo for sophomores in high school from the southwest service region on Sept. 24.
- Mary Ellen Daniloff-Merrill submitted Anita Gaul's book, entitled *The Women of Southwest Minnesota and the Great War* and published by the Rural and Regional Essay series edited by Joseph Amato and Janice Louwagie, for the Minnesota Book Award-Hognander History Award given every two years.
- The department helped to sponsor, as it does every March for Women's history month, the Telling Women's Stories contest.
- *The Yellow Medicine Review*, an international journal focused on indigenous people's writing hosted by SMSU and edited by Judy Wilson, had a panel accepted to present at Split This Rock Conference in Washington, D.C. in late March.
- We had Richard Shearer and Matt Suby come to a department meeting to discuss Transfer Pathways grant money spending and other public relations ideas that the department could work on.
- We worked to get the graduate certificates added to the online graduate degrees area of the web site.
- The Spanish program worked on updating a brochure and getting a release form for student contributions to the brochure.

COLLABORATIONS ACROSS THE UNIVERSITY

In addition to the types of public relations actions described above, many faculty in the department worked with others across the university and beyond to collaborate on initiatives and projects that brought positive recognition, improved relations, or additional student enrollment to the university. Some of these endeavors included the following:

- Lori Wynia came to a department meeting to discuss what the Extended Learning & Outreach office can do for our programs and how we could collaborate in the future.
- We honored a request from Special Education to hold a section of ENG 151 online during academic year to accommodate students in that program.

- We worked on ensuring a stable rotation of online asynchronous courses to support the university's new online programs.
- Judy Wilson took part in a work group to create an Interdisciplinary Arts Degree, with faculty involved from Art, Communication Studies/Broadcasting & Digital Media, Creative Writing, Music, and Theatre.
- We sent department representatives to the Teacher Education Advisory Council (TEAC) meeting.
- We worked with the AOS Scholars and Mustang Pathways programs to support their cohort class needs in English.
- Judy Wilson is working with Kris Bigalk, Normandale Community College (NCC), about joint agreement (2+2) in Creative Writing (CW).
- Lisa Lucas Hurst is working with Dan McGuire of SABIER (Stone Arch Bridge Initiative for Educational Resources) to develop D2L training modules for English College Now instructors.
- Prior to the semester being affected by the pandemic, *Perceptions* and the winners of the Telling Women's Stories contest were hosting readings in conjunction with the Fine Arts Celebration organized by that department.
- Lori Baker and Michael Albright met with Mark Fokken and Rick Herder from Communications and Rich Shearer from Admissions to discuss possible recruiting strategies for the Communication Arts & Literature Education, English (CAEP/CAED) degree and opened the door to discuss possible curriculum revisions when the state standards for this licensure are next reviewed.

CONTRIBUTIONS TO UNIVERSITY PROJECTS

The department supported a variety of broader university projects, such as the following:

- Double-checking and revising all MAPS and checking Transfer Pathways documents given LEP 400 going out of curriculum
- Ensuring ENG 670: Digital Writing Seminar & ENG 675: Rhetoric, Literacy, and the Teaching of Writing were accepted by MinnState to be eligible for teachers to receive Metro ECSU funding
- Working with the MinnState Developmental Education Strategic Roadmap (DESR) project, with Michael Albright participating in the ENG 099 placement revisions and workgroup
- Submitting all of the critical thinking curriculum forms needed to ensure that all English, Literature, Philosophy, Spanish, and Humanities LEP classes went through the curriculum review process for LEP for Goal 2 so that they could remain in the LEP next year

IMPACT OF COVID-19

This particular annual report would not be complete without a discussion of how the pandemic of Spring 2020 affected the department. The faculty in the EPSH Department responded in an outstanding manner. We were grateful for the extension of spring break for students so that we could take the time to revise our classes and work on our technical skills. Several faculty who

had never taught online or had used D2L minimally if at all dove in and learned new skills at an astonishing rate. Faculty who had taught online previously or were currently teaching online took a deep look at what their learning objectives were and revised how students could meet those objectives in a manner that recognized the new fully learning environment and demands on time and focus. Everyone helped each other. Even with all of this vital teaching work, faculty remained engaged in meeting online for professional development and department/program work, university town halls and informational meetings, and advising, which suddenly also had to shift fully online.

The pandemic caused enormous change and shifts in routines. Some of the ways that COVID-19 caused a generative impact, affecting our planning and the way we work, were the following:

- Department meetings shifted fully online on Zoom after March 3.
- April 2020 Student Registration Days took place online with individual meetings rather than group advising, and this was well met by students and faculty, who felt the process created a better connection and was less rushed than the traditional method. The same occurred in June registration.
- There was a tremendous amount of self-training and sharing with dept members on technology knowledge.
- Projects that could be completed via distance were created for our student workers.
- The department and programs held important discussions about the thresholds for CR/NC, W, and I grades.
- Telework and office resumption plans were created, with the idea that these could be implemented in any future crises.
- All faculty contributed in filling out Fall Planning forms, as they considered and continue to work through how they might deliver classes in the fall with a continuation of the pandemic in some form.

While the department rolled with these necessary changes, some caused more negative effects than others:

- We had to ask to carry Pathways money forward to next year, as our work on signage and other PR efforts came to a halt in the pandemic with other projects taking precedence.
- The search for our Creative Writing position was canceled right when the committee had reviewed an excellent pool of applications, after an investment of time by the committee and leaving us to figure out how to staff the courses that this person would have taught in the coming fall.
- A number of faculty presentations at spring and summer conferences were cancelled, with some fall conferences also cancelling their calls for proposals. This affected students as well, such as Honors students scheduled to present and Writing Center tutors working on proposals.
- The Creating Spaces Awards ceremony (the culmination of the annual creative writing contest for grades 3-12), which brings all of these young writers on to campus, had to be cancelled. Judy Wilson made sure that an essence of the awards ceremony was still produced, through a video of the keynote speaker and Judy's opening remarks and the distribution of the anthology of winning pieces. The three top winners in the 11th & 12th

grade categories were awarded their scholarship award certificates via the SWWC Service Cooperative.

- The *Perception* literary and arts journal could not have its debut reading and reception, a letdown for students who worked hard on that project. The journal was completed, however, and the student editor Hailey Bieber worked to gather the addresses of all the student editors and contributors so that copies can be mailed out to everyone.
- The tremendous work Judy Wilson had done planning a Fall 2020 Marshall Festival was interrupted, with a grant organization cancelling the awarding of any grants after she had worked hard to submit an application.
- The PWC Program Review was postponed to fall, after all of the work doing the self-study and scheduling of the reviewer visit had been completed.
- The final Visiting Writer for the spring semester, Wang Ping, had to be cancelled.

ASSESSMENT

The full assessment report will be submitted in the fall semester. Some of the program reports that follow provide some information on assessment findings. This year, ENG 251 papers were collected for assessment along with ENG 351 and 360 and PHIL 303 papers. These were assessed using the Writing Rubric on Assessment day. Other agenda items on Assessment Day included LIT and CW assessment of portfolios from 11:00 a.m.-1:00 p.m., Composition and PWC assessment from 1:00-3:30 p.m., Philosophy & Spanish programs working in offices on assessment projects, and participation in All-University presentations and discussions in the opening morning session.

Collection of ENG 099 & 151, & EMLS 151 papers was conducted at the conclusion of Spring 2020 for use, in combination with materials to be collected in the fall, at Assessment Day 2021.

FACULTY ACHIEVEMENT

Faculty throughout the department have been very active all year, demonstrating a variety of activities that support scholarship, creative achievement, teaching innovations and connections, and commitment to students. The following represents just a sampling from faculty who contributed notes from the PDRs. Some of the information is duplicated in the program reports that follow.

6 department faculty served as reviewers for the inaugural issue of *Discovery*, the SMSU undergraduate research journal.

Neil Smith, Professor of English

Professor Smith's novella *Slow Bear* was published in January 2020 by Fahrenheit Press.

His novel *The Butcher's Prayer* has been accepted for publication by Fahrenheit Press (Publication date not decided yet).

The French editions of *Yellow Medicine* and *Hogdoggin'* (Lune Noire and Bete Noire) were published in March and September, 2019. Mass Market editions will be published there in 2021.

David Pichaske, Professor of English

Professor Pichaske's latest book project titled *The Secret Places of Southwest Minnesota* went into production June 8, 2020, with the help of Marcy Olson. The book originated from a concept in his Gold College class.

He published a chapter titled "Horizontal Grandeur" in Jon Lauck's book *The Interior Borderlands: Regional Identity in the Midwest and Great Plains* (Augustana University: Center for Western Studies, 2019). The book is one of two finalists for the history prize in this year's Midwest Book Awards, winner to be announced June 27.

Professor Pichaske arranged for the late Professor Adrian Louis's papers to go to the center for Western Studies at University of Oklahoma, and for the UNLV Press to publish one of his unpublished books which he found in manuscript. Together with Professor Steve Pacheco, they were to have given a presentation on Prof. Louis's work at the 52nd Annual Dakota Conference at the Augustana University Center for Western Studies on April 24, 2020, but the conference was cancelled.

He continues to be a member of the board of directors of Minnesota's Machinery Museum and the Midwestern History Association (recently elected to another term).

Teresa Henning, Professor of English

Professor Henning was to present had a talk entitled "Am I Doing This Right? Using Rhetorical Commonplaces to Transform Self-Care Texts for Heart Failure Patients" accepted for the 2020 Annual Conference on College Composition and Communication (CCCC) in Milwaukee, WI in March. This national and refereed conference was cancelled due to the pandemic, but Dr. Henning was able to submit her pre-recorded PowerPoint online.

She submitted an article proposal in response to the call for papers for a special issue of the *Rhetoric of Health and Medicine* on the rhetoric of chronicity. Her proposed article is titled: "Transforming the Rhetoric of Self-Care for Patients with Chronic Heart Failure: A Proposal for Synthesizing Disciplinary Commonplaces."

She provides service on the National Council of Teachers of English (NCTE) opinion board, to the American Heart Association (delivering a face-to-face class as a Healthy for Life facilitator in October 2019), and to the Healthy 56258 Nutrition Network Committee.

Amanda Bemer, Professor of English/Director of PWC & Academic Writing

Professor Bemer (along with Professors. Baker, Henning, and Daniloff-Merrill) presented a talk titled "SMSU Writing Rubric: What you should know about it & how you could use it" at the SMSU Fall 2019 Professional Day.

Also in collaboration with Professors Baker and Lisa Lucas, Professor Bemer was to give a presentation titled "Commonplaces, Collaboration, and Open Textbook Creation in a Second-

Year Writing in the Disciplines Course” at CCCC in Milwaukee as well, but the conference was cancelled.

She is a founding member of the Global Society for Online Literacy Educators. She attended and helped facilitate the Global Society of Online Literacy Educators’ annual online international conference in January and serves as webmaster for the organization, facilitating GSOLE’s pandemic efforts to support instructors new(er) to the online teaching experience.

She also serves as a substitute librarian at True Light Christian School and a speech judge for southwest Minnesota area middle school speech meets.

Brett Gaul, Professor of Philosophy/Honors Program Director

Brett Gaul's screenplay "To Kill a King" was a finalist in the 2019 Circus Road Screenplay Contest.

Ruthe Thompson, Professor of English/Advisor to *The Spur*

Professor Thompson presented a workshop titled “Calm Down. De-Stress. Staying Sane in the College Media Game” at the National College Media Convention in Washington, DC, Oct. 2020.

Professor Thompson published three articles on civil rights in the *Minnesota Reformer*.

Stewart Day, Assoc. Professor of Philosophy

Professor Day participated in a number of MinnState webinars online to learn more about online teaching: Improving Instructor to Student Interaction using D2L, and Aligning Instructional Strategies with Zoom.

He incorporated materials from his sabbatical study tour of Greece into his Humanities 201 Origins of Western Civilization, noting that what he learned changed how he thinks about the topics integrated into that course.

Professor Day continues as president of the Friends of Camden State Park, a volunteer group that helps promote and support our beautiful park along the Redwood River. The things he learns about in this role related to local flora and fauna as well as how the state of MN manages public land contribute to his teaching of Environmental Ethics in Philosophy 107.

Michael Albright, Asst. Professor of English

Professor Albright presented at two of the primary, international conferences for English professors, the National Council of Teachers of English in November and at the Modern Language Association national conference in January.

Mary Ellen Daniloff-Merrill, Professor of English

Professor Daniloff-Merrill attended the MELEd Conference (Minnesota English Learner Education Conference) for the second year in a row in November.

She served on the MnWE Committee, attending bi-monthly in Minneapolis, though the spring conference was cancelled.

She spearheaded the work needed by the EMLS program and provided outreach to the International Student Services office.

Jose Losada Montero, Assoc. Professor of Spanish

Professor Losada-Montero traveled to Spain with 9 students in Summer 2019.

His article “Nacionalismo, identidade e recoñecemento cultural: os Galician Studies e o xiro posnacional” is scheduled for publication in the forthcoming volume of the *Abriu*, a peer reviewed journal published by the Universitat de Barcelona.

He chaired and organized the panel “Between Redemption and Marginalization: Nationalist Narrative in the Global Era” and delivered a lecture on “Identity beyond Reification: Nationalism and Collective Action during Franco’s Regime” at the 51st Annual Convention of the Northeast Modern Language Association in Boston, MA.

In Fall 2019, Professor Losada Montero, along with the SMSU Office of Diversity and Inclusion, the SMSU Latino and History clubs, and the History program participated in Luis Argueta’s visit to Marshall and SMSU.

He has continued to organize and coach soccer practices for SMSU students and international members of the Marshall community, including participating with the club in SMSU Gold Rush Days and paying the expenses and registration fees for a team of SMSU and high school students to play in the Marshall futsal league. He has also become part of a Minnesota Humanities Center (MHC) panel to analyze, discuss and award cultural identity grants for multicultural projects in the state of Minnesota, having read 19 different applications from non-profit organizations, cultural organizations and particular authors and filmmakers to date.

During the COVID-19 outbreak, Professor Losada Montero has improved his understanding of D2L and learnt about software and webpages such as Kultura and ScreenFlow, including recording and editing around 50 videos of himself solving and checking the class homework and other Spanish activities.

Judy Wilson, Professor of English/Director of Creative Writing

Professor Wilson gave a reading at the Southern Minnesota Book and Art Festival in Henderson, MN, where she tabled for *Yellow Medicine Review* as well. She took five students along to the event.

Professor Wilson has completed her 13th year of editing and publishing of *Yellow Medicine Review*, a vital international journal.

Lisa Lucas Hurst, Asst. Professor of English

Professor Lucas Hurst presented twice at the 2019 National Alliance of Concurrent Enrollment Partnerships in Salt Lake City. This was her third time presenting at this conference, and the 5th time attending; given that this is the only concurrent enrollment conference in the nation, having an SMSU presence is important. Her presentation “OER & The Digital Age: Strong

Partnerships, Student Success” was timely and well-received. She made a connection with a representative of Open Stax, a major repository of open textbooks. At the same conference, she also held a roundtable for disciplinary faculty.

Professor Lucas Hurst was awarded a MinnState Pay It Forward grant of \$6,394 for the online resource project “Graphic Organizers for Reading and Writing in the Disciplines” and worked to connect with many potential contributors from around the state.

Lori Baker, Professor of English/Chair of EPSH Department

Professor Baker was scheduled to present “Change My Mind: Commonplaces, Collaboration, and Open Textbook Creation in a Second-Year Writing in the Disciplines Course” with Professors Amanda Bemer and Lisa Lucas Hurst at the for Conference on College Composition and Communication, Milwaukee, WI, March 2020; however, the conference was cancelled due to COVID.

She took two Writing Center tutors to the International Writing Center Association Conference in Columbus, OH, in October 2019.

Together with Professors Bemer and Lucas Hurst, they continued their work on the \$10,000 Sustaining Grant for their OER open textbook project for ENG 251. They visited a group of faculty at MinnWest and met online with two faculty from Ridgewater as part of the work on that grant and the Pay It Forward Grant for graphic organizers (Lisa Lucas Hurst, Primary Grant Writer).

Together with Professor Maria Kingsbury, they wrote a proposal for a special issue of *WLN: A Journal of Writing Center Scholarship* on writing center and library collaborations.

She presented at several university professional development occasions, including with Professor LeAnne Syring about electronic portfolios at Assessment Day and with Professors Amanda Bemer, Mary Ellen Daniloff-Merrill, and Teresa Henning in August on “SMSU Writing Rubric: What You Should Know and How You Could Use It.”

She was invited in May 2020 to train as a rater for the AAC&U VALUE Institute, in order to become a certified scorer and rate “Written Communication” goal artifacts in Fall 2020.

Steve Pacheco, Asst. Professor of English

Professor Pacheco has been selected to write a biography for a forthcoming (fall 2020) series of children’s books about the experiences and history notable Dakota people. The books are a project of the Minnesota Humanities Center.

He was scheduled with Professor Pichaske to give a presentation on Prof. Louis’s work at the 52nd Annual Dakota Conference at the Augustana University Center for Western Studies on April 24, 2020, but the conference was cancelled.

Dr. Primavera Cuder, Asst. Professor of Spanish

Professor Cuder wrote a research paper titled “The Symbolic Value of Spanish in the United States,” which is currently under review in the journal *Hispanófila*.

She gave a presentation titled “‘Caprichos de la naturaleza’: orientación sexual y género en Ricardo Palma” at the III International Conference Peru XIX: Press and literary networks in 19th century Latin America (Florida International University, Miami, FL).

A second presentation titled “Cuerpos sexualizados y nación en la obra de Ricardo Palma y Jean-Baptiste Boussingault” was accepted by the Instituto Internacional de Literatura Iberoamericana (IILI) for the XLIII International Conference *Cuerpos: Miradas Poéticas, Significaciones Políticas* at the Université de Reims, Champagne-Ardenne (France, Jul. 6-9, 2020). However, because of the Covid-19 crisis, the conference has been postponed until Jul. 6-9, 2021.

She attended nine workshops and courses to enhance her preparation as a new faculty member, became a member of Equity & Inclusion Plan Workgroup, the Women’s Caucus, and the William Whipple Arts and Humanities Scholarship committee. and is currently organizing a “Virtual Spanish-English Language Exchange event via Zoom,” to help with recruiting and retention of students currently enrolled in the Spanish Program.

Melanie Gabbert-Gatchell, Adjunct of English

CBS This Morning Saturday and news reporter, Jeff Glor interviewed Professor Gabbert-Gatchell about the 100th Anniversary of the 18th Amendment and Andrew J. Volstead, on Wed., Oct. 9.

Marianna Zarzana, Retired Professor of English/Emeritx

Two of Professor Zarzana’s poems, “Hunger” and “Saying Our Names,” were selected for the anthology, *Rocked by the Waters: Poems of Motherhood* (Nodin Press), co-edited by Athena Kildegaard and Margaret Hasse.

James Zarzana, Retired Professor Emeritus of English

Professor Zarzana published *The Marsco Sustainability Project*, Book III of The Marsco Saga.

SELECT STUDENT AND ALUMNI ACHIEVEMENT

Sample of Notable Student Activities and Awards

- In November 2019, Director Brett Gaul and honors students Madison Liebe, Rachel Sajban, Allyson Thuringer, and Hanna Vos traveled to New Orleans, LA, for the 2019 National Collegiate Honors Council National Conference.
- Alum Alison Boeshard is enrolled in the U of Wisconsin, Milwaukee library science master’s program.
- The English Club, *Perceptions*, and the *Spur* merged their meetings and joined forces for the year. They retained their own budgets, but they organized their efforts and worked together on some things.

- Larry Gavin, an SMSU creative writing graduate who teaches high school in Faribault, MN, had a new book of poetry published, *A Fragile Shelter: New and Selected Poems*, by Red Dragonfly Press, in August 2019.
- Writing Center tutors Hanna Vos, Sariah Cheadle attended the International Writing Center Association Conference in Columbus, OH, Oct. 16-19, 2019.
- Alum Allison Broesder, a 2006 English major, has been accepted to the master's program in Communication and Library Science at University of Wisconsin, Milwaukee. She has also presented a conference paper on fantasy/fan fiction and was scheduled to give another paper at a fantasy/fan fiction conference at DePaul University in Chicago in May 2020.
- The Senior Capstone Literature students, Sariah Cheadle & Hailey Bieber, gave presentations on their final paper research at the Undergraduate Research Conference.
- Two *Spur* editors and two reporters attended Informed: The Future of Local News sponsored by The Atlantic magazine on Thurs., Nov. 14.
- Thalia Otero had her poem “Tombstones” accepted for publication in two literary journals. She won second place in *Lyric Magazine*’s poetry contest for the poem. *Lyric* is the oldest magazine in North America devoted to traditional poetry. Thalia will receive \$200 and publication in the magazine. The poem was also accepted by *Oakwood Magazine*, a publication of South Dakota State University but withdrawn in order to accept the *Lyric Magazine* award.
- Emily Errico, PWC major, was a freelance editor over the summer. The first independently published sci-fi/fantasy book Emily worked on with author Tiffany Clavecilla was *The Dragon Commons*.
- Fadumo Ismail, Honors Club president and student worker in the EPSH Department, won the Outstanding Senior award.
- David Pichaske had three students proofread/edit several recent books, book chapters, and articles.

Scholarships Awarded

View	Category	Award Period	Portfolio Name	Name ▲	TechId	Amount
	All ▼	Spring 2020 ▼				
/view	Awarded	Spring 2020	William Whipple Arts and Humanities Scholarship Fund	Katherine Knights	13453428	\$925.00
/view	Awarded	Spring 2020	Leo Dangel Creative Writing and Literature Scholarship	Taylor Wolthuizen	13808749	\$1,142.91
/view	Awarded	Spring 2020	University Gala Fine Arts Endowed Scholarship (Literature/...	Thalia Otero	12461016	\$1,500.00

View	Category	Award Period	Portfolio Name	Name ▲	TechId	Amount
	All ▼	Fall 2020 ▼	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
View	Awarded	Fall 2020	Walter L. Mann Endowed Scholarship	Alexandra Bidwell	13255755	\$687.50
View	Awarded	Fall 2020	Robert L Carothers Distinguished Student Writers Award	Hanna Vos	13329973	\$500.00
View	Awarded	Fall 2020	Walter L. Mann Endowed Scholarship	Kristen Neumann	13651311	\$700.00
View	Awarded	Fall 2020	Alec Bond Memorial Scholarship	Noah Pankonin	13702958	\$187.50
View	Awarded	Fall 2020	Alec Bond Memorial Scholarship	Olivia Chester	14142940	\$187.50

Still to be awarded in July: Eileen Thomas Endowed Scholarship
 No eligible applicants: Mary & Jack Hickerson Endowed Scholarship

SECTION IIB: PROGRAM REPORTS

CREATIVE WRITING PROGRAM ANNUAL REPORT 2019-20

By Judy Wilson, Director of Creative Writing

The Visiting Writers Series

The Creative Writing Program sponsored or cosponsored several events over the course of the past year. They include:

- **September 24, 2019: Tiffany Quay Tyson**

Tiffany Quay Tyson is the author of two novels, *The Past is Never* and *Three Rivers*. *The Past is Never* won both the 2019 Mississippi Institute of Arts and Letters Award for Fiction and the Mississippi Library Association’s Author Award for Adult Fiction. It is shortlisted for the prestigious Willie Morris Award for Southern Fiction. Shorter work has appeared in *SmokeLong Quarterly*, *The Ilanot Review*, *The Rumpus* “Funny Women” column, *The Belladonna Comedy*, and other places.

Tiffany was born and raised in Jackson, Mississippi. She is a graduate of Delta State University. After college she worked for a brief stint as a newspaper reporter at the Greenwood Commonwealth, where she received the Frank Allen Award for Journalism from the Associated Press Managing Editors Association. She is the recipient of two Heartland Emmy Awards including one for writing for a children’s public television program. She lives in Denver, Colorado, where she serves as a faculty member at Lighthouse Writers Workshop and the Lighthouse Young Writers Program. **Tiffany visited three classes and gave a public reading followed by a Q & A and book signing.**

- **November 6, 2019: Angie Trudell Vasquez**

Angie Trudell Vasquez received her Master of Fine Arts in poetry from the Institute of American Indian Arts in Santa Fe, New Mexico. She studied with Sherwin Bitsui, Joan Kane and Santee Frazier at IAIA. Most recently her work has been published in *Taos Journal of Poetry*, *Yellow Medicine Review*, *Raven Chronicles*, *The Rumpus*, *Cloudthroat*, and the *South Florida Poetry Journal*. She has poems on the Poetry Foundation’s website, and was a Ruth Lilly fellow as an undergraduate at Drake University. She has new work forthcoming from *RED INK: International Journal of*

Indigenous Literature, Arts & Humanities and *East on Central*. In 2018 she was a finalist for the New Women's Voices series and her book, *In Light, Always Light*, her third collection of poetry, was published by Finishing Line Press in May 2019. She guest edited the Spring 2019 edition of the *Yellow Medicine Review* with Millissa Kingbird. She serves on the Wisconsin State Poet Laureate Commission, and currently lives in Madison, Wisconsin. **Angela visited three classes and gave a public reading followed by a Q & A and book signing.**

- **February 26, 2020: Jim Heynen**

Jim Heynen is best known for his short-short stories (*The Man Who Kept Cigars in His Cap*, Graywolf Press; *You Know What is Right*, North Point Press; *The One-room Schoolhouse*, Knopf/Vintage Contemporaries; *The Boys' House*, Minnesota Historical Society Press; and *Ordinary Sins*, Milkweed Editions). Many of these stories have been broadcast on NPR's All Things Considered, and Minnesota astronaut George Pinky Nelson took a recording of Heynen's stories for bedtime listening on his last space mission. His short-shorts are widely anthologized, the most recent appearing in the Norton anthology, *New Micro: Exceptionally Short Fiction*. Heynen has also published three novels (*The Fall of Alice K.*, Milkweed Editions; *Cosmos Coyote and William the Nice*, YA, Henry Holt; and *Being Youngest*, YA, Henry Holt) and several collections of poetry, including *A Suitable Church*, Copper Canyon Press and *Standing Naked: New and Selected Poems*, Confluence Press. He wrote prose vignettes for two photography books published by the University of Iowa Press, *Harker's Barns* and *Sunday Afternoon on the Porch*. His major nonfiction book, *One Hundred Over 100*, Fulcrum Publishers, featured 100 American centenarians. For many years he was Writer-in-Residence at St. Olaf College in Northfield, Minnesota. He has been awarded National Endowment for the Arts Fellowships in both poetry and fiction. **Jim visited two classes and gave a public reading followed by a Q & A and book signing.**

- Wang Ping was scheduled to be visiting writer and visit classrooms on April 1st, but the event had to be cancelled due to the pandemic.

Other Activities Associated with the Creative Writing Program

Southern Minnesota Book and Art Festival, October 5, 2019: Dr. Judy Wilson took a group of five students to the festival in Henderson, Minnesota. She and the students also tabled for *Yellow Medicine Review* and gave a reading of her latest fiction.

Perceptions, the student literary and art journal, produced Volume 12 in May 2020 in spite of the pandemic.

Senior Portfolio Reading: On November 26, 2019, three creative writing majors, Thalia Otero, Daryl Pennington, and Shane Wright presented readings of select pieces from their capstone portfolios in a public reading in the Whipple Gallery.

Senior Creative Writing major, Thalia Otero had her poem, "Put This On, Sylvia Plath," accepted for publication in *Oakland Arts Review*. Shortly after, she was notified that she had won second place in *Lyric Magazine's* poetry contest for her poem, "Tombstones." *Lyric Magazine* is the oldest magazine in North America devoted to traditional poetry. Thalia also served as the intern for *Yellow Medicine Review* in Fall 2019 and Spring 2020.

Creative Writing major, Taylor Wolthuisen won the Leo Dangel Creative Writing and Literature Scholarship. Taylor is no stranger to winning writing awards. In high school, she

was a winner in both the 2017 and 2018 Creating Spaces Writing Contest sponsored by SMSU's Creative Writing Program.

Creating Spaces: This spring marked the 16th annual Creating Spaces writing contest for students in grades three through twelve. The contest is a collaboration between the Creative Writing Program and SWWC Service Cooperative. A group of seven students volunteered many hours serving as first round judges for the contest this year. The judging process was coordinated by Dr. Judy Wilson. Three faculty members served as final judges for the contest (Dr. Judy Wilson, Professor Steve Pacheco, and Dr. Anthony Neil Smith). Dr. Wilson put together the anthology of all winning pieces for the event and Marcy Olson designed the cover using art chosen from a local high school art show. The actual awards ceremony had to be cancelled due to the pandemic, but Terri Michels, a children's book author, presented the keynote presentation to the winning students and their families via video. Dr. Judy Wilson also sent a video presentation detailing the history of the contest and mentioning acknowledgements for all involved in making the contest a possibility each year. The winners still received their certificates, medals, gift certificates, anthologies, and scholarships.

Yellow Medicine Review: The last academic year has seen the production of two more issues of *Yellow Medicine Review*. The Fall 2019 "Awareness Light" issue was guest edited by Paul E. Rowley. The Spring 2020 "Racism Issue" was guest edited by Zibiquah (Ruth) Denny. In March 2020, the Spring 2019 issue of YMR was part of a tribute panel honoring past SMSU Creative Writing faculty member, Adrian C. Louis, at the national AWP conference in San Antonio, Texas. The Spring 2019 issue included a tribute section to Louis.

PHILOSOPHY PROGRAM ANNUAL REPORT

The Philosophy Program felt the loss of retrenched faculty member Dr. Maureen Sander Staudt this past year. In addition to losing her expertise, it affected course scheduling as they were not able to offer PHIL 250: Philosophy Through Film as planned in the spring. In addition, Professor Gaul was on overload in the spring to meet the demand for our online PHIL 303: Ethical Issues in Professional life course, which is included in some of SMSU's completely online degrees and which Dr. Sander Staudt's load had previously helped to accommodate. Without Dr. Sander Staudt, Professor Day taught four different courses in the spring; typically the program aims to give faculty members only three different preps a semester, in order to provide time for adequate preparation.

SPANISH PROGRAM ANNUAL REPORT

by Dr. Jose Losada Montero and Dr. Primavera Cuder

During the academic year 2019-2020, the Spanish program continued its interdisciplinary collaboration with the History program during Spring 2020 and kept its ongoing partnership with the SMSU Literature program to better serve our students pursuing the Spanish minor. This year the SMSU History program offered the course HIST 324 "Contemporary Hispanic World 1955-Today" while the Literature program taught LIT 305 "World Authors: Neruda and Vallejo". Both

courses currently count towards the Spanish minor and enrich the views and perspectives our students have from the Hispanic world.

In Spring 2019 the Spanish program created a new 1 credit course to help our students complete the Spanish minor requirements in a shorter period of time. Right now SMSU students enrolled in SPAN 101 need a minimum of six semesters to fulfill the different academic requirements of the SMSU Spanish minor. This means that SMSU students have to decide and start as soon as their first or second semester their formation in Spanish if they are to fulfill the 14 credits the minor requires during their time at SMSU. By adding an online 1-credit course that does not overlap with any other courses on campus, students will be able to register in SPAN 211 and any other SPAN 3XX level course during the same semester.

During the academic year 2019-2020, the Spanish program worked on a document to provide our High School teachers in the College Now program with credentialing guidelines to better fulfill the High Learning Commission (HLC) requirements. Frequently asked questions such as: “will graduate courses without the prefix SPAN, SPN, SPW (or similar) count towards the 18 graduate credits needed to teach Spanish for SMSU?” or “will my teaching methodology class count towards the 18 graduate credits needed to teach Spanish for SMSU?” are clarified and answered in this document.

During Spring 2020, the Spanish program worked in a series of policies and procedures for the program of Spanish. Dr. Cuder and Dr. Losada Montero drafted these procedures looking to shed some light in areas of the Spanish program that were not currently legitimated by any agreed language within the members of the program. In those policies and procedures the Spanish program was looking for some language that could clarify and bring fairness to the following situations: 1) how to share the overload in the Spanish program, 2) how to organize and structure committees within the program, and 3) what requirements the Spanish program expects to be met for tenure and promotion.

For Dr. Primavera Cuder 2019-2020 was her first year working as an Assistant Professor (fixed-term) at SMSU. Her duties included mentoring high school teachers offering introductory and intermediate Spanish language courses through the concurrent enrollment program (College Now) and teach classes on campus. This year, she observed 34 College Now classes; she reviewed syllabi, conducted site visits and assessments to ensure rigor and quality of the program, offered co-teaching opportunities, and assistance to teachers to improve their teaching of Spanish Language and Culture.

In the spring of 2020, Dr. Cuder taught SPAN 102 - Beginning Spanish II, refined her syllabus for the class, moved the course from face-to-face to online because of Covid-19, and designed new materials, quizzes, and an online anonymous survey which students took at the end of the semester about the course.

During this academic year, Dr. Cuder wrote a research paper titled “The Symbolic Value of Spanish in the United States,” which is currently under review in the journal *Hispanófila*, and gave a presentation titled “‘Caprichos de la naturaleza’: orientación sexual y género en Ricardo Palma” at the III International Conference Peru XIX: Press and literary networks in 19th century Latin

America (Florida International University, Miami, FL). A second presentation titled “Cuerpos sexualizados y nación en la obra de Ricardo Palma y Jean-Baptiste Boussingault” was accepted by the Instituto Internacional de Literatura Iberoamericana (IILI) for the XLIII International Conference *Cuerpos: Miradas Poéticas, Significaciones Políticas* at the Université de Reims, Champagne-Ardenne (France, Jul. 6-9, 2020). However, because of the Covid-19 crisis, the conference has been postponed until Jul. 6-9, 2021.

Finally, Dr. Cuder attended nine workshops and courses to enhance her preparation as a new faculty member, she became a member of Equity & Inclusion Plan Workgroup, the Women’s Caucus, and the William Whipple Arts and Humanities Scholarship committee. Also, Dr. Cuder collaborated with the department in the preparation of Curriculum Change Proposals, the design of a Spanish Program Flyer, and the composition of Critical Thinking Outcomes forms, among other duties. Moreover, she is currently organizing a “Virtual Spanish-English Language Exchange event via Zoom,” to help with recruiting and retention of students currently enrolled in the Spanish Program.

During the COVID-19 outbreak professor Losada Montero improved his understanding of D2L and learnt about software and webpages such as Kultura and ScreenFlow. Besides solving grammar and personal questions through Facebook messenger or phone calls, he recorded and edited around 50 videos of himself solving and checking the class homework and other Spanish activities. By regularly posting these videos in D2L students were able to access this material at their own convenience, pacing their learning process as needed. In addition to these recourses, professor Losada Montero kept using and informing his students about other software, applications and learning tools such as: Pilot, Kahoot, Educandy, News in Slow Spanish, and Practice Spanish: Study Abroad.

In Fall 2019, professor Losada Montero, along with the SMSU Office of Diversity and Inclusion, the SMSU Latino and History clubs, and the History department participated in Luis Argueta’s visit to Marshall and SMSU. Luis Argueta is an awarded Guatemalan director and producer who has been telling Latino immigrant stories since 1977. Besides inviting him to professor’s Losada Montero advanced Spanish class 342, professor Losada Montero also helped the Marshall-Lyon county library organized a public screen of Argueta’s last documentary, the *U turn*, for the Latino communities in Southwest Minnesota. He contacted and informed the leaders of these communities, introduced Luis Argueta’s to and his work to them, and moderate Q/A session after screening the *U turn*.

Between March 5th and 8th professor Losada Montero attended the 51st Annual Convention of the Northeast Modern Language Association in Boston, MA. He chaired and organized the panel “Between Redemption and Marginalization: Nationalist Narrative in the Global Era” and delivered a lecture on “Identity beyond Reification: Nationalism and Collective Action during Franco’s Regime”.

In September 2019 professor Losada Montero prepared and sent a manuscript for publication to the academic journal *Abriu*, a peer reviewed journal published by the Universitat de Barcelona. In February 2020 the article was accepted for publication and he started, along with the editors, the process of proof-reading and editing. In April 2020, after completing the editing process the article

“Nacionalismo, identidade e reconhecimento cultural: os Galician Studies e o xiro posnacional” was scheduled for publication in the forthcoming volume of the *Abriu* journal.

Both in Fall 2019 and Spring 2020 professor Losada Montero kept organizing and coaching soccer practices for SMSU students and international members of the Marshall community. He also participated with members of the club in organization of the SMSU Gold Rush Days, and paid the expenses and registration fees for SMSU students and High School kids to make a team and play in the Marshall futsal league. Events, practices and games involving soccer are unique opportunities for our freshman students to bond with their SMSU colleagues and with other members of the community.

In Fall 2019 Professor Losada Montero was contacted by the Minnesota Humanities Center (MHC) to become part of a panel to analyze, discuss and award cultural identity grants for multicultural projects in the state of Minnesota. Since that date, he has read 19 different applications from non-profit organizations, cultural organizations and particular authors and filmmakers. Among some of the applicants are the Minnesota Center for Community Services (CCS), Comunidades Latinas Unidas en Servicio (CLUES), and the Iraqui and American Reconciliation Project (IARP). Among some of the cultural-art projects are the formation of an Iraqui Dance Troup to celebrate Iraqui culture and build a positive relationship towards refugees in Minnesota, the writing and shooting of a documentary on the Somali Diaspora, and a research project exploring trials, defeats, and triumphs of migration from historic Syria and Lebanon.

HUMANITIES REPORT

Faculty who teach in the Humanities area, Professors Stewart Day, Pat Brace, and Mike Hofstetter, met to discuss changes to the Religious Studies minor. Due to the retrenchment of a Philosophy professor and retirements, not all courses were available to be taught any longer. They revised the minor and passed it through the department and curriculum committee.

PROFESSIONAL WRITING & COMMUNICATION (PWC) REPORT

Submitted by Dr. Amanda Bemer

This annual report summarizes the PWC program's major activities in the academic year of 2019-2020. While the COVID-19 epidemic in Spring 2020 did disrupt some scholarly and service opportunities, Drs. Bemer and Henning both had an online course load in the Spring of 2020 which meant that in the area of teaching and learning only small adjustments were needed to meet existing goals. In addition, the PWC program was up for its five-year program review, and while the self-study was completed and the reviewer selected, the site visit had to be postponed until fall due the epidemic.

While this report does reflect some the similar strengths of past reports, it is important to note that in light of COVID-19, Drs. Bemer and Henning did additional work to make their classes more flexible and to make use of technology to improve one-to-one interaction.

Typically, the field of professional writing values deadlines and initiative, which no late work policies in PWC classes reflect. Also, students are expected to manage their deadlines by reading

the syllabus and announcement page in D2L. In light of the pandemic, these policies were modified. Some late work was accepted, and students received repeated reminders about deadlines beyond what is typical in these courses. In addition to working to be more flexible, Drs. Bemer and Henning continued to pursue the ongoing PWC goals related to considering lower cost texts, creating new exercises based on assessment data, and revising online pedagogy.

It is also worth noting that in the area of supporting students, Dr. Henning completed supervised internships in both the fall and spring. Also, Drs. Bemer and Henning used Zoom to complete spring advising. The fact that all PWC majors who are not graduating are registered for classes suggests this approach to advising was successful.

When it was possible given the social distancing and stay-at-home conditions of COVID-19, Drs. Bemer and Henning used their scholarly and service opportunities to aid their teaching and their students, particularly by their commitment to improving their online pedagogy.

A) Teaching and Learning

Both Drs. Bemer and Henning report on their accomplishments in teaching and their course evaluation data in their personal professional development reports. As such, this report will simply highlight the innovations they have made in the area of teaching as they relate to textbook costs, improving student writing, and making online classes more interactive.

Innovations to keep text costs down for students

For several years, SMSU students via student government have raised concerns about the costs of course texts. Both Drs. Bemer and Henning have had occasional difficulties with students not purchasing course materials and with advisees asking for help in finding money with which to purchase materials. In response to this concern, Drs. Bemer and Henning have worked to make better use of open resources for PWC classes. The following classes are now using only open resources:

- ENG 331: Business Communications,
- ENG 351: Writing in Health and Medical Professions,
- Eng 360: Scientific and Technical Writing, and
- ENG 492: Theories and Practices of Professional Writing (capstone).

Innovations to ENG 331: Business Communications to Keep Textbook Costs Down

In fall 2019, ENG 331 (which is online) was completely revised to make use of a new, free online business communications text from the University of Minnesota titled *Business Communications for Success* and available at this link:

<https://open.lib.umn.edu/businesscommunication/front-matter/publisher-information/>

Features new to the class include a new module on “netiquette” that teaches students how to write emails and texts in a respectful and more formal manner appropriate for business contexts and a final module on writing negative news messages in a positive manner which focuses on using social media channels to deliver such messages. The class still requires students to also compose a long report, but that module is now sandwiched in the middle of the semester to allow students more time for revision. That long module is also

divided into a series of smaller modules designed to provide students with the visual design and research skills needed to complete the project successfully.

Course evaluations indicate that students found the course “relevant” and “fun.” Students did not comment about the course text beyond noting that it was an “appropriate” selection for the course.

Innovations to Spring 2020 Classes in Response to COVID-19

While all PWC offerings were online in Spring 2020, Drs. Bemer and Henning still needed to make adjustments to their courses as a result of the extended spring break and in response to new stressors facing their students. Specifically, both instructors extended deadlines, dropped smaller assignments, contacted students more frequently with reminders, and made more use of video and Zoom instruction. The courses that were adjusted using these methods included:

- ENG 351: Writing in Health and Medical Professions,
- ENG 360: Scientific and Technical Writing, and
- ENG 361: Advanced Composition.

PWC Curriculum Revisions & Visual Art Requirements

The PWC major is composed of three communication cores: written (which English provides), oral (which Communications provides), and visual (which Art provides). The Art courses are especially important as they provide students with skills in Adobe products such as InDesign and Photoshop that employers require. The Art program recently revised their courses, so the PWC major was revised to reflect those changes and now allows majors more choices in completing their visual communication core.

B) Scholarly Activity

Drs. Bemer and Henning conduct scholarly activity as it relates to their personal professional development goals approved by the Dean as well as to their goals for teaching and program administration. As teachers of writing, Drs. Bemer and Henning recognize the value of communicating in a range of genres analogous to the ones they require students to use. As such, their scholarship places an emphasis on not only the scholarly chapter or article but on other less formal genres as well, including: writing for the web, professional, oral presentations, and poster presentations. Their achievements this year follow.

- Drs. Bemer and Henning (along with Dr. Baker and Daniloff-Merrill) presented a talk titled "SMSU Writing Rubric: What you should know about it & how you could use it" at the SMSU Fall 2019 Professional Day.
- Dr. Henning was to present had a talk entitled “Am I Doing This Right? Using Rhetorical Commonplaces to Transform Self-Care Texts for Heart Failure Patients” at 2020 Annual Conference on College Composition and Communication (CCCC) in Milwaukee, WI in March 2020. This national and refereed conference was cancelled due to the pandemic, but Dr. Henning was able to submit her pre-recorded PowerPoint online.

- Dr. Bemer, with Dr. Lori Baker and Professor Lisa Lucas, was to do a presentation titled “Commonplaces, Collaboration, and Open Textbook Creation in a Second-Year Writing in the Disciplines Course” at CCCC in Milwaukee as well, but as previously mentioned, the conference was cancelled. She is considering uploading a pre-recorded PowerPoint online.
- Dr. Henning submitted an article proposal in response to the call for papers for a special issue of the *Rhetoric of Health and Medicine* on the rhetoric of chronicity. Her proposed article is titled: “Transforming the Rhetoric of Self-Care for Patients with Chronic Heart Failure: A Proposal for Synthesizing Disciplinary Commonplaces.”

C) Professional Development

Both Drs. Bemer and Henning maintain memberships in various professional organizations and read journals in their field. In addition to those activities, both take advantage of activities on campus and through their professional organization to continue their development as teachers and scholars. Activities of note include:

- Dr. Henning read *White Fragility* as part of the SmSUFA Workgroup to address diversity and inclusion initiatives on campus. While the book group for spring was cancelled, she has prepared her work for the fall meeting of the group.
- Dr. Henning attended Zoom training in August 2019 which she made use of heavily in Spring 2020.
- Dr. Bemer is a founding member and webmaster of the Global Society for Online Literacy Educators. She attended and helped facilitate the Global Society of Online Literacy Educators’ annual online international conference in January.

D) Service to Students

PWC program faculty now use the SMSU 4-year advising plan to direct their advising efforts. To achieve this goal, Drs. Bemer and Henning:

- Participate in the early-alert process, noting students who require more support academically and/or personally;
- Follow-up with any majors who have received early alerts;
- Prepare students for Advising Day with an email that previews upcoming courses and invites students to sign-up for and attend advising day;
- Meet in person with each of their advisees on Advising Day each semester;
- Meet in person with advisees outside of Advising Day to complete Degree Audit Checks;
- Advise informally, speaking to students outside of planned advising times, about course selection and careers.
- Created, rechecked, and refer students to the Mustang Academic Plan for PWC.

In Spring 2020, this advising plan looked a bit different. All communications with students from March 2020 on were done via email and Zoom. And, all Degree Audit Checks were handled electronically. Despite this departure from face-to-face interactions, all PWC majors who are not graduating are registered for the fall. These electronic efforts seem to have been successful.

Moreover, Drs. Bemer and Henning provide references to students along with support for student research projects. Some students supported by their efforts include:

- Mentoring graduate student Liz Fladhammer to “gamify” the citation requirements for the report module in ENG 331 to make that section of the course more engaging for students (Dr. Henning);
- Obtaining approval for off-campus distribution of flyer created by PWC major, Hanna Vos. Dr. Henning spent a good deal of time working to get a flyer to advertise the new certificate program through the approval process for distribution off campus. After two months, the flyer was adjusted and approved by the Communications and Marketing office for distribution;
- Supervised Abby Graf’s unpaid internship for the SPUR (Dr. Henning; fall 2019);
- Supervised Hailey Bieber and Hanna Vos’s unpaid internships for *Perceptions*, the literary student journal (Dr. Henning; fall 2019).
- Reviewed two articles for the new SMSU student journal “Discovery” (Dr. Bemer; spring 2020)

In addition to serving both students and alumni through advising, providing letters and phone calls of reference, and support for student research, Drs. Bemer and Henning maintain several social media outlets for students and alumni:

- PWC Blog, see: <http://smsupwc.blogspot.com/> (Drs. Bemer & Henning)
- LinkedIn PWC alumni group (Dr. Henning)
- SMSU English Facebook page (Dr. Bemer)

E) Service to the University

PWC faculty regularly draw on their professional expertise in serving on committees. In 2019-2020, Dr. Henning served on the following committees:

- English Department Writing Subcommittee
- Walter Mann Writing Center Scholarship Committee

Furthermore, Dr. Henning was active in assisting in the direction of the PWC major. She co-authored documents such as the PWC annual report, promotion and tenure guidelines, and self-study. She also reviewed promotional documents and:

- Presented “Criteria to Consider for Portfolio Assessment” to the Committee on Institutional Assessment,
- Presented “Tips for Handling the Paper Load” at a nursing department meeting to offer guidance on how to more effectively and efficiently respond to student writing.

Dr. Bemer remains the Director of Professional & Academic Writing and served on the following committees:

- English Department Writing Subcommittee (Chair)
- Alec Bond Student Essay Contest Committee
- Walter Mann Writing Center Scholarship Committee
- University Technology Strategies Committee

F) Services to the Community at Large

Both faculty and students contribute to serving the community. PWC students serve the region by completing paid and unpaid internships at non-profit and government agencies. Faculty serve the community via service to professional organizations as well as service to local organizations.

Student Service

- Abby Graf was an unpaid intern for the SPUR (fall 2019).
- Hailey Bieber and Hanna Vos were unpaid interns for Perceptions, the literary student journal (spring 2020).

Faculty Service

Dr. Henning's heart failure (a medical condition noted in the Americans with Disabilities Act as one that qualifies her for accommodation) limits the amount of service she can perform as well as the amount of traveling she can do. Nonetheless, she has been active in serving these professional organizations:

- National Council of Teachers of English (NCTE) opinion board; this board responds to surveys each month that the executive committee uses to direct the work NCTE performs.
- American Heart Association; Dr. Henning delivered one, face-to-face class as a Healthy for Life facilitator in October 2019. Subsequent classes were cancelled as a result of illness and then the result of the current pandemic. She is now being trained in online delivery of more classes in the future.
- Healthy 56258 Nutrition Network Committee; Dr. Henning continues her work with this local, community committee via Zoom on a monthly basis.

Dr. Bemer supports her professional community and the Marshall community in various ways:

- Webmaster for the Global Society for Online Literacy Educators – in this role she has facilitated GSOLE's pandemic efforts to support instructors new(er) to the online teaching experience—see <https://www.gsole.org/justintime.html>
- Substitute librarian at True Light Christian School
- True Light Christian School (and True Light Foundation); Dr. Bemer assisted with an email fundraising campaign and writing of a formal donation request letter when Promise Banquet 2020 was cancelled
- Speech judge for southwest Minnesota area middle school speech meets

G) Assessment

PWC's assessment process involves portfolio assessment from our English 492 capstone course (Theory and Practice of Professional Communication) as well as paper collection for our LEP courses (including English 360: Scientific & Technical Writing, English 351: Writing in Medical and Health Professions, and English 361: Advanced Composition).

In spring 2020, the English program assessed English 360 in addition to English 351 (in conjunction with English 251 and Philosophy 303). As viewed in Figure 1, 2020 scores for English 360 are down in each category. Some of this disparity is due to the reports

randomly chosen for the assessment as a few were incomplete. Drs. Bemer and Henning need to further review the course to explore possible pedagogical improvements. In addition, for the first time PWC majors were denoted in the assessment so their scores could be examined. Results are in Figure 2, and show that PWC majors perform about as well or slightly better than all majors in English 360.

Assessment of English 351 showed that students in the course performed at or above the second-year writing goal of 2 for each category. See Figure 3. When scores for English 351 are compared to its second-year writing course counterparts, English 251 and Philosophy 303, English 351 students score highest in each category. See Figure 4.

The PWC self-study examines assessment in the major and asks if only assessing the PWC capstone portfolio is enough assessment, especially as it comes at the end of a student’s course of study. We consider whether assessment of PWC majors in English 360, as we’ve performed this year, will be enough to supplement this assessment. We await our reviewer’s feedback on assessment procedures in fall.

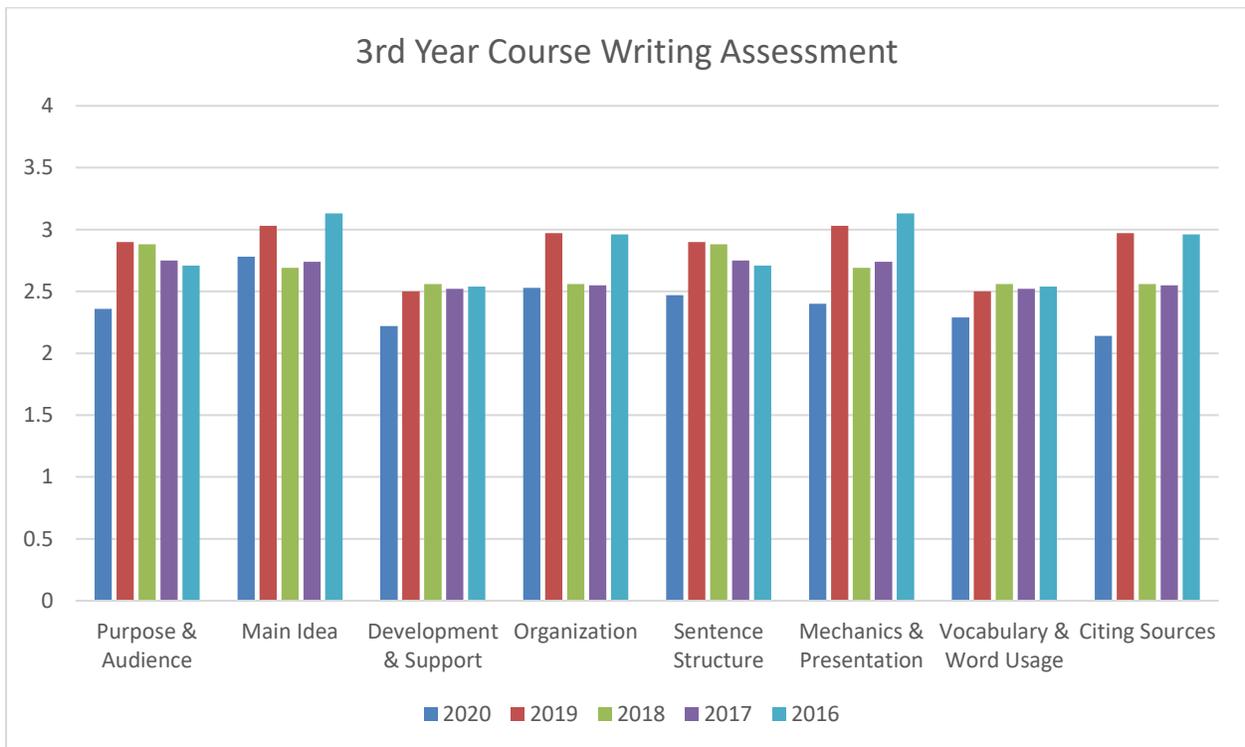


Figure 1: English 360 Longitudinal Assessment

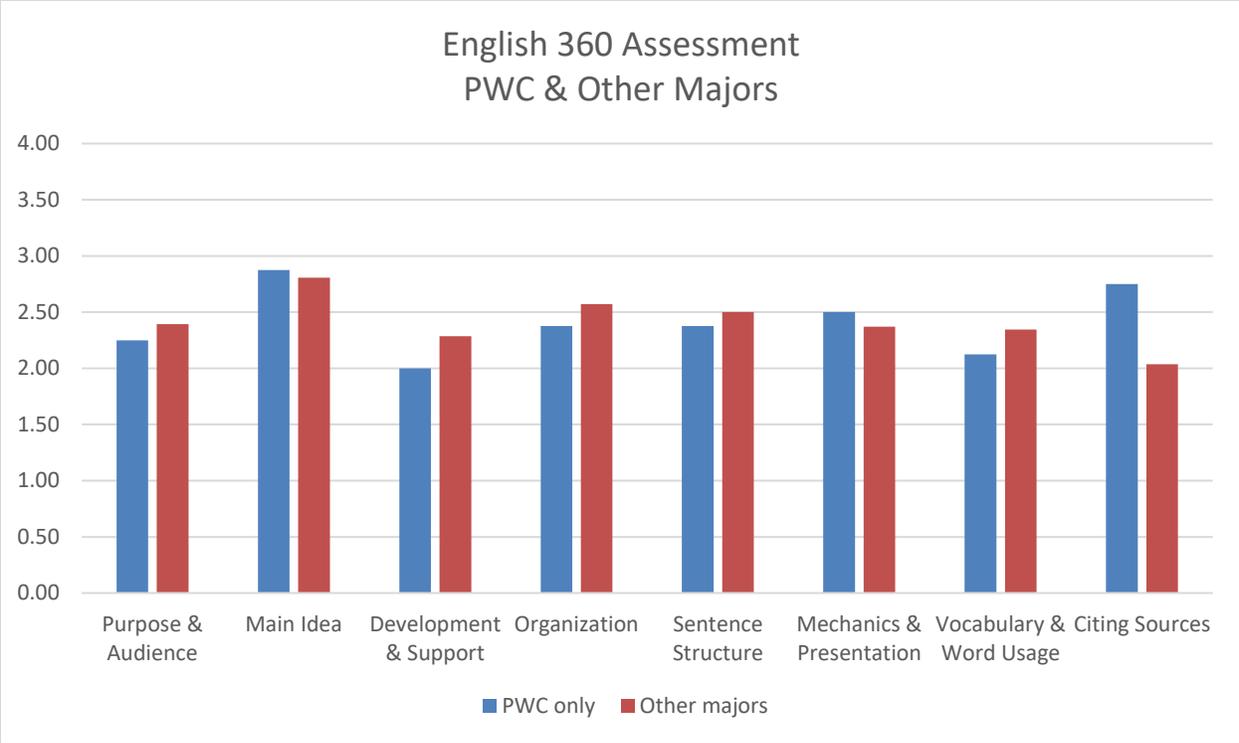


Figure 2: English 360 Assessment of PWC majors

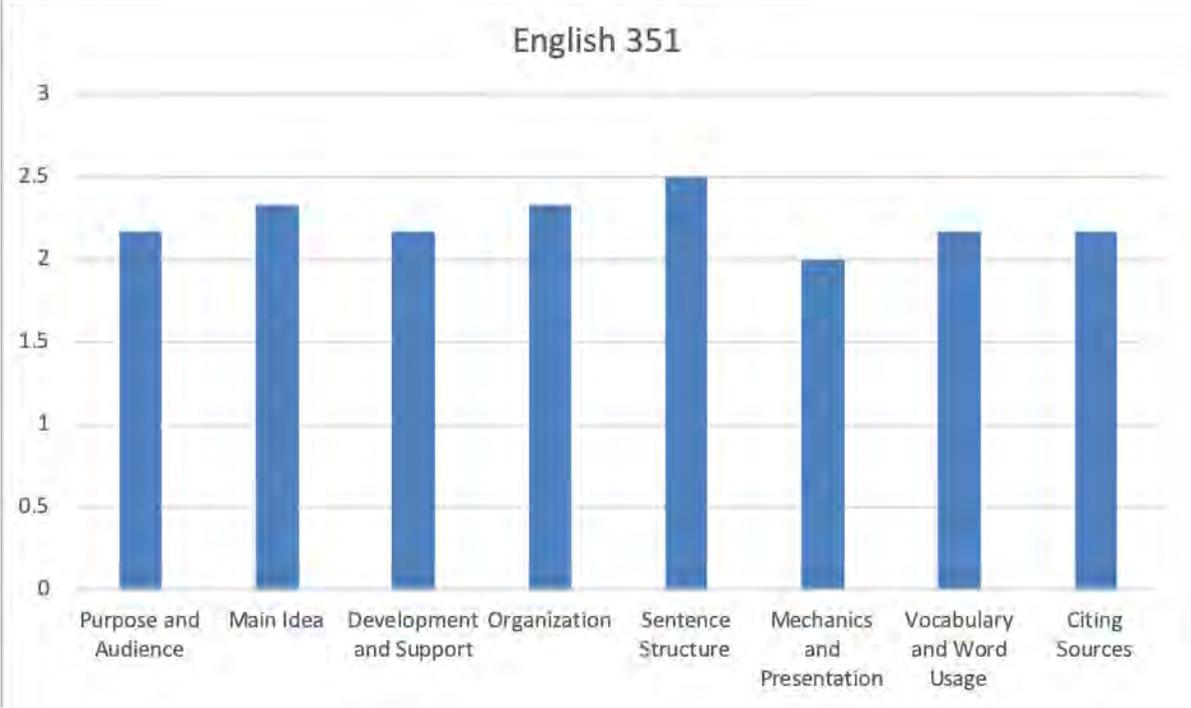


Figure 3: English 351 Assessment

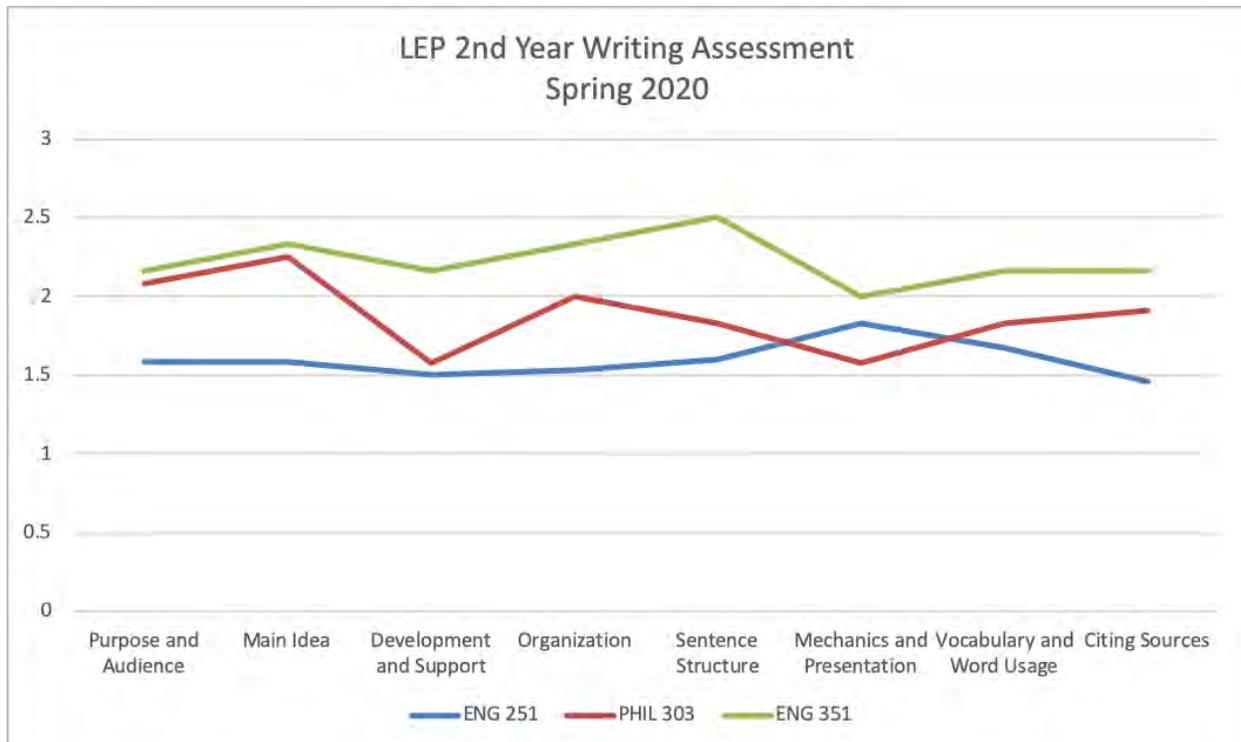


Figure 4: LEP 2nd Year Writing Assessment Comparison

Five-Year Plan for Professional Writing & Communication

The Professional Writing & Communication program’s mission is to teach students to become flexible and ethical writers and communicators who can be successful in a variety of contexts including, but not limited to, manufacturing, journalism, advertising, grant writing, technical writing, and software publishing. Faculty in the Professional Writing and Communication Program are committed to working together to provide students with a liberal arts education that is enhanced with practical experiences such as internships and service learning opportunities that prepare students to earn a living as writers. Through this combined liberal arts and technical emphasis, the PWC Major supports SMSU’s mission to be a university of choice. This five-year plan reflects our commitment to our mission and to innovative and sustainable practices.

Plans for innovation and improvement

- Continue with practices that were marked as successful in the last prioritization report response (ongoing)
- Certificate creation (2018-19); **Completed.**
- Prepare for program review (2018-19) **Completed**
- Write self-study (2018-20) **Completed**
- Arrange program reviewer visit (2019-20) **Completed but visit postponed to fall due to COVID-19**

Assessment

- Continue assessment practices (ongoing)
- Reflect on assessment practices (ongoing)

- Report on assessment practices each fall (every fall as required)

Advising

- Integrate SMSU Advising Plan with PWC best practices in advising (ongoing)
- Continue to supervise student internships (ongoing)
- Continue to provide references to students and alumni as needed (ongoing)
- Continue to support student research as needed (ongoing)

Recruitment

- Enact new recruitment practices for PWC (2018-19); **Completed.**
- Assure PWC presence at various recruitment fairs and open houses (ongoing)

Pedagogy

- Revise English 360 to better account for social media and independent work (2018-19 for Spring 2019); **Completed.**
- Consider if we need to move more courses online or hybrid (English 460 and 420) (ongoing in case of an online fall 2020 due to COVID-19)
- Continue course evaluations for all PWC courses (ongoing)

Add to course evaluation process in ENG 492: Theories and Practices of Professional Writing (capstone) a survey that asks students to evaluate their experience in the PWC major as a whole (Fall 2018, and then every two years thereafter); **Survey Creation Completed and first data set collected.**

THE SPUR UPDATE

by Dr. Ruthe Thompson

The Spur student newspaper took their publication completely online and purchased an app in Spring 2020 for making stories available to the students and campus community on their mobile devices.

Spur editors, reporters and Dr. Ruthe Thompson attended *The Atlantic* magazine's program "Informed: A New Era of Local News" on the changing news landscape in the U.S in Nov. 2019.

Desiree Bauer, CW major, was hired as a reporter at the *Detroit Lakes Tribune* this academic year.

Professor Ruthe Thompson presented a workshop titled "Calm Down. De-Stress. Staying Sane in the College Media Game" at the National College Media Convention in Washington, DC, Oct. 2020.

Professor Ruthe Thompson published three articles on civil rights in the *Minnesota Reformer*.

THE HONORS PROGRAM

by Dr. Brett Gaul

In SMSU Honors Program news, 17 students joined the program this past academic year, and four students graduated from it. Going into the 2020-2021 academic year, there are 54 students in the program, a slight decrease from the 57 students who were in the program at the start of 2019-2020.

In November 2019, Director Brett Gaul and honors students Madison Liebe, Rachel Sajban, Allyson Thuringer, and Hanna Vos traveled to New Orleans, LA, for the 2019 National Collegiate Honors Council National Conference. Unfortunately, trips to the Minnesota Honors Symposium, at which two students were scheduled to make presentations, and the Upper Midwest Honors Conference, at which one student was scheduled to make a presentation, were canceled due to COVID-19.

WRITING CENTER ANNUAL REPORT

by Dr. Lori Baker

The following is an executive summary of the full seventeen page annual report, which has been sent to the Dean separately.

Dr. Lori Baker was the director of the SMSU Writing Center and received 3 credits (1/8th of load) reassigned time to direct it. The Writing Center relied on 13 undergraduate student tutors and one faculty volunteer, Dr. Maria Kingsbury, over the course of the academic year. Eight tutors returned from the previous year, and five were newly trained. Colin Nelson and Meghan Sullivan served as student co-coordinators for the academic year.

The Writing Center had a \$4400 operating budget. The student payroll rate increased from \$9.86 to \$10.00 in January. The operating budget provided only paid for a little less than half of the total tutoring hours (652 hours available). The rest of the hours were made available by students in ENG 480 and 490, work study funding, and the faculty volunteer. Students from ENG 480 and ENG 490 contributed 121.5 practicum hours of tutoring. An unprecedented number of tutors had work study funds available, which we were able to use to fund 187 additional hours of tutoring. The 652 hours of tutoring available this year was an increase of just over 6% from the previous grant-supplemented year and a 24% increase in hours from two years ago.

Students responded favorably to the higher number of available hours, with a 70% usage rate in the fall. This does represent a slight decrease from 76% usage the previous fall, perhaps due to the increased recognition and use of Tutor.com. Spring usage was affected by the COVID-10 pandemic, with usage at 48%. However, in the two weeks prior to the extended spring break shutdown and subsequent return to online-only access and reduced assignments across campus, usage was up to 82%. The overall usage rates and evaluation results demonstrate that the SMSU Writing Center is a valued service that is well utilized, pandemic aside. The strong usage rates the past two years demonstrate that students will use the SMSU services provided to them, even with the availability of Tutor.com.

Tutor training was conducted through the ENG 480 Tutoring Writing course and monthly staff meetings. Two tutors traveled to the International Writing Center Association Conference in Columbus, OH, with Dr. Baker, where they attended many informative sessions and brought back their ideas to the rest of the staff. The Walt Mann Memorial Scholarship for Fall 2020 was awarded to Kristen Neumann and Alexandra Bidwell.

In addition to the usual PR and campus education efforts such as announcements, class visits, and staffing at Student Success fairs, this year we also had a booth at the SAAC-sponsored campus information night at a men's and women's basketball game, restarted a dormant Facebook account and started an Instagram account, and developed scripts for several videos, which were unfortunately disrupted by COVID. The branded promotional items purchased with last year's grant money were well received and helped provide a positive impression of the Writing Center with students.

In addition to usage and evaluation assessment results, each year the staff set personal professional development goals and collective goals that we work on together over the year. For their personal goals, a number of tutors wanted to focus on their work with EMLS students. Other goals included continuing to learn about APA documentation, working with online chats, reviewing the web site links, and learning how to deal with people who ask for help outside the Writing Center. The tutors overall reflected that they had some success in self-monitoring and improving their techniques, although some of the work was cut short by the pandemic.

The collective improvement goals were set in the fall, reviewed at the start of spring semester, and reflected on at the end of the year. The three collective goals and their related outcomes this past year involved considering how to best help LEP 101 students and instructors who require them to visit, exploring an EMLS resource center or where to direct students for these resources, and reviewing the web site and identifying ideas for a future redesign. Additional collective work ended up including training on the new edition of APA documentation and providing materials about the changes at each tutoring station and working together to brainstorm about social media PR.

Goals and projects identified for the coming year include training on and using audio and visual capabilities in the online chat tutorials, especially since we will be working online in fall semester due to the continuing pandemic conditions; exploring the scheduling system's new capabilities to link with Zoom; finishing the PR video and building on that with some more video projects; pushing out social media PR campaigns; making progress with the web site redesign; working with the new LEP 101 needs; and publicizing our offerings to the athletic teams and coaches more (one of the tutors who is a student-athlete suggested this).

Section III – Five Year Plan

Five year plans are generally the purview of individual programs, who complete the plans as part of their program reviews. The EPSH Department does not have a formal five year plan. However, at the end of this academic year, in lieu of a final meeting on Zoom, I asked faculty in

the department to consider what our goals and objectives might be when we start the next academic year and what they would like for me to advocate for or plan in my role as department chair. The prompts I posed were

- Are any major programs close to going fully online?
- Could we offer more courses simultaneously online and in-person (which we should consider for fall anyway as a contingency or approach for students with health issues)?
- What publicity should we work on for our certificate programs? Are there any other certificate possibilities? 2+2 ideas?
- What about online minors, which could be advertised as never conflicting with a student's major program?
- What specific, manageable recruiting techniques could we enact with Admissions for students interested in our programs?
- Is there any assessment data or correlations we should be looking for as evidence of retention or to use for recruiting?
- What could we do to engage with the Equity 2030 initiative—how might some of our programs/programming be purposefully looked to or what could we build out as part of that?

These prompts were primarily focused on ways to grow enrollment and keep the programs within the department solid and strong, so these are somewhat narrow in focus. We can move from this to establishing some department-wide goals in the coming year.

FY 2020 ANNUAL REPORT

DEPARTMENT OF FINE ARTS AND COMMUNICATION

Section I – Description of Department

A – History & Structure

The Department of Fine Arts and Communication is a multidisciplinary unit made up of programs in Art & Design, Communication Studies, Music, and Theatre. Prior to 1994, these programs were part of different administrative structures. The Art & Design program was previously part of a department including philosophy, humanities, and foreign language. Communication Studies and Theatre programs were paired into their own department, and Music was a self-contained department. Efforts to reduce spending resulted in administrative reorganizations including the Department of Art, Music, Speech Communication, and Theatre. Over the past 26 years, the programs have come to embrace this structure and to seek collaborative ways contribute to the university and Southwest Minnesota communities. This commitment was solidified with the renaming of the department in 2012 to the Department of Fine Arts and Communication.

Although the department celebrates the work the programs do cooperatively, for practical reasons, much of the work of the department is done in a semi-autonomous way. The department has developed policies that guide the efforts of programs in areas related to the IFO/MnSCU Master Agreement such as distribution of Article 19B, contractual travel funds and coordination of procedures related to Article 25 tenure and promotion and review of Professional Development Reports as well as administrative issues such as curriculum proposals, website coordination, and student petitions. However, it has been clear to the department as a whole for many years that much of the work associated with the maintenance and growth of each program requires experience, training, and expertise that wouldn't be expected of faculty outside each program.

Although many decisions eventually are approved by the department, program coordinators lead the day-to-day operations of their program. Efforts such as curriculum design, planning course schedules, recruiting, financial budgeting and spending, scheduling of activities, assignment of teaching faculty, assessment, long-range planning, and reflection/accreditation are done at the program level.

B – Mission

Following the approval of the new department name in 2012, a subcommittee with representatives from each program crafted a new department mission statement. After several months of work and consultation with the department, the mission statement was completed.

The Department of Fine Arts and Communication offers undergraduate programs in Art, Music, Speech Communication and Theatre. The multi-disciplinary nature of the Department allows for individual as well as collaborative educational initiatives. Each program provides students with theoretical foundations, practical experience and skills in both Liberal Education Program (LEP) and major-specific courses, preparing them for careers, leadership, and citizenship in the Fine Arts and Communication fields. Through their professional practice, faculty model artistic output, creative activity and scholarly pursuit which allow them to create an environment in which students experience first-hand practice of academic disciplines. The department offers all members of the university and local communities with opportunities to engage in creative activities through performance and exhibition. These same activities provide cultural enrichment for local, regional, and national audiences.

This mission statement was designed to reflect the department's grounding in the Liberal Arts as well as professional education and practice. It also highlights the outreach efforts of the department. The department set out to review the mission statement during FY 2020. Again, a subcommittee was formed with representatives from each department and some changes were being discussed. However, as a result of the COVID-19 pandemic, the work was not completed. This will be revisited again in FY 2021.

In addition to the department mission statement, each program has a mission that guides their curriculum, instruction, and assessment.

It is the mission of the **Art & Design Program** to develop students' understanding and abilities in the conceptual, formal, theoretical, critical, historical, and practical aspects of the visual arts and design. The objectives of the Art program are to enrich the educational experience of all students by providing them the opportunity to view, discuss and produce works of art and to provide quality baccalaureate degrees in art and art education. Also, the Art & Design Program provides a vocational orientation to art through preparation in such areas as art education and graphic design.

It is the mission of the **Communication Studies Program** to provide curricula for students interested in developing communication skills, to challenge students to adapt to new and unique situations and to draw upon educational experiences to solve real-life problems. The philosophy of the Communication Studies Program emphasizes student initiative, creativity, and responsible involvement. Curriculum is structured to provide a solid philosophical, historical, theoretical and practical basis for whatever area of communication the student selects.

It is the mission of the **Music Program** to create an environment conducive to the development of musical understanding and appreciation, creativity, and artistic performance. Specific objectives are to offer students the opportunity to achieve personal and professional growth through the development of artistic sensitivity in music making. Also, to contribute to the understanding and development of aesthetic insight to empower individuals for discovering and achieving personal growth and to bridge musical styles and world music through research, scholarship, performance and creative expression. The Music Program also strives to prepare the

student to be a professionally competent musician and to provide the musical knowledge, skills and experience for those who wish to build a teaching career in music.

It is the mission of the **Theatre Program** to provide high quality liberal arts, professional and technical education for students interested in professional theatre or graduate study. It is a primary objective to offer a comprehensive understanding of theatre for the student who may wish to pursue teaching, directing, acting, designing, costuming or playwriting and to challenge the student's initiative, creativity and responsible involvement in the Program.

C – Activities

In most years the culminating activity of the department is the annual *Fine Arts Celebration*. Started in FY 2007, this collaborative program emphasizes the considerable work done by faculty and students in the department as well as the Creative Writing Program. This festival features performances, readings, lectures, and exhibitions of faculty and student work. Unfortunately, due to the COVID-19 pandemic, all events for the Fine Arts Celebration were cancelled. Many activities did take place prior to the pandemic, and these will be noted in the subsequent narratives from each program.

Art & Design Program: FY 2020

Prepared by Alma Hale, Art Program Coordinator

This was a year of proactively making and planning changes to counter a declining enrollment. Details of our efforts will be highlighted in this report. It was Anne Wedler's second year with us, and as she has settled into SMSU she has been a key addition to the efforts we have made to respond to our situation as well as improve the Program. That being said, we are in a period of transition as we make changes to our programming. Clear and accurate advising is more critical than ever during times like this, so we have made a concerted effort to be available and help students whenever possible.

1. Collaborations

Many programs across the SMSU campus benefit from the efforts of the Art & Design Program. And, the Art & Design Program benefits from the efforts of many other programs with whom we work cooperatively.

- The Art & Design Program works with the Marketing Program and the Professional Writing Program on the administration of the Advertising Design Communications minor. This degree benefits students in each of these three areas as well as the entire SMSU campus.
- The SMSU Art & Design Program offers a BS in Art Education and through this program works with the Education Department to make certain that all Minnesota Board of Teaching requirements are met by the curriculum.
- *Foundation of Art and Design 2D*, *Foundation of Art and Design 3D* and *Introduction to Visual Arts*, *Art History I* and *Art History II* are designed to benefit non-art majors and

majors alike. Students from across campus, taking these courses for LEP credit, learn creative problem-solving skills that may be applied to many different disciplines.

- Individual Art faculty are involved in projects that ensure quality for many programs on campus. For example, Professor Hale worked with the Broadcasting and Digital Media Major to create the new Digital Media Design Minor. Professor Brace worked on the committee creating the Interdisciplinary Fine Arts Minor. Anne Wedler worked with the SMSU Foundation and Administration to have the Art Program take over curation of the Whipple Gallery. Pat Hand continues her work in the Young Artist Conference hosted by SMSU every year. John Sterner works closely with the Education Department in his role as Art Ed teacher. And Don Sherman continues to work with the College Now office.
- The Ad Hoc Committee working on the Interdisciplinary Fine Arts Minor includes collaborations with other members of the university community, namely Dean Shouse, a representative from the Library, as well as Creative Writing.
- Writing students regularly benefit from Art Program shows in the Whipple and Student Center Galleries through assignments inspired by viewings of the artwork in these exhibition spaces.
- Graphic Design students work directly for SMAC on various marketing and graphics related projects. Experience in these organizations has enhanced the educational experience of all participating students.
- The Graphic Design program offers a course that is required by other majors on campus. ART 240 *Concepts of Graphic Design* teaches the Professional Writing majors creative problem-solving skills needed in that profession. It also helps to give them an appreciation for the graphic arts that they will deal with professionally. The Speech Communication program includes this class for its Public Relations majors as an elective to give these students experience communicating with a visual rather than verbal language. Marketing Majors have the same elective in their curriculum.
- Through the College Now Program, the SMSU Art Program offers college level courses to area high school students. These course offerings are taught by high school classroom teachers who are overseen by SMSU Art Program adjunct faculty who make periodic visits to the schools. ART 100 *Intro to Visual Arts* and ART 102 *Foundations of Art 2D* have all been offered as College Now Courses. Over the past five years we have maintained an average enrollment of 40+ high school students per year in this program.
- *Fine Arts Celebration*: This year's Faculty Art Exhibit, which includes faculty and staff from across campus, was canceled due to the COVID-19 pandemic, but normally provides opportunities for staff across campus to show off their artistic talents.

2. Accomplishments by Faculty

Program activities

- *Art & Design Program Fall Welcome Picnic*: the fifth annual, for the first time held on campus, midweek during the second week of fall semester. The Art & Design Program continues to work at fostering a strong sense of *esprit de corps* among our majors and minors in hopes that the strong relationships will help with retention and recruitment. Organized by Professors Hale and Wedler we ordered pizza this time instead of grilling. The idea was to get more participation, and it appeared to work. We doubled our

attendance this year to over 20 students. This adjustment will likely become permanent. We normally like to have some sort of closing event as well, but so far that has not happened, due to the evacuation of students in response to the COVID-19 pandemic. We may still do something this summer, if things open up to allow it.

- *Recruiting Opportunities:* In an effort to proactively get high school students on campus, we partnered with an organization called ArtWars that organizes high school art competitions. Professor Hale facilitated the day, but all faculty members, including adjunct faculty participated and helped make a successful day of it by teaching individual classes and judging artworks. Professor Wedler has been working with local high school art teachers, specifically those in the Yellow Medicine Inter collaboration of 180 art students to create our own Art Days at SMSU. We planned to start the project this Spring Semester, but needed to cancel plans due to the COVID-19 pandemic. That is still in the very early planning stages, but we are excited about the potential for an annual event tradition, similar to what other Programs in the Department conduct.
- Reviewed credentials of current College Now HS teachers teaching our Art courses to assess their readiness for the new HLC guidelines that will be put in place soon.
- All full time Art faculty take turns attending the various recruiting days on campus as well as helping with the new and transfer student advising days through the year and in the summer.
- We like to take the students on a field trip to the Cities and visit the Minneapolis Institute of Art (MIA). We made the trip in the Fall Semester, including a visit to the Minneapolis College of Art & Design, where one of their faculty introduced the students to the possibility of graduate school. For reasons of the pandemic, the Spring field trip was cancelled.
- After years of trying to have more control over the Whipple Gallery, conditions were finally right so that the main responsibility for running the gallery was turned over to our Program. This was made possible through cordial talks with the SMSU Foundation and help from Dean Shouse in the form of some grant funding and faculty reassigned time. This will open it up to be more of a teaching gallery and give students more exposure than they have had previously. The turnaround time on the gallery changeover was amazing. Professor Wedler devised a method whereby we could show a variety of un-mounted or framed artwork in a professional display. She had generic frames constructed that could temporarily frame this artwork, and the fact that it was completed and up in time for the Spring semester was a notable accomplishment.

Individual Faculty Accomplishments

Dr. Patricia L. Brace

- Served as co-Parliamentarian for SmSUFA Faculty Assemblies
- served on Women's Studies Committee
- chaired Cowan Award Committee
- Redesigned Introduction to Visual Art to teach one section online for the first time in Spring 2020. (before we *had* to put everything online...)
- Curated "Women in Art" a show in the William Whipple Gallery of art from the SMSU collection by and about women, Spring 2020 as part of reassigned time to Gallery.
- Helped with SMSU Art Program "Art Wars" event.

- Accepted for the Foundation Montforte Artist in Residence Program in Garessio, Italy for summer 2021. <https://www.montforte.com/>
- Wrote book review for Open Court Publications' Avengers Infinity Saga & Philosophy (2020) chosen as a cover blurb.
- Designed and created 25 pieces of jewelry for MAFAC gift shop.
- Designed and created special SMSU necklace and earring set donated to 2019 University Gala Auction
- Created commissioned designs for Knutson/Hennen wedding jewelry.
- Read poem by Dr. Susan McLean at the MAFAC Farewell celebration for Jim & Marianne Zarzana.
- Attended Workshop on Zoom Technology in Fall 2019 to familiarize myself with it and then used it for a student in my History of Graphic Design course who was attending vis distance learning from Canada.
- Advised Undeclared students individually and at New Student Advising Days.

Alma Hale

- Served as Art & Design Program Coordinator.
- Served on SMSU Curriculum Committee.
- Served on the Global Studies Committee.
- Serve on the Marshall Area Fine Arts Council (MAFAC) Exhibit Committee, which service includes scheduling and hanging all shows as well as designing the posters for each one. In addition doing the photography for the cover of the annual catalog.
- Worked with Professor Wedler to take students to visit art galleries in the Twin Cities.
- Held Graphic Design Advisory Council meetings in fall semester. Spring Semester meeting was cancelled due to the Governor's shelter at home order.
- Memberships in online photography forums, including *flickr.com*, and *viewbug.com*.
- Numerous photo shoots, including studio shoots with models, travel, and conceptual photography.
- Various *pro bono* design projects, including fliers, posters, and even a funeral program.
- Designed the Donor Tree display of donors for the Lyon County Historical Society Museum's new display.
- Helped host students from Ulster University in Northern Ireland who came for an American experience. In his two sessions with the students they went on a photo tour of Camden Park at the beginning of the week, then at the end of the week met with them again to teach and help them put together a memory book of photos they took during the week.
- Developed and taught a new Topics in Art class that has since been approved for regular delivery and addition to the Art & Design Core classes. Part of this development was creating new artwork as examples for students to emulate.
- Revitalized the Mustang Graphic Designers Facebook group in an effort to facilitate students and alumni networking and staying in touch.

- Collaborated with alumni on class projects, giving them significant input to projects and inviting them to participate in critiques.

Anne Wedler

- Launched ART 350, Contemporary Art History, as a new online course
- Created a new body of artwork called Group Dynamic. The body of work consists of a series of oil paintings depicting figures in red safety gear in a variety of dangerous icy environments. The artwork emphasizes the importance of working together and perils of self-interest over community safety. There are currently over 25 works in the series. I plan to continue to develop this series by making more paintings, and maybe some drawings, prints and other art objects.
- Mounted two solo exhibitions of these new works at the Marshall Area Fine Arts Council and at the Lyric Center for the Arts in Virginia, MN.
- Exhibited artworks in several group exhibitions including:
 - the juried exhibition No Big Heads at the University of Alaska Anchorage Alaska,
 - the 2019 National Juried Painting exhibition at the University of Southern Mississippi,
 - the Winter Juried Exhibition at Blue Mountain Gallery in New York,
 - Sense of Place: juried exhibition in Eau Claire, Wisconsin and Missouri,
 - Internal/External national juried exhibition at Southeast Missouri State University
- Received an Emerging Artist Grant from the Southwest Minnesota Arts Council.
- Proposed and spearheaded the Art Program management of the Whipple Gallery
- Curated the Foundation exhibit and the Faculty Favorites exhibit in the Whipple Gallery
- Ran several activities during Art Wars
- Volunteered with MAFAC, assisting with the set-up and tear-down of exhibitions
- Served on the Academic Affairs Committee and the Whipple Scholarship Committee.

Pat Hand

- 3-D Curriculum Adjunct
- Taught Gold College
- 2019 Young Artists Conference presenter
- Helped with ArtWars, presenting the clay hand-building session

John Sterner

- Art Education Adjunct
- Has been bringing Lakeview students to SMSU events: ARTWars, Career day, and Junior Day.
- Represents SMSU as a volunteer wrestling coach, representing the school at tournaments and dual meets, and coaching 35 student athletes.

- Proactively improving as an ARTist and instructor
- Participated in Boulder Colorado Plein Air Paint Out last summer, showed completed paintings in accompanying show and sale.
- Participated in the Black Hills Plein Air Paint Out and showed completed paintings in accompanying show and sale.
- Completed the 56-credit teaching license renewal and is licensed again to teach for another five years.

Don Sherman

- College Now Adjunct
- Participant in Annual Fall Arts Meander Upper Minnesota River Art Crawl, a self-guided tour of artist studios, galleries and shops.

3. Accomplishments by Art & Design Students

- 5 senior students presented their work in Senior Exhibitions at the end of the Fall and Spring semesters, including a public reception in the Fall, and presentation of their work to the Art & Design faculty. The Spring exhibition was changed to an online show linked to the Whipple Gallery page on the university web site. We cancelled the Spring reception because of the pandemic, and one student decided to forego her show in the Spring and do her senior exhibit in Fall 2020. She has a double concentration in both Studio and Graphic Design, so her show in the Fall will be a double show.
- Two students were awarded Gala Art Scholarships.
- One student finished her degree while establishing her own successful graphic design business in Canada (<https://www.conveys.ca>).

4. Curriculum Work/Changes

The Art & Design Program has been concentrating its energy and attention to proactively adjusting its curriculum and recruiting/exposure of the Program. The curriculum has been adjusted in at least two different ways: frequency of offerings, and types of offerings.

Due to the reduction in staff and enrollment over the past several years we have been forced to reduce the frequency of offering some key courses. One glaring place where this is evident is in the Graphic Design concentration. Traditionally this has been the strength of the Program, but in the last few semesters the threat of class cancellation due to low enrollment has been a real problem. To counter that and help stabilize future enrollment, three required courses have been either confirmed to be offered less frequently, or considered for that.

- **ART 241 Survey of Typography** is a course that has seen declining enrollment for a few years. Previously it had been offered once a year, but it was cancelled in 2019 Spring due to low enrollment. In 2020 Spring it was offered again, and had enough enrollment to make, but it still did not *fill*. That has us considering whether we should just offer the course every other year instead of every year.
- **ART 351 History of Graphic Design** has been struggling for a few years, and the decision was made to change it to be offered every other year instead of every year, as we

had been doing. Both of these courses are required for Graphic Design “Majors,” and they are electives for Studio Art Majors and Graphic Design Minors.

- **ART 240 Concepts of Graphic Design** has been changed to be offered once a year instead of every semester. This foundation course in Graphic Design is required for Graphic Design Majors, and Minors, as well as being required or an elective in other majors and minors, including Advertising Design Communication, Marketing, Professional Writing Communication Minor, and Public Relations, as well as the new Digital Media Design Minor.

The Studio Concentration has been combatting the same issues for a few years. Already we have adjusted the frequency of offering for Studio courses, including Printmaking, Drawing, and Painting. Sculpture and Ceramics are already on a longer rotation schedule. Of course, as nearly all courses offered in the Art & Design Program are required of Majors for graduation, this requires careful advising to help students navigate the schedules so they can graduate on time.

In addition to adjusting the course rotation, we have made a concerted effort to create new courses we think will have broad appeal, and configure new minors to attract more students who are not Art & Design Majors. We have previously eliminated many prerequisites for our course offerings to make it easier for non-majors to take our classes. In addition, we have added two new undergraduate courses and three new graduate courses, all with varying amounts of success.

- **ART 242 Digital Art** was offered as a Topics Course in the Fall 2019 Semester. It was successful enough that we got it approved through the Curriculum Committee as a regular offering. It has also become part of the Core or Foundation courses for all Art & Design Majors, whether Studio or Graphic Design. This course will also be required for the Digital Media Design Minor.
- **ART 350 Contemporary Art History** was created in an effort to fill not only a need among our own students who need another option for upper-division history, but it was also a response to a hole we found system-wide of upper-division Art History offered online. There was no option anywhere, so this course is offered as a completely asynchronous online offering, and has seen some success in getting enrollment from other universities in the MinnState System.
- **ART 443 Advance Digital Photography** was approved as both a companion to the graduate-level course, ART 543 Advanced Photography, that was approved last year, and to resolve a confusion within the stacked Digital Photography classes. They all had the same ART 343 number, making it confusing for transcripts to recognize the near-graduate level of research and effort students are expected to make if they take the class a third time.

Not only have we worked intentionally on creatively adjusting our curriculum, but we have also worked on configuring a new minor in an effort to not only fill a hole in the SMSU curriculum, but hopefully attract students to individual courses. We have proposed and worked with Jos Ullian in creating a new collaborative minor that is designed to round out and focus both the Graphic Design Major and the Broadcasting & Digital Media Major. This is a new minor that will come into the books this Fall Semester, 2020. We are hopeful that it will succeed

in both of its objectives. It does not require creation of any new courses (other than ART 242, which was already approved when we started discussing the minor).

In the short term, at least, the measures seem to be working, as enrollment is up in nearly every class for Fall 2020.

5. Assessment Report

- Efforts continue to make our assessment process accessible to others outside the program. To this end we have worked closely with Dr. Jeff Bell in standardizing our Sophomore/Junior Review standards and reporting. This will help us track our progress of students through the Program from Freshman through graduation and ensure that they are learning what we intend for them to learn.
- Presented a poster of our efforts at the Assessment Day reception.
- We also have continued to use the *Art Major Senior Exit Survey* instrument, used after the Senior Reviews and the majority of the responses fall into the Excellent and Good categories, with the same concerns about variety and availability of courses, quality of facilities and making more studio and lab spaces available to art majors falling into the Fair to Good categories. A few of the responses dipped down to the Poor category for facilities and course offerings. This continues to be a staffing, budget and space issue.

Communication Studies Program: FY 2020

Prepared by Mark A. Fokken, Program Coordinator

This document reflects the major activities of the Communication Studies Program and its faculty members over the 2019-20 academic year. This has been a very interesting and challenging year for the program. The biggest challenge for the program was the rapid transition to alternative delivery methods in the spring semester due to the Covid-19 pandemic. In addition, the program continued to revise curriculum, on-board new adjunct staff, transition the Speech Center to include the new Media Creation Lab and conducted a search for probationary position in forensics and public relations. This report is by no means a comprehensive account but does include several highlights of the program's activities.

1: 2019-20 Collaborations

This year the Communication Studies Program worked on several collaborative projects with other departments, programs, campuses and regional organizations. Some of the more noteworthy are as follows.

1. SMSU Fine Arts Celebration: Working with colleagues in the Department of Fine Arts and Communication as well as the Creative Writing program, the Communication Studies

Program planned for the 14th annual Fine Arts Celebration. Unfortunately, the celebration was cancelled due to the Covid-19 closure. The planned program events included the Spring Forensic Showcase performance and the COMM 488 Senior Seminar Project Presentations.

2. Partnership with Studio One: This year, the program's partnership with the local cable access channel, *Studio One*, continued to thrive. *Studio One* is currently using the main production studio for several productions each week. The coordination with *Studio One* has also provided an opportunity for students to learn hands-on skills in media production. Since the partnership's inception, several students have done internships with *Studio One* and others have secured part-time jobs as a result of the partnership.
3. Forensics Events: The Forensic team, under the direction of Prof. Julie Walker and Mr. David Brennan participated in several collaborative efforts this year. These included the following events:
 - "Mustang Stampede" forensics tournament hosted on the MSU-Mankato campus in partnership with MSU-M Maverick Forensic's Larry Schnoor Tournament, October 2019.
 - Marshall Speech Spectacular tournament hosted by Marshall High School, January 2020
 - Two high school speech tournaments were slated for the Spring term but were cancelled due to the Covid-19 pandemic.
 - The team co-sponsored the "Poetry Out Loud" competition.
4. Admitted Student Day (Fall and Spring): The program participated in the fall and spring semester admitted student days by hosting sessions for students interested in communication studies fields. Those students in attendance were enthusiastic and appreciative. The session involved both faculty and current students in the program.
5. Career Expo Participation: September 24, 2020; Professors Ullian, and Fokken participated in the annual career expo with an interactive exhibit featuring a chromakey (green screen). Several regional high school students stopped by the table and took information on careers in communication.
6. SMSU Media Collaborations: The SMSU Media Club and Broadcasting and Digital Media students collaborated with several organizations on video productions. These included
 - a. SMSU Athletics – broadcasted all home football games and all Men's and Women's home basketball games.
 - b. SMSU Forensics – Forensics Showcase performances.
 - c. SMSU Music Program – Various Programs

2: Faculty accomplishments

The faculty of the Communication Studies Program continue to be extremely active in their fields, on campus, and in the greater community.

Mark Fokken

- Served as the Program Coordinator for the Communication Studies Program
- Presented organized and presented on one panel at the Communication and Theatre Association of Minnesota (CTAM) Conference, and presented on a second panel
- Served as a reviewer for Central States Communication Association in the Argumentation and Forensics Division
- Served on the Liberal Education Committee, the Physical Plant Committee, the Academic Technology Committee, the Strategic Enrollment Management Committee, and the Cowan Award Selection Committee

Dr. Richard Herder

- Participated in a “showcase symposium” entitled “Advancing Research on Modern Slavery and Business: New Theoretical and Empirical Directions” at the Academy of Management conference in Boston this last August. The symposium featured research presentations from teams of scholars from the UK, Canada, Switzerland, and the US. I worked with faculty from the Management program at New Mexico State University to discuss our ethnographic research on a farmworker coalition that has conducted undercover investigations into slavery in commercial agriculture in the US. The presentation was entitled “The Coalition of Immokalee Workers uses Inclusionary Organization Networking and Ensemble Leadership to Change Modern-day Slavery Practices.”
- Presented a paper entitled “Worker-Driven Social Responsibility and Critical Pedagogy: The Coalition of Immokalee Workers’ Campaign to Reform Global Supply Chains” at the annual Quantum Storytelling Conference in Las Cruces, New Mexico. The paper has been published in *Quantum Storytelling Annual Review: Volume 9*.
- Co-authored a paper that has been accepted for publication in *Business and Society*, one of the top journals in its field. The article is entitled “The Coalition of Immokalee Workers uses Ensemble Storytelling Processes to Overcome Enslavement in Corporate Supply Chains.” My co-authors are David Boje, Grace Ann Rosile, and Mabel Sanchez of the Management Studies program at New Mexico State University. This article is the result of ethnographic research we conducted in the spring and summer of 2016 and draws upon my dissertation research on corporate protest rhetoric.

Jos Ullian

- Designed, spec’d, purchased, and installed equipment for the newly named Media Creation Lab in the library
- Produced videos for COLT, the Library, and the Office of Communications and Marketing
- Was the executive producer for 6 SMSU football games and 23 SMSU basketball games
- Advised the SMSU Media Club

- Served on the Academic Technology Committee, the University Technology Advisory Committee, and the Quality Improvement Process (QIP) Team
- Was a member of the City of Marshall Cable Commission
- Created graphics for the Homecoming Parade and *A Very Prairie Christmas*

Benjamin Walker

- Presented at the 2019 CTAM Conference
- Participated in the 2020 National Development Conference of Individual Events
- Served as an associate editor for the CTAM Journal
- Reviewed submissions for the NCA and CSCA Conferences
- Served as the Executive Secretary and Webmaster for the Minnesota Collegiate Forensic Association (MCFA)
- Managed the Doria Drost for House campaign

Julie Walker

- Served as the President-Elect of CTAM and planned the 2019 CTAM Program
- Presented at the CTAM Conference
- Served as a reviewer for CTAM Journal and the National Forensics Journal
- Wrote a book chapter for a published anthology
- Had an article published in the journal, *Argumentation and Advocacy*
- Co-presented at the Lilly Conference on Teaching and Learning in California with SMSU professor of sociology, Dr. Cindy Aamlid
- Served on the SMSUFA Executive Committee as the Contingent Faculty Co-chair and the LGBTQ+ Caucus Leader

The program welcomed several new adjunct faculty to its ranks this year. The new hires were due to needs to backfill Professor Ben Walker's sabbatical. New adjuncts hired included: Bobbi Jo Blickenstaff, College Now Supervision; David Brennan, Assistant Director of Forensics and 2 sections of COMM 110 online, Diana Veenstra, College Now Supervision, and Josie Laleman, College Now supervision.

Of note, existing adjunct Jenifer Goblish completed her second master's degree at Minnesota State Mankato in Communication Studies in 2019.

David Brennan presented panels at the Communication and Theater Association of Minnesota, including:

- a panel teaching high school speech coaches the basics of coaching debate at the high school level, -a panel about creating accessible tournament spaces for more students
- coaching students who have physical disabilities

3: 2019-20 Accomplishments by Communication Studies Students

Students in the Communication Studies program were recognized for several accomplishments throughout the year. Some of the more noteworthy achievements are listed here.

1. Forensics Team places third at state tournament: The SMSU Forensics Team captured third place honors at the 2020 MN State Championship in the Limited-Entry Division held at SMSU. The team was led by **Chanelle Walker** (6th place in Drama Interpretation, 6th place in Communication Analysis) and **Olivia Smith** (6th place in Informative Speaking).
2. Students Qualify for National Forensics Association Tournament: **Chanelle Walker** (Prose Interpretation, Drama Interpretation, Communication Analysis), **Olivia Smith** (Informative Speaking), **Jenna Zeug** (Prose Interpretation, Informative Speaking), and **Colton Jensen** (After Dinner Speaking, Drama Interpretation) qualified for the National Forensics Association Tournament that was scheduled to be held at the University of Wisconsin-Whitewater in April of 2020. Unfortunately, the tournament was cancelled due to Covid-19.
3. Students Qualify for American Forensics Association National Individual Events Tournament: **Chanelle Walker** (Prose Interpretation, Drama Interpretation, Communication Analysis) and **Jenna Zeug** (Informative Speaking) qualified for the American Forensics Association National Individual Events Tournament held in Santa Anna, California in April of 2020. Unfortunately, the tournament was cancelled due to Covid-19.
4. Smith serves as Assistant Tournament Director: **Olivia Smith** served as the Assistant Tournament Director for the 2020 SMSU High School Speech Invitational in March. She worked closely with Tournament Director Mark Fokken to plan the event. Unfortunately, the tournament was cancelled—an early victim of the Covid-19 closures.
5. Sirrina Martinez Earns Statewide Journalism Awards: The SMSU Communication Studies program is thrilled to congratulate current student Sirrina Martinez on her recent recognition as an award-winning journalist. Last month, Martinez (double-majoring in Public Relations and Broadcast and Digital media) was recognized for her exceptional work as a journalist for the Pipestone County Star by the Minnesota Newspaper Association. Martinez earned first place in the Arts and Entertainment category for a story about a local artist, and she earned two additional third place awards in the Best Use of Video and Best Use of Multimedia categories. Martinez is a Sargent in the Public Affairs Mass Communications NCO with the 34th Red Bull Infantry Division. She is a 2019 honor graduate of the DoD's Defense Information School at Fort. Meade Maryland. Martinez anticipates graduating from SMSU in 2021. Check out Sirrina's original article here: <https://www.pipestonestar.com/articles/the-artist-among-us-2>

4: 2019-20 Curriculum Work/Changes:

This year involved several curriculum changes aimed at refining the curriculum and updating offerings to hopefully attract more enrollment.

Curriculum changes completed this year included:

1. Curriculum Changes of Major Significance: Listed here are the curriculum changes that changed major and minor requirements. These changes required not only departmental and curriculum committee approval, but also the approval of the faculty assembly.
 - a. Removal of the COMM 112 option for the B.A. in Comm. Studies Major: The program eliminated the option to take COMM 112, Multi Camera Television Production, as a major requirement in the Comm. Studies B.A. degree (before the change students could choose between COMM 112 or 114). This change was made because the COMM 112 course has evolved to be a more specialized course in media production so doesn't make sense in the general Comm. major anymore. The COMM 114 course is a much better introduction to media production for the general communication majors so will be the requirement.
 - b. Elimination of the COMM 488 Senior Seminar (3 cr.) requirement in three majors: This course was removed as a requirement from the B.A. in Comm. Studies, the B.A. in Comm. Studies – Public Relations and the B. S. in Comm. Studies – Broadcasting and Digital Media. This change is being driven by three factors: assessment findings, the need for more specialization in the capstone course and changes in assessment data collection. First, ongoing assessment efforts of the program have found that students need more robust exposure to communication theory and the discipline earlier in their studies (thus the enhancements of the sophomore seminar course see below). Secondly, since its inception over 10 years ago, the COMM 488 course has served as a capstone course for 3 distinct majors: Public Relations, Comm. Studies and Broadcasting and Digital Media. In order to do so, the experience in the course has had to be homogenized to the point where career specific exercises are not as impactful in the course. At the same time, on-going curriculum changes in the individual majors have created more appropriate capstone courses that are more focused and specialized. Therefore, COMM 488 was an overlap to some degree with other courses that are filling the “capstone” role. Finally, the creation of new assessment plans for each major in the program have also made the collection of formative assessment data in the COMM 488 course much less necessary. This data will be gathered in other capstone courses within each major
 - c. Change in COMM 320 Graphics for Television, Film and New Media course requirement status in the B.S. Broadcasting and Digital Media major: This change moved the COMM 320 course from a list of electives in the degree to a requirement. The reason for this change is that the thrust of the Broadcasting and Digital Media major is to provide students with a broad foundation in all types of video and media production. In the current professional production field, students must have a background in graphics as applied to video in order to compete for jobs. It was no

longer satisfactory to have this course as an elective. The change did increase the number of credits in the degree from 53 to 56.

- d. Creation of a Health Communication Certificate: The program created a 12 credit Certificate program in Health Communication. Health Communication typically emphasizes two areas: (1) information/persuasive campaigns intended to change population behaviors toward more healthy choices and (2) improved interpersonal communication between providers and patients. This certificate aims to provide experience in both areas of study while giving students the ability to tailor their certificate to their own specific needs with elective credits. The certificate is open to both degree-seeking and non-degree-seeking students. The hope is that we will be able to attract members of the regional health community to complete the certificate as part of continuing education.
 - e. Digital Media Design Minor Created: In partnership with the Art and Design Program, this new minor was created. The minor combines digital still design theory and skills courses from Art and motion graphic design theory and skills courses from Comm. Studies. In the current professional design production environment, employers are looking for workers who have these skills. The minor will be attractive to both Broadcasting and Graphic Design majors as well as other majors such as Marketing and Professional Writing and Communication.
2. Curriculum Changes of Less than Major Significance: A few changes of less than major significance were completed this year as well. They include:
- a. Redesign of COMM 288 Communication Studies Seminar (3 cr.). This course was redesigned from the 1 credit course it had been and renamed from “Sophomore Seminar.” The changes were made in response to assessment data analysis that showed our students needed more purposeful and focused instruction on communication theory and research in the discipline earlier in their studies. Prior to this, some of this instruction had to be done in the Senior Seminar course which was simply too late.
 - b. Discontinuation of COMM 488 Senior Seminar (2 cr.): This course will be phased out in favor of capstone courses specific to each major within the program. Please see the item in “Changes of Major Significance” for more information.
 - c. Creation of new course COMM 594 Independent Study in Communication Theory (1-3 cr.): The creation of this course was part of programmatic efforts to offer Communication courses for those graduate students who are interested in working independently on an intensive, creative research project involving some aspect of communication studies. Students work closely with a faculty advisor in creating a plan for the project and completing it. This will be helpful for some teachers in the College Now program who are working on their 18 graduate credits in the content

- area. The first student (a College Now instructor) enrolled in this course and earned credit during spring semester. Catalog Description: COMM 594: Independent Study in Communication Theory (1-3 credits) (Grading: A-F) An in depth, independent exploration of some aspect of communication in order to more effectively understand the communication process. May be repeated. Course requires special permission.
- d. Creation of new course COMM 589 Special Topics in Communication Studies (1-6 cr.): This course was created as a part of a university-wide initiative to offer credit for prior learning (CLP) at the graduate level. SMSU was selected as the campus in the system to be the leader in this area. As a result, several programs were invited to create shell courses like this one that could be used for evaluating and granting CPL. As with other graduate offerings, this course will be particularly helpful for high school teachers who are working in our College Now program to meet HLC credentialing standards. Catalog description: COMM 589: Special Topics in Communication Studies. Variable credit (1-6). Grading: credit/no credit. This course provides graduate students the opportunity to complete work with a specific theme that is timely and relevant to the field of Communication Studies. Student's will identify specific learning outcomes for the course in consultation with graduate faculty. Can be used for credit for prior learning or other projects. May be repeated for credit to a maximum of 6.
 - e. Removal of COMM 112 as a prerequisite for COMM 162: Prior to this year, both COMM 112 Multicamera Studio Production and COMM 114 Essentials of Single Camera Field Production were required prerequisites for COMM 162 Broadcasting and Digital Media Activities. The program found that COMM 114 alone provides students with sufficient knowledge of media production equipment in the studios to prepare them for success in the 162 activities course. In addition, the COMM B.A. major requires only one of the two courses and also requires the COMM 162 class. As a result, there was a hidden prerequisite in the major. This change eliminated this issue.
3. Other curriculum work:
- a. Discussion of redesign of the B.A. Comm. Studies Public Relations major: With an eye to sustainability and recruiting new students, the program is in conversation to make some significant changes to the B.A. Comm. Studies Public Relations major. The current thoughts are to reframe it into an "Integrated Marketing Communications" degree that would return the major to its more interdisciplinary roots. More courses in Marketing would be required and we might be able to reduce some of the classes necessary on the Comm. Studies side. The program has reached out to the Marketing Department and they are excited about the possibilities of this redesign.
 - b. Completion of the Critical Thinking Outcomes justifications for the LEP courses in the program: The program participated in a university-wide effort to certify that all courses listed in the Liberal Education Program (LEP)/MN Transfer Curriculum meet

- at least two of the learning outcomes for Goal 2: Critical Thinking. All of the courses the program has listed in the LEP have been approved for Goal 2 compliance.
- c. Updated Course Rotations: The program worked on updated rotations for the courses in the curriculum with a mind to balancing the number of fall and spring courses, eliminating the COMM 488 course, moving other capstone courses to the spring term, and ensuring adequate offerings of COMM 110 in each term.
 - d. Proposed addition of COMM 260 Media Writing to the LEP Goal 1: The program proposed the addition of COMM 260 to the options for the LEP Goal 1 sophomore level writing course. While the proposal was approved by the Liberal Education Committee, this course proposal met with some resistance at the Curriculum Committee because they felt it was too discipline specific in its focus. The program is in consultation with the English Program about next steps with either revising this course to address concerns or just drop the proposal.

5: 2019-20 Assessment

1. Program Assessment Plan: The Comm. Studies program has three formal assessment planning mechanisms to ensure that student learning outcomes are measured: 1) programmatic assessment plans for each of the 4 majors in the program, 2) a COMM 110 assessment plan, and 3) LEP matrices that map LEP goals to the SLOs and courses in each major.
 - a. Programmatic Assessment Plans: This year, the program implemented new assessment plans (PASLS) for each of the 4 majors in the program based on SLOs that were revised by the program last year. The revisions reduced the number of SLOs to make assessment more focused and sustainable. All assessment plans can be accessed on the T-Drive in the Communication Studies folder.
 - b. COMM 110 Essentials of Speaking and Listening LEP Goal 1 Assessment: The program has a long-standing assessment plan for its course which is used to meet Goal 1 of the LEP. This plan includes a timetable and assessment measures for both on campus offerings of the course as well as those offered through College Now. This plan is also available on the T Drive in the Comm. Studies HLC folder. No substantive changes were made to this assessment plan this year.
 - c. LEP Matrices/Mapping: The program has mapped the LEP goals to our curriculum for each major. These maps provide guidelines for assessing LEP goal development within major coursework. The program has tasked each faculty member with identifying ways of assessing the LEP goals that are mapped to specific courses they teach.
2. Summary of Assessments:

- a. Assessment of Majors: Student learning outcomes for each major in the program are assessed on both a formative and summative basis.
 - 1) Formative Assessments:
 - a) Assessment Reporting Forms: The program utilizes a standard “Assessment Reporting Form” to be completed by each faculty member at the end of his/her course when assessment of a specific SLO was completed in one of their courses. These forms are reviewed by the program on a regular basis with the intent that the analysis be used to make adjustments to curriculum and/or instruction on an on-going basis. These forms can be found on the T-Drive in the Comm. Studies HLC folder.
 - b) COMM 288 Sophomore Seminar Projects and Presentations: Students in the sophomore seminar class are required to conduct an appropriate sophomore level project (instructions are provided for each major). Existing rubrics, based off the university writing and oral communication standard rubrics, are used to assess the student’s work with an average minimum score of 2 (Emerging) being required to pass. This course was not offered this year as we are transitioning the class to be a more robust Communication Studies seminar course (see curriculum changes section).
 - c) COMM 288 Personal Report of Communication Apprehension: In an effort to assess the extent to which the Communication Studies curriculum enables students to manage communication anxiety more effectively, all students in the Sophomore Seminar class were administered the PRCA-24. This instrument is the most widely used measure of communication apprehension (CA). All students in the course completed the assessment and will complete it again in their capstone course.
 - 2) Summative Assessments: The program has several summative assessments of majors embedded in the current capstone course for most majors, COMM 488 Senior Seminar:
 - a) Senior Project Presentations: In the Senior Seminar course all students are required to complete a senior project and present the findings/outcome of that project to the program faculty, other students. The presentations are an opportunity to assess not only the students’ research and organizational skills, but also their oral communication competency. The presentation must be from 10-15 minutes in length and meet established guidelines. A standard rubric, based on the SMSU Oral Communication Rubric, is used to rate the presentations. Each outcome on the rubric requires the listener to give a rating from 0-6 with 0 being absence of the outcome and 6 being the ultimate mastery of the outcome. These rating correspond with a developmental scale from Emerging to Developing to Advanced. Based on programmatic policy, a student must achieve a composite ranking of no less than 4 (the top end of the “Developing” range) in order to get credit on the assignment. Those presentations that do not get an average rating of 4.0 or higher or violate the time requirements must address the items that were deficient and repeat the presentation.

- b) Senior Project Papers: In the Senior Seminar course all students are required to complete a senior project and present the findings/outcome via a written paper. The papers are an opportunity to assess not only the students' research and organizational skills, but also their writing competency. Each major had specific guidelines for the paper to meet the goals of the project. A standard rubric, based on the SMSU English Writing Assessment Rubric, is used to rate the papers. Each outcome on the rubric requires the reader to give a rating from 0-6 with 0 being absence of the outcome and 6 being the ultimate mastery of the outcome. These rating correspond with a developmental scale from Emerging to Developing to Advanced. Based on programmatic policy, a student must achieve a composite ranking of no less than 4 (the top end of the "Developing" range) in order to get credit on the assignment. Those papers that do not get an average rating of 4.0 or higher or violate the length requirements must address the items that were deficient and resubmit the paper.
 - c) Senior Exit Surveys: Students in the Senior Seminar course complete senior exit surveys to assess their perceptions of the program, faculty, curriculum and their readiness for a career. The survey gathers both open-ended responses from students and objective evaluations based on a 5-point likert scale. The results of this survey are reviewed by faculty and used to make necessary adjustments to curriculum as needed.
 - d) Senior Portfolios: In the Senior Seminar course, students are required to compile a portfolio of their work organized around the student outcomes for their specific major. The student must include at least two items of documentation showing they met each outcome. No piece of documentation can be used more than twice in the portfolio and each needs to be presented with rationale explaining how it met that specific outcome via an executive portfolio summary. The portfolios are reviewed by the instructor of the course and assessed using a standard rubric based on the SLOs for their specific major.
 - e) Personal Report of Communication Apprehension (PRCA): In an effort to assess the extent to which the communication studies curriculum enables students to manage communication anxiety more effectively, all students in the Senior Seminar class were administered the PRCA-24. All students in the course completed the assessment in their Sophomore Seminar class as well. The scores are compared to see if the completion of the required curriculum reduces their level of communication apprehension.
- b. Assessment of COMM 110 LEP Goal 1:
- 1) Content Pre- and Post-test: In both the Fall and Spring terms a pre-test and post-test was administered in all sections of the course. The test consisted of 25 multiple choice questions on a variety of communication topics relative to the competencies of the course. Data and analysis will be presented in the program assessment report this fall.
 - 2) Personal Report of Communication Apprehension (PRCA) Pre- and Post-course: One student outcome of the COMM 110 Essentials of Speaking and Listening

course is to equip students with skills to manage communication anxiety. In order to assess progress on this goal, the program administers the Personal Report of Communication Apprehension (PRCA) in a pre- and post-test format in all sections of the course. The program first piloted collection of assessment data in the Spring of 2013. Preliminary results supported the conclusion that completion of the course reduces communication apprehension in all areas as well as the overall CA score. This academic year, the instrument was administered all sections of COMM 110 in both the Fall and Spring terms.

- 3) Course Exit Survey: Continuing with an on-going practice that was begun in the Spring of 2012, the program completed course exit surveys in all sections of the course in the Fall of 2019 and the Spring of 2020. The surveys were a means of ascertaining the consistency of course delivery and student perception of the course meeting its competencies. The program administers the same Course Exit Survey in College Now sections of the course as is used in the on-campus sections of the class.
 - c. Assessment of LEP Goals: Beyond the assessment of the Goal 1 SLOs in the COMM 110 course, some attempts have been made to assess other LEP goals as well. These efforts will be detailed in the program Reports on Assessment of Student Learning (RASL).
3. How do results of assessments relate to program goals: All assessments conducted this year are directly derived from programmatic goals either for one of the majors (as indicated in the assessment plans) or for the LEP. Each of these assessments help to inform specific changes in curriculum and instruction.

6: 2019-20 Service Efforts of the Program

1. Hosted the Mustang Stampede Tournament on October 20, 2019: The SMSU Forensics Team, under the direction of Acting DOF Julie Walker, hosted this 5th annual tournament on the campus of Minnesota State University Mankato. This tournament was a sister to the Larry Schnoor Invitational hosted by MSUM the day before.
2. Broadcasting Sporting Events: Throughout the 2019-20 academic year, students of the SMSU Media Club and the Broadcasting and Digital Media Activities class have broadcast over 25 sporting events. These games were recorded for analysis by Mustang Athletics and also streamed over the SMSU website. Games broadcast or recorded included: all home football games and all home Men's and Women's Basketball games. In addition to producing the broadcast of the games, students were also responsible for running the video scoreboard and the instant replay system for the games.
3. Presenting at the College Now Workshop: Associate Professor Mark Fokken and adjunct Jen Goblisch, presented at the fifth annual College Now Workshop and Conference at SMSU in August of 2019. The event provided continuing education opportunities for High School teaching assistant who are working with the College Now program. Approximately 25 instructors attended the sessions.

4. Videographers for Campus Events: Students of the SMSU Media club have provided videography services for several campus forums, panels and speakers. These have included New Work presentations, guest speakers, debates, forums, etc.
5. Creation of the *Media Creation Lab*: Under the direction of Professor Jos Ullian, the program created a media production facility to aid faculty, staff and students in the production of high-quality videos for a variety of purposes. The lab is co-located with the existing “SMSU Speech Center,” which provides tutoring for presentations. The lab equipment was secured with a grant written by Professor Ullian. Equipment was set up in the Fall semester and productions began later that same term.
6. Video-Production Services: The SMSU Media Production program has produced several videos throughout the year for a variety of purposes.
7. SMSU Homecoming Parade: Associate Professor Mark Fokken teamed up with Emeriti faculty member, Dr. Jan Loft, to announce the SMSU Homecoming Parade on a cold and snowy October day in downtown Marshall.
8. Hosting High School Speech Tournaments: The SMSU Forensics Team within the program planned to or served as the host for three high school speech competitions on campus. These events not only provide valuable learning opportunities for these students but also outreach/recruiting for the university. Tournaments hosted or co-hosted include:
 - a. Marshall Speech Spectacular: January 24-25, 2020
 - b. SMSU High School Speech Invitational: March 14, 2020 (Cancelled due to COVID-19 pandemic.)
 - c. MN State High School League Section IIIA Tournament: April 11, 2020 (Cancelled due to COVID-19 pandemic.)

7: 2019-20 Program Activities and Events

The activities of the Communication Studies Program are primarily connected with the co-curricular activities the program supports: Forensics and the SMSU Media Club. These programs sponsor a wide variety of events that draw large and diverse groups of people to our campus. A full account of the events the program has sponsored appears below.

1. Forensic Team Activities/Events:
 - a. Mustang Stampede Tournament: The SMSU Forensics Team, under the direction of Acting DOF Julie Walker, hosted this tournament on the campus of Minnesota State University Mankato. This tournament was a sister to the Larry Schnoor Invitational hosted by MSUM the day before. There were nearly 12 schools competing at the tournament.
 - b. Spring Forensic Showcase: April 2020; Cancelled due to COVID-19 pandemic.
 - c. Forensics Holiday Bake Sale: December 2019; this is an annual fundraiser for the team. Multiple students (both majors and non-majors) assisted with the event.

- d. Marshall Speech Spectacular: January 24-25, 2020; SMSU Forensics co-hosted this event with Marshall High School Speech by providing competition spaces and assistance, attendance at event was over 1,000 with approximately 250 on the SMSU campus.
 - e. SMSU High School Speech Invitational: Planned for March 16, 2019; this annual tournament is hosted by the team as a fundraiser and learning opportunity for students. Prof. Mark Fokken served as tournament director and student Olivia Smith served as the assistant director. Unfortunately, it was cancelled due to the COVID-19 pandemic.
 - f. Poetry Out Loud Competition: February 2020; the forensic team co-sponsored this event with other groups on campus.
 - g. National Library Week Performances: For national library week, the Forensic Team planned to perform some oral interpretation, but this event was cancelled due to the COVID-19 pandemic.
 - h. Regular Travel Schedule: Including the tournaments it played host to, the SMSU Forensics Team participated in over a dozen tournaments throughout the academic year. These contests were throughout the upper Midwest.
2. SMSU Career Expo: September 24, 2020; Professors Ullian, and Fokken participated in the annual career expo with an interactive exhibit featuring a chromakey (green screen). Several regional high school students stopped by the table and took information on careers in communication.
 3. SMSU Media Programming: All programming streams over the SMSU Media livestream on the SMSU website. All programs are produced, staffed and directed by students.
 - a. Broadcast of Sporting Events: SMSU Media Club, COMM 162, COMM 112, COMM 342 and COMM 262 students teamed up to broadcast over 25 sporting events this year. These events were home football, men's, and women's basketball games.
 - b. Annual Commencement Coverage and Recording: The SMSU Media Club students, working under the direction of Dr. Jos Ullian, digitally recorded and broadcast SMSU's annual commencement ceremony every year. Unfortunately, this event was cancelled this year due to the COVID-19 pandemic.

8: COVID-19 Preparations and Adaptations

The closure of campus due to the COVID-19 pandemic resulted in a seismic shift in delivery methods for higher education throughout the nation. SMSU and the Communication Studies Program certainly felt their share of challenges posed by this new reality. The program acted swiftly during the extended spring break to make plans for how to deliver courses, activities, College Now supervision, etc. Of paramount importance in planning were two key ideas: maintain quality instruction and ensure meaningful connections with students. Thankfully, all faculty members in the program had at least some experience with online teaching so the transition to alternative delivery methods went about as smooth as it could have

given the time constraints and circumstances. It did, however, require a great deal of extra work. The following section chronicles what classes/activities fell victim to COVID-19, what adjustments were made, and finally what was learned from the experience.

Classes and activities that were unable to continue:

- COMM 161: Comm. Studies Activities Forensics was unable to continue after the COVID-19 shutdown because the nature of the class is active participation in speech/debate competitions. When none could be attended, the instructor had to grade students based on the work to-date and end the semester at that point.
- Forensics Team: As the forensic team's primary activity is to compete at intercollegiate tournaments, the program was essentially suspended at the point the shut-down began. Some remaining high school and collegiate tournaments, including nationals were cancelled and the season came to an end. Other planned programming of the team that would have been on-campus was also cancelled.
- Some aspects of Media Production Courses: Two key areas of media production courses had to be jettisoned: working with professional media equipment and working in teams. Professional video equipment is sophisticated and complicated, and learning to produce quality images and sound with this equipment takes hands-on experience. That obviously couldn't happen during the pandemic. Additionally, learning to work with teams in a media production environment was also lost.
- SMSU Media Club: Obviously, with the closure of the campus and the media production facilities, the Media Club could not carry on its activities for the second half of the semester as well. These would have included broadcasting events like sports and the commencement ceremony.

Adjustments to instruction and delivery methods:

- COMM 110: The program decided that due to the shortened semester, that the following adjustments could be made to sections of the COMM 110, Essentials of Speaking and Listening, course, if necessary:
 - Rather than requiring a minimum of 4 speaking assignments, 3 would suffice so long as the students completed a significant persuasive and informative speech.
 - The group presentation could be eliminated and substituted with another meaningful informative speaking activity.
 - The necessity of delivering speeches in front of an audience was waived as the remaining assignments needed to be submitted in video format and requiring students to convene an audience could have violated social distancing guidelines.
- College Now: The program communicated the changes indicated above to the COMM 110 class to all College Now teaching assistants and mentors. Extra effort was taken to communicate with CN teachers and mentors about issues related to alternative instruction methods. Some faculty provided informal training and support in how to use D2L and Kaltura/Mediaspace as tools for the course. The program also made it clear to its mentors and teaching assistants that they were trusted to make good choices so long as the outcomes of the course were met. Finally, site visits were obviously done in a virtual fashion using Zoom, Google classroom, Facetime and other platforms.

- Adjustments to deadlines/due dates: One instructor in the program adjusted the due date/deadline policy in their course. Acting out of a desire to appreciate all the challenges students were facing, the instructor changed the due date on all remaining assignments to the last day of the semester. This was appreciated by some students who had challenging work and family situations.
- Video production course sacrifices: Some of the SLO's in the video production courses need to be sacrificed as they could not be accomplished in an alternative delivery format.
- Media production course adjustments: For the students in media production courses, the lack of access to the media production facilities on campus posed significant challenges that required adjustments. Video editing is one key example. Because students did not have access to the editing computers on campus (with professional software), students were allowed to use whatever editing software they had on their computers, smartphone or other devices. This meant the instructor had to try and provide support for whatever they were using on a case-by-case basis.

Ensuring meaningful connections with students:

- The program recorded and sent videos to students during the extended spring break to keep them up to date on plans for returning to instruction.
- Faculty members recorded video introductions to modules in their courses.
- All faculty set up online office hours, drop-in sessions, held synchronous meetings and did other things to be available to students for questions and clarification. Some faculty used *booking.com* to allow students to sign up for individual appointments with them.
- Faculty used tools like *remind.com* that allow students to text directly to the instructor's personal cell phone in a discrete manner without sharing numbers.
- Extra effort was made by faculty to be understanding of students' individual situations. The unprecedented situation caused confusion and fear for some students and the faculty worked to address this by providing a space where those students could process their emotions. Being understanding about all the upheaval caused by the pandemic was key to student success.
- The program produced a personalized congratulatory video for each of our graduating seniors that was sent to each of them on what would have been commencement day. In addition, the program sent a package of alumni swag (including a mug signed by all the faculty) after the semester was over.

Lessons learned from the transition of alternative delivery methods:

- Our students were resilient in the face of all the upheaval. Students learned quickly how an online course works even though they hadn't signed up for one. Some of the students had never had an online course before and there was a steep learning curve for them.
- Computer (Electronic) Mediated Communication may be a context that the program might want to build more purposefully into some of the SLOs for the majors.
- Advising via Zoom meetings was surprisingly personable with our incoming students and will likely be used as a means of doing virtual visits/appointments with prospective students in the future.

- Office hours via Zoom provided a space where students could speak confidentially without the fear of being overheard. Students and faculty alike appreciated the flexibility and convenience of this platform.
 - Traditional essay exam-formats used in some classes did not work well online. Some students struggled to finish in the time allowed so extra time had to be added.
 - Checklists and other D2L tools that had not been employed by some members of the program were found to be helpful.
 - The digital divide is real. Some students lack the infrastructure and/or the skills to be successful in an online environment.
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Music Program: FY 2020

Prepared by John Ginocchio, Music Program Coordinator

Section I – Description of Department

C – Activities

This year, the primary collaborative activity of the music program would once again have been the annual *Fine Arts Celebration*. This series had to be cancelled due to the COVID-19 pandemic, but was slated to include:

- 3 SMSU Student Recitals
- SMSU Jazz Ensemble Concert
- Combined SMSU/Community Concert Band & Symphonic Chamber Winds Performance
- Southwest Minnesota Orchestra Performances
- SMSU Chorale Concert
- Men's Glee Club & Bella Voce Concert
- 1 Senior Recital

Other events that had to be cancelled due to the pandemic included:

- The Jazz Ensemble performance with guest trombonist, Bill Huber. Performances and clinics would have been presented in Marshall and Springfield, MN with a grant from the Southwest Minnesota Arts Council. (This even has been postponed until the fall, to be done in collaboration with the Jazz Band at North Hennepin Community College.)
- The Jazz Ensemble collaboration with the other band programs in Marshall for the "All-City Jazz Festival" in April.
- A clinic and performance by the Bach Society of Minnesota in collaboration with the SMSU Choral Program.

Although many performances needed to be cancelled this year, the program still completed many events in conjunction with other programs both on and off campus.

The SMSU Chorale performed for the fall conference of ACDA of Minnesota.

The Music Program, in collaboration with Jus Ullian, Studio 1, and several selected readers, presented *A Very Prairie Christmas*

The Southwest Minnesota Orchestra worked with the Prairie Arts Chorale for their annual *Holiday Cheer* program.

The Jazz Ensemble and Symphonic Chamber Winds completed a three-school tour of southern Minnesota, performing concerts for students at Martin County West High School, Alden-Conger Schools, and Heron Lake-Okabena Public Schools.

The Pep Band performed in combined pep bands with the groups at Edgerton High School, Adrian High School, and GFW High School.

The Jazz Ensemble and Chorale performed for the University Gala.

SMSU Singfest represented a collaboration between the Chorale and area school choral programs.

The Jazz Ensemble collaborated with the SMSU Theatre Program for the presentation of *1940s Radio Hour*.

D – Academic Personnel

The **Music Program** consisted of three tenured, full-time professors, and sixteen adjunct faculty teaching Applied lesson courses and other LEP and major courses as needed.

Professor John Ginocchio: Full-time, tenured; Doctor of Arts in Music; Director of Bands, Music Program Coordinator; all bands, Foundations of Aural Theory, Instrumental Methods, Advanced Instrumental Methods, Conducting, Public Performance Studies, Applied Trombone/Euphonium/Tuba, and Junior Proficiency.

Associate Professor Stephen Kingsbury: Full-time, tenured; Doctor of Musical Arts; Director of Choral Activities; all choirs, Music Theory I & II, Vocal Pedagogy, Choral and Vocal Literature, Conducting, Applied Choral Conducting, Public Performance Studies, Junior and Senior Vocal Recitals.

Professor Daniel Rieppel: Full-time, tenured; Doctor of Musical Arts; Director of Keyboard Studies; Southwest Minnesota Orchestra, Class Piano I, II, & III, Applied Piano, Piano Competency, First Year Seminar

Instructor Carolyn Bayerkohler: Adjunct, Bachelor of Arts in Music; Teaching Music in Elementary Schools

Instructor Riley Cardona: Adjunct; Doctor of Musical Arts; Applied Voice

Instructor Thomas Fortner: Adjunct; Master of Music; Applied Cello

Instructor Scott Horey: Adjunct; Doctor of Musical Arts; Applied Percussion, Popular Music

Instructor Peter Lothringer: Adjunct; Doctor of Musical Arts; Music Theory III, Applied Guitar, Applied Composition, Applied Counterpoint

Instructor Wes Myers: Adjunct; Master of Music in Music Education; Applied Bass

Instructor Danae Nelson: Adjunct, Bachelor of Arts in Music; Applied Piano, Piano Competency

Instructor Holly Nester: Adjunct; Master of Arts; Applied Flute

Instructor Brittany Rudoj: Adjunct, Master of Music; Applied Voice

Instructor Beth Steuck: Adjunct; Bachelor of Arts in Music; Applied Piano, Applied French Horn

Instructor Jim Tabaka: Adjunct; Master of Arts in Musicology; Introduction to Music, Survey of World Music, Applied Guitar

Instructor Tom Vondracek: Adjunct; Bachelor of Music Education; Applied Trumpet

Instructor Diane Wright: Adjunct: Bachelor of Science in Music Education; Applied Violin, Applied Viola

Instructor Lon Wright: Adjunct; Bachelor of Science in Music; Applied Oboe, Clarinet, Bassoon, & Saxophone

The Music Program continues to service non-majors in MnTC courses as well as ensembles and applied lessons. The faculty also teaches courses leading to the Bachelor of Arts in Music degree with emphases in Music in the Liberal Arts, Instrumental Performance, Vocal Performance, Piano Performance & Pedagogy, Theory/Composition, and Management and also the Bachelor of Science in Music Education and a Music Minor. Full-time faculty split their time between teaching ensembles, courses for majors, and courses for non-majors. Adjunct faculty are selected to teach applied lessons on various instruments, and when possible to share their expertise and training in other areas such as music theory and MnTC classes.

Full time faculty in the Music Program has been busy in service to the university and community as well as professionally in their fields.

Professor John Ginocchio:

- Co-conducted the Minnesota Intercollegiate Honor Band at the MMEA Conference in February
- Presented a sessions at Music Educators Conferences in:
 - New Hampshire (Unhelpful Conducting Habits; Sound Use of Space)
 - New Mexico (Unhelpful Conducting Habits)
 - Minnesota (Bring a Unique Tradition of Band Music to Your Classroom)
- Conducted a program featuring Spanish band music and marches of the Festival of Moors and Christians and performed as a guest soloist with the Worthington City Band
- Hosted Brass-a-palooza at SMSU with guest trombonist, Mark Hetzler and his electro-acoustic ensemble, Mr. Chair as part of the Guest Artist Series
- Hosted a Middle School level Solo & Ensemble contest in conjunction with the Southwest Region of the Minnesota Band Directors Association.
- Received grants from the Southwest Minnesota Arts Council and from U.S. Bank to support a Jazz Residency with Nashville trombonist, Bill Huber and the Guest Artist Series (the Huber Residency had to be postponed due to the pandemic)
- Served as the Chair of the Department of Fine Arts & Communication
- Served on the Commencement Committee; Academic Appeals Committee; and chaired the Whipple Scholarship Committee

- Served on the Theatre Position Search Committee
- Served as the Chair of the Minnesota chapter of the College Band Directors National Association
- Gave clinics with bands at 16 schools (before closures due to the pandemic)

Associate Professor Stephen Kingsbury

- Took the SMSU Chorale to perform for the fall conference of ACDA of Minnesota
- Took the SMSU Chorale to perform for the Wabasso Music Boosters annual Evening of Entertainment as well as the Lion's Club Mid-Winter Convention
- Collaborated with the Bach Society of Minnesota to host a clinic with the Chorale members and a guest performance (had to be cancelled due to the pandemic)
- Hosted the Music Listening Contest
- Served as the Music Program Assessment Liaison
- Served as a peer reviewer for the Journal of the Royal Musical Association
- Appointed Repertoire and Resources Chair for Student Services for the Minnesota Choral Directors Association (2-year term)

Professor Daniel Rieppel

- Performed as part of St. Mark's Music Series at The Episcopal Cathedral of St. Mark in Loring Park, MN along with guest cellist Sebastien Hurtaud and members of the Schubert Trio in November, 2019. (This performance was also broadcast on Minnesota Public Radio on April 16, 2020) They also performed this program at the SMSU Campus Religious Center.
- Performed for the New York Premiere of Eugene O'Brien's song cycle "Algebra of Night" at the National Opera Center in New York City

Notable Adjunct Instructor Accomplishments:

Adjunct Instructor of Guitar and Composition, **Dr. Peter Lothringer** along with local musician and former adjunct instructor, Ross Anderson, performed regularly around the region as a jazz duo providing entertainment for a wide array of events including the University Gala.

Adjunct Instructor of Percussion, **Dr. Scotty Horey**, performed recitals and gave clinics at the International Percussion Festival of Ibague-Tolima, Bogota, Colombia; Central University School of Music International Marimba Week, Bogota, Colombia; and Escola Superior de Artes e Turismo and UEA: Universidade do Estado do Amazonas, Manaus, Brazil.

Adjunct Instructor of Flute, **Holly Nester**, served as a reviewer for Pre-K General Music curriculum offered by QuaverMusic. She completed Level 1 training in Orff-Schulwerk. She also performed with the Sleepy Eye Area Concertina Club, recording on their new CD, and performed for the induction of Harry Wojahn into the World Concertina Congress Hall of Fame.

Adjunct Instructor of Trumpet, **Tom Vondracek**, performed regularly around southwest Minnesota with the Boots and Vee Trio.

Section II – Current Year’s Activities

A – Teaching and Learning

The teaching of majors and non-majors in the Music Program is often interwoven into the activities of our students and ensembles. As students prepare they are learning practical skills that help them better understand the habits and skills required for professionals in music fields. The following list of activities includes dates, locations, classes/organizations involved, and types of participants in the activity.

Music Program			
Activity	Date & Location (Special Audiences)	Classes/Organizations Involved	Participants
Band Camp	8/20-23 FA 135	Pep Band	Music majors; Non-majors; Community members
Performance for Freshman Convocation	8/23	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Football	9/7 Regional Events Center (REC)	Pep Band	Music majors; Non-majors; Community members
Outreach Performance for Edgerton High School Football	9/20 Edgerton H.S.	Pep Band	Music majors; Non-majors; Community members; High School Band Members
Performance for SMSU Football	9/21 Regional Events Center (REC)	Pep Band	Music majors; Non-majors; Community members
Pursuit of Excellence Marching Band Festival	9/21 REC and other clinic locations on campus and at Marshall H.S. (H.S. Band parents and local community)	Pep Band; 20 high school bands from MN, SD, IA	Music majors; Non-majors; Community members; competing H.S. band members
Vocal Masterclass with Natalie Campbell	10/9 FA 132	Chorale, Vocal Ensemble, Applied Voice	Music majors; Non-majors; Community members

University Gala	10/11 RA Facility (SMSU scholarship donors)	Jazz Ensemble; Chorale	Music majors; Non-majors; Community members
SMSU Homecoming Parade	10/12 downtown Marshall	Pep Band; Chorale	Music majors; Non-majors; Community members
SMSU SingFest	10/14 Fine Arts building and Theatre	Chorale; area high school choirs	Music majors; Non-majors; Community members; area high school choir members
Joint concert of the SMSU/Community Concert Band and the SMSU Jazz Ensemble, "De-Composition"	10/24 FA Theatre	SMSU/Community Concert Band; SMSU Jazz Ensemble	Music majors; Non-majors; Community members
Performance for SMSU Football	10/26 REC	Pep Band	Music majors; Non-majors; Community members
Southwest Minnesota Orchestra Concert "New Worlds"	10/27 SCCPA	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members
Performance for SMSU Football and "Play Like a Mustang"	11/2 REC	Pep Band	Music majors; Non-majors; Community members; area high school band students
Fall Festival of Song	11/2 First Lutheran Church	SMSU Applied Voice Students	Music majors; Non-majors; Community members
SMSU Chorale "Songs of the Earth and Stars"	11/14 First Lutheran Church	Chorale	Music majors; Non-majors; Community members
SMSU Chorale performance at the ACDA of MN Conference	11/15 Saint Andrew's Lutheran Church, Mahtomedi, MN	Chorale	Music majors; Non-majors; Community members; MN Choir directors in attendance
Performance for SMSU Women's Basketball	11/16 RA	Pep Band	Music majors; Non-majors; Community members
Student Recital	11/20 FA Theatre	Public Performance Studies; Applied Lessons	Music majors; Non-majors

Performance for SMSU Men's Basketball	11/22 RA	Pep Band	Music majors; Non-majors; Community members
Mustang Pep Band in Concert	11/25 FA Theatre	Pep Band	Music majors; non-majors; Community members
Student Recital/ Undergraduate Research Conference Sessions	12/4 FA Theatre	Public Performance Studies; Applied Lessons	Music majors; Non-majors
Men's Glee Club and Bella Voce concert "Northern Lights"	12/5 First Lutheran Church	Men's Glee Club; Bella Voce; Applied Choral Conducting Students	Music majors; Non-majors; Community members
Student Recital	12/5 FA Theatre	Public Performance Studies; Applied Lessons	Music majors; Non-majors
"A Very Prairie Christmas"	12/7 FA Theatre	Bella Voce, Men's Glee Club, Chorale, Jazz Ensemble, SMSU/Community Concert Band	Music majors; Non-majors; Community members
Vocal Master-class	12/11 FA 132	Applied Voice	Music majors; non-majors
Student Recital	12/11 FA Theatre	Public Performance Studies; Applied Lessons	Music majors; Non-majors
Instrumental Master-class	12/12 FA 135	Applied Lessons	Music majors; non-majors
<i>1940s Radio Hour</i>	12/12-15 FA Theatre	Jazz Ensemble, SMSU Theatre Program	Music majors; Non-majors; Community members; Theatre students
Performance: Southwest Minnesota Orchestra "Holiday Cheer!"	12/12 Holy Redeemer Church	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members; Professional, paid musicians
Performance for SMSU Basketball	12/13 RA	Pep Band	Music majors; Non-majors; Community members
"TubaChristmas"	12/14 Student Center	Applied Low Brass students; area low brass players	Music majors, non-majors; Community members

Performance for SMSU Basketball	12/14 RA Facility	Pep Band	Music majors; Non-majors; Community members
Outreach Performance for Adrian High School Basketball	1/21 Adrian H.S.	Pep Band	Music majors; Non-majors; Community members; High School Band Members
Performance for SMSU Basketball	1/24 RA Facility	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Basketball	1/25 RA Facility	Pep Band	Music majors; Non-majors; Community members
Outreach Performance for GFW High School Basketball	1/27 GFW H.S.	Pep Band	Music majors; Non-majors; Community members; High School Band Members
Performance for Mustang Boosters Club, "Gold Rush Raffle"	1/31 RA Facility	Pep Band	Music majors; Non-majors; Community members
Brass-a-palooza with guest artists, Mark Hetzler (trombone) and Mr. Chair (electro-acoustic ensemble)	2/1 FA 135 and Fine Arts Theatre	Applied Lessons; bands	Music majors; Non-majors; Community members; Guest artist
Performance for SMSU Basketball	2/7 RA Facility	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Basketball	2/8 RA Facility	Pep Band	Music majors; Non-majors; Community members
Minnesota Music Educators Association Midwinter In-Service	2/13-2/15 Minneapolis Convention Center		Music majors
SMSU Chorale at the Wabasso Music Boosters "Evening of Entertainment"	2/15 Wabasso H.S.	Chorale	Music majors; Non-majors; Community members; Wabasso students and parents
Performance for SMSU Basketball	2/21 RA Facility	Pep Band	Music majors; Non-majors; Community members

Performance for SMSU Basketball	2/22 RA Facility	Pep Band	Music majors; Non-majors; Community members
SMSU Chorale at the Lions Club Mid-Winter Conference	2/22 Marshall Ramada.	Chorale	Music majors; Non-majors; Community members
Symphonic Chamber Winds & Jazz Ensemble Tour	2/24 & 25 Martin Co. West H.S. Alden-Conger Schools Heron Lake-Okabena Schools	Chamber Winds, Jazz Ensemble	Music majors; non-majors; students and music faculty at each school
SMSU Music Program & Scholarship Auditions	2/29 Fine Arts building	Various music majors as assistants	Music majors
SMSU/Community Concert Band & Symphonic Chamber Winds Performance "International Affairs"	3/5 FA Theatre	Concert Band; Symphonic Chamber Winds	Music majors; Non-majors; Community members
Music Juries (recorded juries)	5/4 & 5/5 (online)	Applied Lessons	Music majors & minors
Junior Proficiency Oral Exams	5/6 via Zoom	Junior Proficiency	Music major
The following events were planned, but cancelled due to the pandemic.			
Spring Sing Concert	3/21 First Lutheran Church	Applied Voice Students	Music majors; Non-majors; Community members
Southwest Minnesota Orchestra Concert	3/22 Marshall H.S.	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members; Professional, paid musicians
SMSU Jazz Ensemble with guest artist, Bill Huber (trombone)	3/23 FA Theatre	Jazz Ensemble	Music majors; Non-majors; Community members; Marshall H.S. Jazz Bands
SMSU Jazz Ensemble with guest artist, Bill Huber (trombone)	3/24 Springfield Public Schools	Jazz Ensemble	Music majors; Non-majors; Community members; Springfield M.S. Bands and choirs

Bach Society of Minnesota Workshop with Choir	3/28 First Lutheran Church	Chorale	Music majors; non-majors; Community members
Bach Society of Minnesota Guest Concert	4/3 First Lutheran Church		Music majors; non-majors; Community members
All-City Jazz Festival	4/6 SCCPA	Jazz Ensemble; Marshall H.S. & M.S. Jazz Bands; Holy Redeemer jazz band	Music majors; Non-majors; Community members; Marshall band members
Southwest Minnesota Orchestra Concert "Children's Concert"	4/7 SCCPA	Southwest Minnesota Orchestra; area elementary school students	Music majors; Non-majors; Community members
Student Recital	4/8 Whipple Gallery	Public Performance Studies; Applied Lessons	Music majors; Non-majors
Student Recital	4/15 Fine Arts Theatre	Public Performance Studies; Applied Lessons	Music majors; Non-majors
Choir Concert: Men's Glee Club and Bella Voce	4/16 First Lutheran Church	Men's Glee Club; Bella Voce; Applied Choral Conducting Students	Music majors; Non-majors; Community members
SMSU Jazz Ensemble Concert	4/20 FA Theatre	Jazz Ensemble	Music majors; Non-majors; Community members
SMSU Chorale: Masterworks Concert	4/21 First Lutheran Church	SMSU Chorale	Music majors; Non-majors; Community members
Student Recital	4/22 Fine Arts Theatre	Public Performance Studies; Applied Lessons	Music majors; Non-majors
SMSU/Community Concert Band & Symphonic Chamber Winds Performance "Spirits"	4/27 FA Theatre	Concert Band; Symphonic Chamber Winds	Music majors; Non-majors; Community members
Spring Master-class (Non Majors)	4/28 FA 132	Applied Lessons	Non-majors; Music majors (secondary lessons)
Student Recital	4/29 Fine Arts Theatre	Public Performance Studies; Applied Lessons	Music majors; Non-majors

Southwest Minnesota Orchestra Concert	5/3 SCCPA	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members
SMSU Commencement	5/9 RA Facility	SMSU/Community Concert Band; Men's Glee Club; Bella Voce; Chorale	Music majors; Non-majors; Community members

In July of 2019, the Music Program received notice from the National Association of Schools of Music that the final Progress Report was accepted, and the program had received full re-accreditation. Over the course of the re-accreditation process the program faculty made numerous adjustments to parts of the curriculum including the addition of a new Foundations of Aural Theory course designed to kick-start student achievement in aural skills while redesigning the Music Theory I course to strengthen fundamental skills and knowledge in written theory. The program continues to monitor student success in all aspects of the curriculum to determine if adjustments such as these are positively impacting student learning; therefore, very few curricular changes have been made in the past year.

Though no curricular changes have taken place, there has been some changes and additions to courses. During FY 2019, the Dr. Ginocchio and Dr. Kingsbury applied for and were granted graduate faculty status. This allowed the program to create a graduate level course tied to the annual Minnesota Area Conducting Workshop. However, the cost of that course was prohibitive. So during FY 2020, the program shifted this course to a graduate level workshop that could allow participants to receive graduate credit but at a lower tuition rate. Additionally, Dr. Kingsbury worked with the Minnesota chapter of ACDA to create similar graduate level workshops designed to accompany the ACDA Summer Dialogues program and the ACDA Fall Conference.

With recent changes to the Liberal Education Program, the program faculty also reviewed each of the music courses offered as part of the Minnesota Transfer Curriculum to determine the degree to which Critical Thinking standards are addressed in those courses. Upon review, the program completed paperwork indicating those standards addressed and had all courses accepted for continuing viability in the Minnesota Transfer Curriculum.

As with other programs and departments, the Music Program made dramatic changes to course delivery in March, 2020 due to the COVID-19 pandemic. While most academic musical content translated well to a totally online format, musical skill development and assessment posed unique challenges. A brief summary of changes in areas of the curriculum follow.

Ensemble Performance—Unfortunately, no programs or online formats exist that allow for the "in-time" interaction sufficient for ensemble rehearsal. Though the internet is awash in "virtual" performances, these videos are time consuming to create, requiring very specific skills on the part of the individual compiling them as well as exacting requirements under which recordings must be done. More to the point, these types of "performances" ignore the primary purpose of ensemble playing (and learning) which is

learning how to musically interact with other musicians. Due to the lack of a suitable avenue for working on ensemble skills in such a short period of time, the music faculty chose to end all ensemble activities at the time of the conversion to online learning. Faculty recognized that students would have many challenges in successfully navigating this conversion, and believed that trying to include "ensemble" assignments without any clear direction toward ensemble performance would only serve to add an unnecessary burden to students. Fortunately, ensembles had already completed considerable work in the first half of the semester, with many already having performed multiple times. The program faculty are currently examining ways in which authentic ensemble-related skills may be addressed in the fall if online learning, or limited face-to-face instruction is required in FY 2021.

Applied Instruction—Because of the short time available for transition to online learning and the array of technological resources available to students as well as faculty, considerable flexibility was given for the completion of lessons. The full-time faculty communicated overall expectations to faculty, but allowed individual faculty to work within the limits of what they and their students could do. Basic changes included:

1. the waiving of student recital performance requirements;
2. eliminating the required masterclass performance by students taking 100 level lessons;
3. allowing 200 and 300 level students to record their jury performances and submit electronically;
4. allowing instrumental jury performances to be done without accompaniment;
5. providing accompaniment recordings to vocal students for individual rehearsal and jury performances;
6. reducing the number of individual lessons for each student based on their instructor's assessment of their work earlier in the semester and their capability to meet online; and
7. providing latitude for individual instructors to work with students without access to needed equipment or online access to either complete the semester or to complete over the summer or fall when access becomes possible.

Overall, students and faculty adjusted very well to the new format, and while students may not have progressed as much as they would have under normal circumstances, they still managed to improve. Recorded student jury performances were of similar quality as in previous in-person juries in the past.

One challenge that was evident immediately was that Zoom and other online platforms digitally alter and reduce audio quality during transmission. This resulted in difficulty in hearing the musical qualities of student work during lessons. This is further exacerbated by low quality microphones and speakers found on most computers. The Music Program has taken steps to try to improve audio quality if future online lessons are necessary by purchasing a supply of USB condenser microphones for use by students and external sound bars for use by faculty during lessons. It is hoped that sound quality and recognition will improve despite the digital changes required for transmission.

The faculty is discussing options for FY 2021 if online lessons are required. With greater time for planning, communication, and distribution of resources, the program hopes to have more specific guidance and expectations for instructors and students in future semesters.

Conducting—The teaching of conducting requires careful attention to physical gestures, posture, time, flow, and musical coordination. All of these are best observed in person, particularly when working with multiple students. Although synchronous class meetings using Zoom allowed the faculty to see students, it isn't well suited to the type of observation needed to work with conducting students. Furthermore, the inability to truly synchronize with students and between students due to various time lags in the system, made doing group work very difficult. Several adjustments were made to increase the viability of continued instruction while recognizing the limitations of the format.

1. The number of conducting assignments were reduced to provide more time to work with students on gestural skills associated with the assignments.
2. In addition to the synchronous class times, each student completed a 20 to 30 minute private Zoom lesson with one of the professors each week allowing for more individualized instruction.
3. With the reduction of assignments, the professors were able to increase focus on research and score analysis and recognition skills. Using the screen-sharing function. Student achievement on the final written exam was noticeably higher than in previous semesters.

Although this course will not be offered again until the spring of 2022, the faculty are already talking about changes to the course and key assessments based on the experiences gained this semester. This is also proving useful in planning for Applied Conducting classes in upcoming semesters, building on the skills learned in the class and remediating for skills that could not be sufficiently observed in the online format.

Methods Courses (Choral and Vocal Literature; Advanced Instrumental Methods)—

Methods courses also faced considerable challenges in the conversion to online learning models. Courses such as these generally involve hands-on work with resources not readily available to students at home.

1. Choral and Vocal Literature— The transition to an online, synchronous format for Choral Literature, with its focus on music history and literature presented in a dialogic form, was relatively smooth with minimal disruption of student learning. The main difficulty laid in the creation of online visual aids, but these came together relatively quickly.
2. Advanced Instrumental Methods—It was fortunately that this class had completed two of the four components of the class prior to Spring Break (woodwinds-flute and brass-trombone). Normally the class would have continued into string study on the double bass and percussion study on timpani and drum set. Because there was no way for all students to have access to a double bass or timpani, course content was adjusted to focus on elements related to playing, teaching, and maintaining these instruments. While this isn't the same as actually playing the instruments, it does

provide useful information that sometime is not covered in the semester when the focus is on playing the instruments. Students were still able to work on drum set patterns using body percussion. Most of these students will be in MUS 393, Secondary Methods in the fall where they will revisit basic drum set technique, allowing them to have practical experience on the instrument.

Music Theory Instruction (Music Theory II & Lab; Form & Analysis)—Theory classes require considerable interaction between faculty and students in order to help them understand abstract concepts in music. While not ideal, these class transitioned to online synchronous format with minimal disruption to student learning.

1. Theory II and Lab worked well in an online, synchronous format. However, for this course the building of appropriate visual aids was a massive undertaking that took nearly the full amount of time that was made available to us for the transition. The other point of concern was how to do group work. Normally, the class spends a fair amount of time in class solving problems as a group. This work normally is done on the board, which is designed to have music notation on it. Zoom has a “whiteboard” function, but there is no way to make it appropriate for musical notation. The professor's solution to this problem was to use Finale, and share the screen with the students so that they can see what is done. Because of the audio capacities of Finale, they are also able to hear the results of their work.
2. The content of Form and Analysis this year focused largely on the works of Beethoven. This was designed to coincide with the 250th anniversary of the master's birth. Teaching Form and Analysis during the pandemic did not present undue challenges that couldn't be adequately met through varying assignments and teaching delivery with newer technology. The class managed to have lively lectures and adequate give/take on discussions of the repertoire under examination. Assignment submission was very similar as before. There were no major hurdles to overcome.

Students within our programs continue to excel with the guidance and instruction of the outstanding faculty within the department. There were many student accomplishments worth noting this year.

Music Students

Alexis Christensen, LauraLee Johnson, Ryan Ohm, and Daniel Junker were selected for the 2020 Minnesota Intercollegiate Band that performed at the MMEA Midwinter Inservice.

Margeaux Belanger, Emily Berscheit, Rachael Blake, Whitney Burns, Maria Callens, Alexis Christensen, Jack Elbert, LauraLee Johnson, Daniel Junker, Taylor McDonald, Ryan Ohm, Chris Syphokham, Jenna Vick, and Cheyenne Volk attended the MMEA Midwinter Inservice helping with the SMSU booth as well as attending sessions and concerts.

Illana Peter successfully completed student teaching in the fall of 2019 and was hired to fill a maternity leave position for the spring.

Maria Callens, Jack Elbert, Samantha Hotzler, Ryan Ohm, Rachael Blake, and Kevin Totusek performed and presented poster sessions for the Undergraduate Research Conference.

Samantha Hotzler completed a capstone Independent Study Project on the relationship between music and emotion. She has been accepted to Saint Mary of the Woods College to begin studies in Music Therapy in the fall.

Recent alumni also had notable successes.

Daniel Christenson ('18, BA in Music with emphasis in Theory/Composition) had a composition accepted for presentation at the Fall 2019 NACUSA Texas Chapter Conference in San Antonio.

Catherine Grimm (Lucken) ('14, BS in Music Education, Choral/General) was accepted to present a session at the biennial World Conference of the International Society for Music Education in Helsinki, Finland. (Unfortunately this conference was cancelled due to COVID-19.)

Noah Anderson ('13, BA in Music with emphasis in management; '18, BS in Music Education, Instrumental/General & Choral/General) accepted a new position as Choir Director at Red Rock Central High School in Lambertton to begin in the fall of 2020.

E – Service to University

Music Program

Performances for the University Gala by the Jazz Ensemble and Chorale.

Pep Band performances at football and basketball games, the homecoming parade, and the Gold Rush Raffle.

Recruiting efforts through participation in: campus-wide visit days; registration days; Admitted Student Day; individual student meetings; outreach performances and tours (Pep Band, Jazz Ensemble, Symphonic Chamber Winds); school visits by faculty; individual student calls and emails; state music conference attendance and booths (South Dakota and Minnesota); and advertising in the state music journal as well as the Music Listening Contest Study Guide, and the Minnesota Choral Directors Association “Star of the North” newsletter.

F – Services to the Community at Large

Music Program

Provided free music performances for the community to attend as well as outlets for participation and life-long music making in Marshall and the surrounding area.

Offered the Minnesota Area Conducting Workshop free of charge to all music educators/directors in the tri-state area.

Singfest was open to all area high schools to participate.

The program hosted faculty and guest recitals/concerts and masterclasses by: Dr. Daniel Rieppel and Sebastien Hurtaud; Mark Hetzler and Mr. Chair; Natalie Campbell; and William Huber (cancelled due to pandemic).

The Pep Band offered opportunities for high school musicians to play with the band through “Play Like a Mustang” and their combine pep band events at Edgerton, Adrian, and GFW High Schools.

The Jazz Ensemble and Symphonic Chamber Winds provided free concerts for the students at Martin County West, Alden-Conger, and Heron Lake-Okabena Schools. Dr. Kingsbury and the SMSU Chorale presented a concert for the fall conference of ACDA of Minnesota.

Activities related to the Guest Artist Series were open to the community.

Brass-a-palooza was open to all area brass players regardless of age.

"TubaChristmas" was open to all low brass players in the area regardless of age.

G – Assessment

The Music Program continues to teach and refine a curriculum guided by six Music Program Goals. A detailed listing of each can be found in various documents and online, but in short, they include:

1. Performance Skills
2. Theoretical and Aural Skills
3. Historical and Cultural Context
4. Pedagogical Skills
5. Conducting Skills
6. Technological Skills

The six program goals are based on the standards of the National Association of Schools of Music. The Program Assessment Plan is designed to measure student achievement in each of these goals, sometimes through a series of assessments culminating in one or two key assessments and at times based on key assessments given upon completion of significant instruction.

Under the leadership of Program Assessment Liaison, Dr. Stephen Kingsbury, the Music Program completed its second Report on the Assessment of Student Learning (RASL) in the fall of 2019. In the Narrative Summary, Kingsbury wrote:

In general, the Fall 2019 RASL paints a strongly positive picture of student learning within the SMSU Music Program. Our students are doing well, and have been doing better over time. The faculty are aware of some minor issues relating to Goals 2 and 3 and will continue to monitor those issues and make adjustments to our curriculum and instructional models as seems necessary and prudent.

Two areas of concern cited in the FY 18 and FY 19 RASL have been addressed, and the program is currently monitoring student progress to see if the steps taken yield positive result. In an effort to address concerns with instrumental students' fluency on scales, a new "Scale Guidelines" book was developed and began being used in FY 19. Initial signs of improvement are good, as most students performed well on the related scale requirements in the fall and spring semester of FY 20. As more students started on this program progress to their Junior Proficiency Exams, more assessment data will be available for review.

The second area highlighted focused on students' aural theory skills. In the fall of 2018, a new theory curriculum was initiated with a new course focusing on the development of foundational, aural theory skills. The creation of this course also required the revision of the

MUS 172, Music Theory I course allowing it to focus entirely on written theory skills. In the fall of 2019, several adjustments were made to the Aural Skills course in terms of instruction, practice strategies, and assessment methods based on experiences and feedback from the previous year. Student performance improved significantly with these adjustments. Based on these successes, similar techniques will be used next fall, and the program will continue to watch student progress through the full Music Theory sequence.

Student Semester Summary—The Student Semester Summary is an assessment tool that was created to gauge student understanding of the Music Program Goals and the role that each music course plays in helping students reach these goals. It also provides a forum in which students can provide feedback about the effectiveness of the courses in meeting those goals. Below is a summary of student response for the fall semester of FY 2020. The assessment was not given in the spring semester due to the pandemic and concerns for providing anonymity for students. *(Note that student participation is encouraged, but not compulsory. Some students chose not to complete the summary while others may provide incomplete answers in some areas. In addition, primary courses addressing each goal are not necessarily offered every semester. So smaller “yes” responses will often reflect the fact that a course was not offered that semester.)*

Fall Student Semester Summaries N=18

Goal	Took courses?	Courses Named	Responses C=Considerable A=Adequate P=Poor A to C=approximately equal responses in each level
1	Y—18 N—0	PPS; Ensembles; Lessons; Theory; class piano	My progress—A Text/materials—C Course Content—C
2	Y—14 N—3	Aural Theory; Music Theory I and III; Vocal Pedagogy	My progress—C Text/materials—A to C Course Content—C
3	Y—3 N—15	Music Theory I; Class Piano; Lessons	My progress—A Text/materials—A Course Content—A
4	Y—5 N—13	Vocal Pedagogy; Instrumental Methods	My progress—A to C Text/materials—C Course Content—C
5	Y—2 N—16	Applied Conducting; Ensemble	My progress—C Text/materials—C Course Content—C
6	Y—1 N—17	Instrumental Methods	My progress—A Text/materials—C Course Content—C

Several thoughts can be inferred from the responses from the fall and spring semester. However, additional data will be needed to determine if a pattern holds or if these represent isolated opinions.

1. Students appeared to be a little more reserved in the assessment of their own progress in Goal 1 (Performance Skills), with the majority of students ranking their progress as Adequate. In previous years, the majority of ranked their individual progress at Considerable. While all students displayed strong development of their skills, the program will monitor to see if this represents a shift toward a healthy desire to improve even more or if it may represent a trend toward discontentment. However, students seem to believe that the materials used and the content of the Goal 1 related courses are beneficial to their progress.
 2. Students appear satisfied with their progress in developing their Theoretical skills (Goal 2), with most of them rating their development as Considerable. They also give similar ratings for the effectiveness of texts and content. Furthermore, students appear to recognize the primary courses where these skills are taught as well as noticing that similar skills are reinforced in courses throughout the curriculum. In the fall of 2018, the music program began requiring a Foundations of Aural Theory course designed to build a stronger foundation in these skills. Students seem to recognize and appreciate the value of that course. The faculty will continue to monitor student progress in this goal to determine if this addition has the desired long-term results.
 3. Due to the two-year rotation of music history courses in the curriculum, neither of the required Music History courses were offered this year. This is reflected in the small number of students identifying courses in which they addressed these skills. However, it is gratifying to see that some students recognize where this content is being supplemented in our curricular offerings.
 4. Goals 4, Pedagogy, represents skills and content which tend to be course specific, and these courses tend to be upper-division courses, so it is not surprising that fewer students indicated work in these areas. Again, students appeared to be satisfied with these courses. As most students complete the Student Semester Summary during Public Performance Studies, the smaller number of students identifying courses in this area may also reflect several older students who are no longer required to take that course.
 5. In the fall of FY20 the only courses designed to address conducting skills (Goal 5) are Applied Choral Conducting and Applied Instrumental Conducting. These courses can only be taken by students who have completed the MUS 366, Conducting (offered in spring of 2020), so few students had the opportunity to take these courses. Due to the COVID-19 Pandemic, the Student Semester Summary was not administered in the spring of 2020, so there is only anecdotal evidence of students' self-evaluation of their progress in Goal 5 during that semester. However, assessments in that course reflected strong student work.
 6. None of the key courses addressing the use of music related technology were taught during FY 20, so it is not surprising to see only one student identify as having taken a course dealing with this Goal.
-

7. Several courses that were offered were designed to address specific goals. Based on student responses and the number of students on these course rosters, it appears that students recognize the role of these courses in their progress toward each goal. It seems that efforts to communicate these roles to students through syllabus design, course instruction, and assessment design have been affective.
8. Many of the courses listed by students under various goals are not designed to focus primarily on that particular goal. However, the faculty endeavors to help students integrate material learned in one course into their understanding of new content and development of new skills. It appears that students recognize this effort.

As we continue to utilize this assessment tool, it is hoped that responses will point to areas in which the program can improve instruction, material selection, software utilization, assessment, and curriculum.

Theatre Program: FY 2020

Prepared by Nadine Schmidt, Theatre Program Coordinator

1. Collaborative efforts with other programs, departments, campuses, community/professional entities
 - Partnered with Normandale Community College to offer the third year of our Theatre BA Partnership. One student would have completed the BA program in the Spring, but suspension of theatre productions due to the COVID-19 situation delayed completion of her Senior Project and Field Experience. Three students completed the first year of the program, and three more continued making progress toward their degrees. Three more were admitted to officially begin the program, one in Spring and two in Fall.
 - Partnered with Marshall Community Services and Marshall Area Stage Company to offer the third annual SMSU Children's Theatre and High School Musical Theatre Workshop June 15-26, 2020. After two weeks of preparation and rehearsal, the Children's Theatre (grades 3-8) and the Musical Theatre Workshop (grades 9-12) will perform a series of song and dance numbers, which will be video-recorded by Studio One Television for broadcast on public access and the studio's YouTube channel. Note: Typically there is a full-scale production presented by the Children's Theatre, but in light of the ongoing COVID-19 challenges, we have opted to do a revue, which will make it easier to comply with social distancing and other limitations. (Tabaka and Lenz)
 - Collaborated with Dr. John Ginocchio, the SMSU Music Program, and the SMSU Jazz Ensemble to present *The 1940's Radio Hour*, December 12-15, 2020.
 - In conjunction with the GOLD College opening ceremony, presented the *Constitution Day Revue* on September 18, songs and readings celebrating the Constitution, citizenship, and American history, for the Constitution Day/Week events sponsored by the SMSU Student Senate, SMSU McFarland Library, and SMSU Theatre.

- Collaborated with the Student Hospitality Opportunities (SHO) to offer dinner theatre events in conjunction with *Anne of Green Gables*.
- Theatre students in Professor Tabaka's Stage Makeup I class participated in the multidisciplinary Undergraduate Research Conference.
- Provided entertainment for the University Gala.
- Provided technical support for various events held in the Theatre spaces and sponsored by other groups such as Admissions, Student Activities, Music, Drama Club, Take 2 Improv, etc. (Lenz)
- Partnered with Career Services to offer the Professional Dress Closet (Tabaka)

2. Faculty Individual Notable Accomplishments.

Nadine Schmidt

- Adapted all courses (including LEP 400, which was already online) to meet the challenges of the COVID-19 situation.
- Did preparatory research, analysis, and planning, and began production meetings and rehearsals for *Peter and the Starcatcher*. This production has been postponed to Fall 2020 due to COVID-19.
- Served as a KCACTF production respondent and member of the Regional Selection team for 5 productions in South Dakota, Minnesota, and Iowa throughout the year (also applies to item 5).
- Received the KCACTF Region 5 Road Warrior Award given to 1-2 respondents each year who "exhibit truly exceptional commitment to KCACTF through their oral response, their professionalism, their collegiality, their flexibility, their efficient travel and punctuality, their willingness to go above and beyond the normal expectations of serving as a respondent."
- Performed in a scene from *Wildwood Park* for the KCACTF Region 5 Faculty Acting Showcase in January 2020
- Developed two video training modules for Poetry Out Loud Minnesota, one on strategies for memorizing poems and one on strategies for managing stage fright and performance anxiety, May 2020. One additional module, on voice and articulation, will be completed in June 2020.
- Served on the editorial board of *Etudes: an online theatre and performance studies journal for emerging scholars* reviewing submissions for publication.
- Attended productions at the KCACTF Region 5 Festival in January 2020
- Facilitated Post Mortems for 4 Theatre and Drama Club productions throughout the year
- Served as advisor for the Drama Club
- Advised Theatre students, including those on our campus and students in the SMSU-Normandale Theatre BA Partnership
- Coached 4 students and their partners for the Irene Ryan Acting competition at the KCACTF Region 5 Festival, December 2019-January 2020
- Served as the Program Assessment Liaison (PAL) for Theatre
- Served as a member of the Committee for Institutional Assessment throughout the year.

- Served as alumni liaison for the Theatre Program, by managing an alumni Facebook group throughout the year and updating lists of alumni employment
- Coordinated the Faculty Acting Showcase for the KCACTF Region 5 Festival, November 2019-January 2020
- Served as a preliminary round respondent for the Irene Ryan Acting Scholarship competition at the KCACTF Festival, January 2020
- Served as an external reviewer in the tenure/promotion process for two faculty at other universities in two different states, July-August 2020
- Served as a judge and content provider for Poetry Out Loud Minnesota, February-June 2020

Sheila Tabaka

- Served as Costume Designer for "Anne of Green Gables" and "1940s Radio Hour" ("Peter the Starcatcher" had to be postponed due to the pandemic)
- Managed student workers in the Costume Shop
- Coordinated costume rentals to area schools and theatre groups
- Coordinated the Professional Dress Closet
- Directed "1940s Radio Hour"
- Collaborated with Senior College for the New York Experience
- Sewed masks for SMSU GMWs during the pandemic
- Developed a new LEP 100 course focusing on Critical Thinking in Creativity
- Served as a KCACTF respondent for several productions around the region
- Served as an editor for the online theatre journal, *Etudes*
- Served as the Awards and Certificates Coordinator for KCACTF
- Brought Jennifer Lier to SMSU to talk to our students about being a freelance entertainer.
- Served as part of the Civic Engagement Workgroup, HLC/Strategic Planning Committee, Physical Plant Committee, Professional Improvement Committee and Intercollegiate Athletic Advisory Committee.
- Served as Scoutmaster for local troop 238B
- Directed the Marshall Area Stage Company Summer Children's Theatre
- Participated in the Faculty Art Show this past Spring (2020)
- Served on three faculty search committees
- Coordinated a committee for the creation of a new Interdisciplinary Arts Minor (completion was postponed due to the pandemic)
- Served on the Community Advisory Board for Pioneer Public Television
- Served on grant panels for SMAC

Mike Lenz

- Designed scenes, graphics, lighting and sound for "Anne of Green Gables" and "1940s Radio Hour" ("Peter the Starcatcher" was postponed due to the pandemic)
- Served as a KCACTF respondent
- Served as a Load in – Load out respondent for the KCACTF Region V festival
- Coordinated with MASC for the 2019 production of "Mamma Mia" in the SMSU Theatre

- Coordinated the creation of the Sport Shooting Club that will begin in the fall of 2020
3. Notable accomplishments by adjunct faculty
Not applicable – no adjunct faculty
 4. Notable accomplishments by students to be highlighted.
 - Sariah Cheadle received the KCACTF Region 5 National Dramaturgy Award for her work on *The 1940's Radio Hour*. She was in consideration to be invited to the National Festival until it was cancelled due to COVID-19.
 - Paul Ragan received a KCACTF Region 5 Certificate for Outstanding Direction of a 10-minute Play for his work directing the original student-written play *Discharged* in the Region's 10-minute Play Festival.
 - BA Partnership student Michael Torsch received a KCACTF Region 5 and Society of Directors and Choreographers Certificate for Distinguished Achievement in Directing for his participation in the SDC Directing event for which he was a finalist.
 5. Curriculum work (and how it relates to the upcoming HLC accreditation AND/OR in what way is it guided by previous assessment)

We made the following curriculum changes based on insights from our Program Review self-study, and assessment of student learning and progress toward degree:

- We combined our separate lighting and sound design courses into THTR 250/450 Lighting and Sound Design I/II. This change improves our course rotation so that we avoid having design courses in competition with each other for enrollment. The change also aligns our curriculum with the curriculum of our BA Partners at Normandale.
 - We changed Field Experience from a separate requirement into an option in the same category with Master Class and The KCACTF Experience (and raised the credits in that category from 2 to 4, so that net credits in the major remain the same). Over the years that Field Experience has been a separate requirement, it has become obvious that the requirement is a barrier to student graduation, especially for students with financial, transportation, and disability issues.
6. Assessment
 - a. Progress of Program Assessment Plan development – As discussed in last year's annual report, we completed our first round of assessment using our new Assessment Plan and timeline. We reported those results in our Fall 2019 RASL. Our plan is on a two-year cycle, so this year we completed the 2nd part of the plan.
 - b. Short summary of assessments from this past year (does not need to be too detailed) –
 - Using our new Assessment Plan, we assessed Outcomes 2 and 3, which deal with our students' problem-solving abilities in theatrical settings, and their ability to function effectively as members of skilled production teams. Each faculty member independently rated each major on the components of each outcome, rating a 0 for nonexistent, B for Beginning, I for Intermediate, and A for Advanced. Faculty based their ratings on observations of students throughout the

year in courses and co-curricular work. These results will be collated, tabulated, and summarized, and will eventually be reported in our 2021 RASL (since that is the next due date for CALS RASLs).

- o We met once each semester to discuss our courses, and how our students overall, and each of our majors and minors individually, were progressing towards our learning outcomes.
 - c. How do the results of these assessments relate to your program goals? Each of the issues in item b relate directly to one of our goals/outcomes.
 - d. Further comments – Our new assessment plan is working as we hoped it would. The work is manageable, and it is giving us valuable insights into student learning and progress.
7. Service provided by the program to the students, university, or community (performance at University Gala; school matinees; filming for area events; etc.)
- Most of the events and activities delineated under items 1 and 8 constitute service to the university, Marshall, and/or the region.
 - Professors Tabaka and Lenz continue to operate a loan/rental program for costumes, sets, props, used by area schools and organizations
8. List all activities of the program for the year including the following information:
- a. Name of event/activity
 - b. Date, Location, and any Specialized Audience (if appropriate)
 - c. All classes and student organizations involved
 - d. Types of participants (majors, minors, non-majors, community members)

Please see separate section for events that were scheduled but cancelled due to COVID-19. From most recent to least recent:

SMSU Children's Theatre and High School Workshop

June 15-26, 2020, SMSU Theatre facilities

Professors Tabaka and Lenz, area K-12 students, Studio One

Preparation, rehearsal, performance, and video-recording of a musical theatre revue that will air on public access and Studio One's YouTube channel.

Theatre Banquet

May 4, 2020, virtually via Zoom

23 attendees, including students (Theatre and non), faculty, staff, alumni, and community members.

***Peter and the Starcatcher*, Dinner Theatre, and Production Post Mortem**

Rehearsals and design/production meetings were held in February and early March.

Performances were scheduled for April 17-19 and 23-36, 2020 but postponed until Fall 2020 semester due to COVID-19.

Spring Break New York trip

March 2020

THTR 315 The New York City Experience

Professor Tabaka coordinated, 9 students (SMSU Theatre and non-Theatre and non-SMSU students), plus 50 GOLD College members and Marcia Beukelman.

Drama Club's production of *Firebringer* and Production Post Mortem

February 20-23 and 25, 2020

Director, designers, cast and crew of students (Theatre and non); audiences included students, faculty, staff, community members. Post Mortem attended by cast, crew, and Theatre faculty.

Auditions for *Peter and the Starcatcher*

February 10-11, 2020, FA Theatre

Professor Schmidt coordinated. Students (Theatre and non) auditioned.

Kennedy Center American College Theatre Festival (KCACTF) Region 5

January 19-25, 2020 (with preparation throughout Fall semester), Sioux Falls, SD

10 students (Theatre and non), 4 faculty and staff

Students participated in competitions, workshops, auditions, interviews, and other events.

Students and faculty saw numerous productions from around the region. Faculty coordinated and assisted with various events. Three students and one faculty member won regional awards as noted previously.

39th Annual Holiday Bacchanal

December 12, 2019, FA Theatre lobby

Approximately 35 participants and audience members, including students (Theatre and non), faculty (Theatre and non), staff, and retirees

The 1940's Radio Hour, "USO Canteen," (refreshments) and Production Post Mortem

December 12-15, 2019 and January 16, 2020

THTR 100 students worked in the Scene Shop and Costume Shop and on various crews Directed by Professor Tabaka, designed by Professors Tabaka and Lenz, produced by Professor Schmidt. Cast and crew of 27 included students (Theatre and non) and community members, plus Dr. John Ginocchio and 19 members of the SMSU Jazz Ensemble. Public performances attended by students, faculty, staff, administrators, alumni, and community members. Post Mortem attended by cast, crew, and Theatre faculty.

Anne of Green Gables, Dinner Theatre, and Production Post Mortem

November 1-3 and 7-10, 2019; Post Mortem November 12, 2019, FA Theatre and Black Box

THTR 100 students worked in the Scene Shop and Costume Shop and on various crews; SHO coordinated dinners

Professor Lenz directed a cast of 21 students (Theatre and non) and community members. Designed by Professors Lenz and Tabaka; produced by Professor Schmidt. Crew of students (Theatre and non). Attended by students (Theatre and non), faculty, staff,

administrators, alumni, and community members. Post Mortem attended by cast, crew, and Theatre faculty.

Missoula Children's Theatre Q&A

October 24, 2019, Black Box

Two MCT actor/directors on tour in Marshall conducted a Q&A about life as a professional touring actor, attended by Theatre students.

SMSU Theatre Sale

October 21-25, 2019, Black Box

Professors Lenz and Tabaka coordinated, staffed by students (Theatre and non), and shoppers included students (Theatre and non), faculty, staff, and community members.

Auditions for *The 1940's Radio Hour*

October 6-7, 2019, FA Theatre

Professor Tabaka coordinated. Students (Theatre and non), staff, alumni, and community members auditioned.

Drama Club's revival production of *You're a Good Man, Charlie Brown* and *Production Post Mortem*

September 23-27, 2019, Post Mortem September, 29, 2020, Black Box

Cast included students (Theatre and non). Performances attended by students, faculty, staff, alumni, and community members. Post Mortem attended by cast, crew, and Theatre faculty.

Constitution Day Revue

September 18, 2019, CH 201

Professors Schmidt and Tabaka coordinated, participants and audience included students (Theatre and non), and the audience was primarily GOLD College members.

Auditions for *Anne of Green Gables*

September 5-6, 2019, FA Theatre

Professor Lenz coordinated. Students (Theatre and non), alumni, and community members auditioned.

Additional Theatre events and activities throughout the year:

- Weekly production meetings for each SMSU Theatre production
- Participation in Mustang Days, Admitted Student Days, Registration sessions (including virtual), Professional Development Days, Assessment Day, and Town Halls.

Additional Drama Club events throughout the year:

- Partnership with Visit Marshall/Marshall CVB on the Halloween Haunted Tower
- Take 2 Improv shows (Gold Rush Days, Homecoming, Halloween, Valentine's Day, etc.)

- Weekly production meetings for Drama Club productions, in addition to weekly club meetings

Events cancelled or postponed due to COVID-19:

- *Peter and the Starcatcher*, Dinner Theatre, and Production Post Mortem. Scheduled for April 17-19, 23-26, and 28, 2020. Postponed until Fall 2020.
- Student Academy Awards. Scheduled for April 20, 2020. Cancelled.
- 11th Annual Fashion Runway. Scheduled for April 21, 2020. Cancelled.
- Second Grade Workshops. Scheduled for April 23, 2020. Cancelled.
- *All About Emily: Selected readings of “Emilys” in honor of the retirement of Dr. Emily Deaver*. Scheduled for April 24, 2020. Cancelled.

COVID-19 Addendum

COVID-19 remote learning adjustments:

Each Theatre faculty member dealt with adjusting their courses in slightly different ways:

- Professor Sheila Tabaka adjusted her courses to be online synchronous, using Zoom for class lecture and discussion, and D2L for assignments and supporting materials. Professor Tabaka recorded class sessions for students who could not participate in the synchronous sessions.
- Professor Nadine Schmidt adjusted her courses to be online asynchronous, using D2L for class discussions, instructional and support materials, and assignments.
- Professor Mike Lenz adjusted his courses to have one class period per week of synchronous meeting and discussion via Zoom, and one class period per week that was optional if students had questions or needed to meet about assignments or projects. Professor Lenz used D2L for assignments and supporting materials.
- All three faculty members adjusted timelines, requirements, and assignments in their courses as a result of the two instructional weeks lost due to COVID-19

Summary of plans for fall course delivery if COVID-19 adjustments are necessary:

- Faculty members are preparing so that they can offer courses either completely online, with a mixture of synchronous and asynchronous meetings, or in a blended/hybrid format where some sessions would be face-to-face and some would be online.
- The production of *Peter and the Starcatcher*, and the courses that rely on that production, are the most challenging to adjust. Currently, Professor Schmidt is adjusting the rehearsal schedule to require no more than 10 people together at the same time, and looking into options, needs, and costs for livestreaming or recording the show if we are unable to have live audiences.

Annual Report 2019-2020

Department of Mathematics and Computer Science

August 7, 2020

Description of the Department

The Mathematics Program offers a Bachelor of Arts in Mathematics, a Bachelor of Science in Mathematics Education, a Bachelor of Science in Applied Computational Mathematics, a minor in Mathematics. The mathematics major is designed to meet the needs of those who desire a career in business, industry, or government service. The mathematics education degree provides the necessary mathematics preparation for teaching in grades 5 through 12. An elementary teaching program specializing in mathematics is also available. Additional professional education requirements provided by the Education Department are necessary for teacher certification. The Applied Computational Mathematics major is designed for those considering a career in Engineering or the Sciences. All three majors provide an excellent mathematics background for postgraduate education.

The Computer Science Program offers a Bachelor of Science degree and a minor in Computer Science. The major is designed to meet two goals: first, to prepare the student to enter the job market upon graduation, and secondly to provide a solid background in computer science for those who wish to pursue an advanced degree.

Beginning in Fall 2020, the Computer Science and Mathematics programs jointly offer a Bachelor of Science in Data Science.

Mathematics Program Mission Statement

Provide high quality programs at the undergraduate level and to provide graduate courses as needed by organizations in the region. Meet the needs of students for careers in business, industry, and government, as well as to prepare students for graduate study.

Goals for the Mathematics Majors

Students will understand the structure of mathematical systems, the relationship of mathematics to other disciplines, and the use of mathematics to solve problems.

Valued Student Outcomes for Mathematics Majors

Students graduating with a major in Mathematics or Mathematics Education should: Demonstrate an understanding of the structure of a mathematical system and be able to build logical arguments based on the assumptions inherent in the system.

1. Be able to translate real world problems into a mathematical model, analyze the model, and interpret the results using appropriate mathematical methods.
2. Be able to use appropriate technology to solve mathematics problems and interpret the results.
3. Be able to express mathematical ideas orally and in writing.

Computer Science Program Mission Statement

In accord with the mission of Southwest State University and the mission of the Department of Mathematics and Computer Science it is the mission of the Computer Science program to offer courses and programs to individuals and organizations within our service region. These courses and programs will develop the computer science content knowledge, skills and attitudes that will best prepare participants for future endeavors.

Computer Science Program Outcome Goals

Towards achieving its stated mission, the program sets forth the following goals.

1. Students will demonstrate knowledge and understanding of the essential core content of the discipline of Computer Science and the ability to use that knowledge in the creation of solutions to practical problems.
2. Students will demonstrate the ability to apply content-knowledge in the specification, analysis, design, implementation and testing of a software solution.
3. Students will demonstrate the ability to effectively communicate Computer Science concepts both orally and in writing.
4. Students will exhibit the ability to work effectively with others as leaders or members of a project team.

5. Students will exhibit the ability to learn and apply new technologies as they are developed.
6. Students will demonstrate an acceptance of the ethical standards promulgated by various professional computer societies.

Faculty:

Bingen, Charles
 Huang, Mu-wan
 Kaiser, Daniel – Chair
 Man, Shushuang
 Morland, Heather
 Mortezapour, Kourosh
 Shahin, Sami
 Wijesiri, Undupitiya
 Zabka, Matt

Retired Faculty serving as Mentor's in the College Now Program:

Jones, Kathryn
 Skar, Sherwin

Other Adjunct Faculty serving as Mentors in the College Now Program:

Margaret Kaiser-Woodward
 Gordon Woodward

Staff:

Administrative Assistant (shared with the Science Department):

Monica Miller (Began November, 2010)

All non-adjunct, faculty members are full time and the administrative assistant is 92% time.

Budget:

As usual our major expense was student payroll. The cost increased again from a year ago due to an increase in the student pay rate.

Some money is allocated each year for student travel. Each fall, we send teams of students to the *ACM International Programming Contest* and the *DigiKey programming contest*, and the *Nebraska Conference for Undergraduate Women in Mathematics* conference.

Here is a summary of the main expenditures for both Mathematics and Computer Science.

- Copier lease and copies \$ 1,238.80

• Office supplies & misc	\$ 1,348.07
• Student Payroll	\$ 9,788.19
• Contest / Conference travel	\$ 992.06
• Major Field Tests	\$ 350.00
• Equipment	\$ 1,639.00

Current Year Activities

College Now Teachers' Conference

SMSU initiated the university-wide College Now conference in 2012. The eighth meeting was held in August of 2019. In the Mathematics breakout session, expectations for each College Now mathematics course were reviewed. As usual, questions and concerns about the HLC mandate were also brought up and discussed.

Math Learning Center Activities

Students can get help on assignments and course materials in the Math Learning Center, located in the Academic Commons.

ACM & Digi-Key Programming Contests 2019

In October, a team of students participated in the *Digi-Key DKC3* programming contest in Thief River Falls. The team participated in several individual and team problem solving and programming competitions.

Later in October, a team of three students competed in the *ACM International Programming Contest*. The students, together with coach Dan Kaiser, traveled to the regional site at the University of Nebraska – Lincoln. The region consists of Kansas, Nebraska, Iowa, North Dakota, South Dakota, Minnesota, Wisconsin and 2 Canadian Provinces. At the contest, teams of up to three students have five hours to solve 9-10 problems and implement their solution with a computer program. The team implementing the most correct solutions in the shortest amount of time is the winner. This year marked the 20th consecutive year SMSU has entered at least one team in the competition.

Math Masters

For the past several years, the department has hosted a few hundred 5th and 6th grade students from around the region for the annual *Math Masters* event. This year's event had to be cancelled due to COVID 19.

Mathematics on the Northern Plains

The Mathematics program was chosen to host the regional *Mathematics on the Northern Plains* conference this April. However, as with many things, the conference was canceled due to COVID 19.

Scholarships

The Department of Mathematics and Computer Science continues to award a number of scholarships for students majoring in mathematics or computer science.

Van Wie Scholarship

Joseph Van Wie, an emeritus professor of mathematics at SMSU, has donated funds to the Foundation to for a scholarship which is awarded to majors in Mathematics Education.

Ann C. Peters Scholarship

Scholarships are awarded each year to majors in Mathematics, Applied Computational Mathematics, or Mathematics Education.

Abacus Scholarship

This scholarship is supported by an endowment supported by donations from faculty in the Mathematics and Computer Science Department. It is awarded to students majoring in Mathematics, Mathematics Education, Applied Computational Mathematics, or Computer Science.

Summer School

For Summer 2020, MATH 110 College Algebra, MATH 115 Finite Mathematics, and MATH 200 Introduction to Statistics are being offered as online courses as are MATH 545 Advanced Geometry and MATH 550 Real Analysis.

Scholarly Activity and University Service

Sami Shahin was on sabbatical during the Spring semester but still chaired the Academic Technology Committee and the Curriculum Committee, served on the Graduate Council, Graduate Curriculum Committee, and the IFO negotiating team.

Heather Moreland served on the Curriculum committee and Academic Appeals. Heather also organized the Math Masters competition and the Mathematics on the Northern Plains

conference in April. Unfortunately, both had to be cancelled due to COVID 19. Heather was on sabbatical in the Spring and used the time to spearhead the overhaul of the mathematics majors.

Wije Wijesiri participated in following committees: Graduate Council and Graduate Curriculum. Wije was also elected as the new Chair of Mathematics and Computer Science beginning this Fall.

Mu-Wan Huang served on the Academic Affairs Committee, and served on the MinnState committee for Assessment of Course Placement. She and Heather Morland took a trio of mathematics majors to the *Nebraska Conference for Undergraduate Women in Mathematics* this past January in Lincoln, NE.

Matt Zabka was on unpaid leave this academic year. Matt worked on research at North Carolina State University. Matt was a coauthor on the article, on the paper *Module Spaces of Morse Functions for Persistence*, which has been accepted in the journal *Applied and Computation Topology*.

Matt also gave a talk in the summer of 2019 with the same title at the *International Conference of Young Mathematicians* in Kyiv, Ukraine.

Dan Kaiser, Shushuang Man, and Kouros Morteza pour (while on sabbatical) continued to work on an NSF grant, as part of a multi-institution team to study whether offering the Mobile Computer Science Principles course through College Now would increase participation in computing by under-represented groups. This is the second year of a three-year project.

One of our graduating Mathematics majors, Austin Domeier, won the ninth annual Minnesota State Conference of Undergraduate Scholarly and Creative Activity Conference for his URC paper, *Lotka-Volterra Theory: The Mathematics Behind Predator-Prey Interactions*.

The department launched two new curriculum initiatives. A new Data Science major will begin this Fall and a new Cybersecurity graduate certificate will begin in the Spring.

College Now program

In 2019 – 2020 the department worked with approximately 90 schools. The enrollment exceeded 3500 students, generating over 14,000 credits (~470 FYE). Faculty members serve as mentors for the high school teachers, visiting the schools and overseeing the assessment. In addition to full time faculty members, several faculty members recently retired from SMSU also serve as Mentors on an adjunct basis. As always, several new schools were added this year.

Faculty mentors

Huang, Mu-wan

Kaiser, Daniel
Man, Shushuang
Mortezapour, Kourosh (COMP courses)
Shahin, Sami
Wijesiri, Undupitiya

Adjunct faculty serving as faculty mentors

Jones, Kathryn
Margaret Kaiser-Woodward
Skar, Sherwin
Gordon Woodward

Infrastructure and Technology

SMSU continues to benefit from the MNSCU license with Maple and Mathematica. The SMSU share for the licensing fee is being covered by the Student Technology Fee Committee.

New Raspberry PI 4's were installed in the Schwan's lab in time for the beginning of the Spring semester.

Assessment Brief

The following items were the focus of departmental assessment efforts. The details will be presented in the departmental assessment report submitted this Fall.

1. The mathematics program review was conducted in Spring of 2018 and the external reviewer was on campus in October. The mathematics majors were revised based on the reviewer's recommendations.
2. The Major Field test in Mathematics was administered in the Fall. However, due to COVID 19 the Computer Science test was cancelled.
3. As a result of our assessment of MATH 110 College Algebra, a new curriculum model was implemented that incorporates a co-requisite course for those students needing to boost their skills while completing MATH 110.

SCIENCE DEPARTMENT ANNUAL REPORT

2019-2020

Prepared by Dr. Tony J. Greenfield, Chairperson,
with contributions from the Science Department faculty

Section I: Description of Department

The Science Department is comprised of the Biology, Chemistry, Environmental Science, Exercise Science, and Physics programs. The department offers the following baccalaureate degrees; B.A. Biology, B.S. Life Science Education, B.S. Medical Laboratory Science, B.A. chemistry, B.S. Chemistry Education, B.S. Environmental Science (Natural Sciences and Humanities option), and B.S. Exercise Science (Allied Health option and exercise specialist option). The department offers minors in Biology, Environmental science, Exercise science, Nutrition, and Physics. The Exercise science program also provides delivery of an Exercise Science Degree in the metro area.

The Science department is staffed by 15 full-time faculty. A list of science faculty and their assigned discipline can be found later in this document. Science courses, including laboratory courses, are taught predominantly by doctorate-degreed science faculty. The Science Department is served by one administrative assistant, Monica Miller, who also has assigned responsibilities for the Math/Computer Science Department and its full-time and part-time faculty.

The Science Department provides a high-quality education for all science major and non-major students. The Department is known for its rigorous courses, course-embedded undergraduate research experiences, commitment to student success, and high-quality educational experiences both in and out of the classroom setting. Students also receive excellent training in information literacy and communication skills. Critical thinking skills are developed over the course of the students' educational experience.

The Science Department mission, goals, and student learning outcomes were updated in 2012 and are presented below. Updated Department goals and student learning outcomes were scrutinized to ensure that they were articulated in a manner that allowed for the development of a meaningful and manageable assessment measure for each. Assessment of student learning outcomes continues to be a major topic of discussion in the department. A brief discussion of assessment activity is presented later in this document but more detailed assessment activity can be found in individual program assessment reports.

Department Mission, Goals, Student Learning Outcomes

Science Department Mission Statement:

- SMSU's Science Department works collaboratively to provide both majors and non-majors with a foundation in science appropriate to their goals and with knowledge and skills that will allow them to function as responsible global citizens.

Science Department Goals:

- ❖ To foster innovative teaching
- ❖ To promote critical thinking and logical problem-solving
- ❖ To encourage regional collaboration between the department and K-12 schools, government agencies, and industry
- ❖ To share our enthusiasm for science with students and the general public
- ❖ To provide opportunities for students to develop skills necessary to be lifelong learners in, and contributors to, our specific disciplines

Science Department Student Learning Outcomes:

Students who complete a science major at SMSU will be able to:

- describe and apply current scientific explanations of the natural world.
- generate, evaluate, and communicate scientific evidence.
- demonstrate proficiency with a variety of scientific techniques.

**in addition to the goals and outcome above, each program within the science department has their own goals and student learning outcomes that are more specific to those programs while maintaining the broader goals of the entire department. These program goals can be found in the upcoming program assessment reports.*

Science faculty value personal and professional integrity, hold high academic standards for students as well as one another, and share responsibility for a number of departmental activities. Furthermore, Science faculty share and contribute to shaping a clear vision of the Department's academic character and reputation which is characterized by putting students' academic interests first and valuing and making available research experiences for students through in-class research, capstone, or independent study projects.

Science Department faculty attend weekly department meetings during the academic year. The purpose of the weekly meetings is to convey information (e.g., from All-Chairs and ALS Chairs meetings, individual program activities, and university committees on which science faculty serve), and discuss curricular matters including assessment activities and individual faculty member's Professional Development Plan (PDP) and Professional Development Report (PDR). These weekly department meetings are generally viewed by faculty as an optimal and productive use of time.

Science Department Full-Time Faculty by Program

Biology Program: Drs. Alyssa Anderson, Sandy Craner, Shelby Flint (new hire), Vaughn Gehle, Tony Greenfield (Science Department Chair)

Chemistry Program: Drs. Noelle Beyer, Jay Brown, John Hansen, and Frank Schindler

Environmental Science Program: Drs. Emily Deaver (retiring) and Thomas Dilley,

Exercise Science Program: Drs. Jeff Bell, Kris Cleveland, Mostafa Hegazy, and Morgan Betker(coordinating metro program)

Physics: Dr. Ken Murphy

Science Department Support Staff

Becky Bastian-Bock, *Laboratory Assistant*. The laboratory assistant is responsible for the weekly set-up and take-down of biology labs, which serve approximately 280 students/semester, environmental science labs (serving approximately 70 students/semester), chemistry labs (serving approximately 250 students/semester), In addition, the laboratory assistant maintains and the hundreds of chemicals in the biology and chemistry stockrooms, assists with biological and chemical waste disposal, and supervises student workers.

Jacky Aslesen *Greenhouse Manager*. The greenhouse manager is critical in maintaining and updating the greenhouse collection. The greenhouse manager also assists in coordinating student research projects that require greenhouse space during the academic year for Botany, Agronomy, and Environmental Science. This position is particularly critical during the summer months when science faculty are not under contract having primary responsibility for maintaining the greenhouse collection which includes watering, fertilizing, and associated maintenance of plants. Robert greatly increased our use of biological control of insects and reduced our use of other insecticides.

Monica Miller, *Science Department AND Math/Computer Science Department Administrative Assistant*. Monica provides management, clerical, and technical services for ALL science programs (15 full-time faculty, any adjuncts, one lab assistant, and greenhouse manager), the greenhouse, Museum of Natural History, Planetarium AND the Math/Computer Science Department (10 full-time faculty and four College-Now affiliated faculty). Thus, Monica provides services for **numerous faculty/staff on a 0.92 FTE work assignment**. To ease Monica's workload, a student worker provided much needed clerical assistance and enable her to do her assigned duties under less demanding conditions.

Ryan Wendt, *GIS Center*. Ryan was hired on a temporary, part-time basis after the previous GIS director Charlie Kost retired. Ryan's duties include teaching the introductory GIS course (ENVS107) and printing posters for the Undergraduate Research Conference and Celebrate Science week. Without a more permanent position, the GIS center can no longer provide services for regional agencies or offer valuable work experience to our students as it has done in the past.

Science Program Budgets

All programs continue to see flat or reduced budgets each year. The Science programs use their allocated funds judiciously. Currently, programs try to reserve money just in case equipment

repairs are needed and then spend any remaining funds to upgrade small pieces of equipment. However, these continually shrinking budgets make it difficult to maintain and repair science laboratory equipment. More importantly, these budgets make it nearly impossible to upgrade lab equipment in order to remain competitive with other science programs and adequately prepare our students for careers in science. In past, programs deliberately set aside a percentage of their allocated funds for carryover to the next academic year in order to save enough money over a period of two to three years to purchase and repair more high-cost items, but with the current Administrative directive we can no longer carry over M&E funds from one academic year to the next. Many science programs have been fortunate over the past few years to receive funds through the state's leveraged equipment program which have been used to acquire new equipment.

Science Department Facilities

Planetarium

The SMSU Planetarium serves as a vital educational resource for university students, staff, and regional residents. Planetarium programs cover all grade levels and audience types from pre-school to college level, including family programs. Dr. Murphy, gives numerous public shows and telescope-observing sessions highlighting seasonal objects and events. Most years, over 4000 people visit the planetarium for these events. In recent years the planetarium purchased a brand new state of the art projector making use of the new Laser Phosphor technology, which is used in most state-of-the art large cinemas around the country. This machine is incredible and puts our planetarium in a league with some of the best in the country. Dr. Murphy picked up the system and installed it himself to cuts to costs of the unit by 50%. He also built a sophisticated mount system that allows the machine to retract to make room for the original Opto-mechanical machine (ball star projector) to be used. The money for these updates came from revenue generated by the planetarium.

There were a few major events that the planetarium hosted that included telescope nights open to SMSU astronomy classes and the public. On 11/11/19 the planet Mercury transited the Sun (a rare event that won't happen again until 2032). Summer of 2019 was the 50th anniversary of the Apollo landing on the Moon, and the traditional Christmas show, *Star of Wonder*.

Greenhouse/Museum of Natural History

Each year numerous K-8 students and teachers as well as various service organizations enjoy a guided tour of the Greenhouse and time in the museum; often coupled with a trip to the planetarium. This year 275 school aged children visited the greenhouse along with other community groups. **Shelby Flint** assists in directing the operations of the greenhouse.

Tom Dilley assumed directorship of the SMSU Natural History Museum due to the retirement of Dr. Desy in December 2017. Since then, there have been several updates to the

mineral displays with new cabinets and specimens. **Emily Deaver** and **Tom Dille** received a grant from the David B. Jones Foundation for “Enhancing Educational Opportunities offered by the Natural History Museum at Southwest Minnesota State University”. They received \$45,936 which is being used to update the museum. This summer the museum will be emptied for installation of new carpeting and painting. New displays will be put in during the 2020-2021 academic year.

Wildlife Area

The Wildlife Area continues to be extensively used by Science faculty teaching field-oriented courses such as Botany, Ecology, and several Environmental Science courses. In addition, the Wildlife Area is used for instruction by faculty in other Departments/Programs including English, Art, and Education. **Alyssa Anderson (Biology), Emily Deaver (Environmental Science), and Kandy Noles-Stevens (Education)** submitted a grant proposal for funds to create an outdoor learning area in the SMSU Wildlife Area. Funding (\$7,500) from SMSU’s Investments, Incentives, and Innovations program was used to purchase benches, an outdoor chalkboard, a teaching table, and multiple game cameras. **The outdoor learning area was completed August 2019.**

The Wellness and Human Performance Center and the Exercise Science Fitness Center

provides a dedicated space to offer Fitness Assessment and Exercise programming for our community clients, and also another space for classroom and hands-on instruction. This facility continues to provide services for numerous Schwan’s employees; Ralco employees, and community participants. Not only does this programming provide valuable service learning to the exercise science curriculum, it helps generate revenue that is used, often in conjunction with leveraged equipment grants, to improve equipment for the exercise science program.

SMSU Soil Testing and Characterization Laboratory

The soils lab is known for its diverse analytical capabilities and continues to provide services to individuals and organizations in southwest Minnesota and nationwide. The Soil Testing Laboratory was developed and is overseen by chemistry professor, Dr. **Frank Schindler**. The lab is primarily student run and provides a valuable service-learning educational opportunity for students majoring in Agronomy, Chemistry, Biology, and Environmental Science.

Section II – Current Year’s Activities

This section is not intended to be an all-inclusive list of the Department’s many and varied activities, but rather a selection of ‘highlights’ from the department and its constituent programs.

II. A. Teaching and Learning

All Science faculty taught full loads and often overloads to accommodate the needs of 1) the science programs and science related programs such as culinology and agronomy, 2) to assist with teaching LEP100 and LEP400; 3) provide sufficient offerings in the MNTC; and 4) to cover core courses while other faculty were on sabbatical; leave; or reassigned time for other duties.

Science faculty are constantly updating, developing materials, and assessing their courses in a continued effort to support student learning and to provide a high quality and rigorous education. Much of the details on this can be found in individual faculty members PDRs and the upcoming program assessment reports.

This year, the science department generated almost 6900 student credit hours. This number does not include college now, independent study, directed study, practicum, or internship credits. Unfortunately this is about 900 below just two years ago and 2000 below what was generated four years ago, or a 25% reduction in credits generated. This decrease mimics the overall enrollment trend on campus.

Student Credit hours generated by Science department			
	Fall	Spring	Total
Biol	1206	940	2146
Chem	599	374	973
ENVS	628	487	1115
EXSC (on campus and Twin Cities)	997	956	1953
Phys	333	374	707
total			6894
*does not include college now, independent study, directed study, internship credits			

Response to COVID-19

Undoubtedly, the most impactful event this year was the COVID-19 pandemic. SMSU was forced to move to all online courses. This presented an enormous challenge to both faculty and students. Faculty had to quickly find ways to deliver course material through online formats and students had to learn how to navigate through the various different ways in which faculty delivered their courses. Science faculty used a combination of synchronous and asynchronous class instruction for their lecture courses using either Zoom or Kaltura software to deliver the material typically presented in the classroom. Science faculty had a bigger struggle teaching labs in an online format. Science labs consist of “hands-on” activities and many of the student learning outcomes are associated with properly using scientific equipment. This simply cannot be replicated in an online format. Some faculty relied on virtual simulations, animations, or recordings of individuals performing the lab to show how the lab is typically done. Often times, this was coupled with online data analysis using data from previous student groups instead of data that students obtained themselves. Some lab activities simply could not be replicated. For instance, Redwood river monitoring had to be cancelled this spring. Others had to find or create new activities to replace what could not be taught online. Another challenge was with student research projects. Several lab courses in science have a research component embedded into the course. Students carry out the research throughout the semester and present their results at Celebrate Science Week. Many of the projects were started but could not be completed due to campus closure in March. Some faculty were able to record the remaining data for their students while others had to alter the project, often to a literature review.

Curricular changes:

The Biology program proposed a new B.S. degree in biology to replace the old B.A. degree. Biology degrees usually are B.S. and not B.A. degrees, and traditionally, B.S. degrees suggest greater rigor and emphasis in science coursework. Even though our old B.A. degree contained coursework more like a B.S. degree, it was labeled as B.A. for historical reasons.

The new major retains the core elements of the biological sciences but allows students a little more flexibility in the courses they take. In addition to the standard first year sequence, genetics, and seminar classes, the new core consists of four blocks represents core areas of biology (cellular, organismal, ecology, plant). Students are no longer restricted to taking Biol311: general ecology, but can take any ecology/field biology course within that block. Similarly, all students once took Biol302: botany. Now students can take any plant biology course. This setup provide additional benefits to students and faculty. First, it allows faculty to teach a greater variety of courses because they are no longer restricted to teach the same general ecology or botany course all the time, but can mix in different courses. Second, it provides students a greater diversity of electives. Now if they like one plant biology course, they can take more, because the plant biology courses would be scheduled on a rotation.

Another change associated with the biology major was the inclusion of different tracks within the electives. The old major was a general biology major in which students could choose any electives to fulfill the major requirement. The new major has three different tracks. A medical health sciences track contains courses that are highly recommended for students hoping to enter professional programs such as medical school after graduation. The new ecology/wildlife biology track contains courses for students to gain greater experience in ecology, organismal, and wildlife biology areas so they have greater chances for employment or graduate school after graduation. We have retained a general track as well which would fit well for students, such as transfers, that are trying to condense major courses into a shorter time period. We think that the change from B.A. to B.S. as well as the addition of tracks will be more attractive to prospective students and will help graduates in getting jobs or into graduate school.

Environmental education minor. Environmental Science faculty Emily Deaver, along with co-authors Alyssa Anderson (Biology) and Kandy Noles Stevens (Education) created a new interdisciplinary Environmental Education Minor which was approved by the curriculum committee and the faculty spring 2020. A new Environmental Education Practicum course (ENVS 480) was also created as part of this minor. This degree was designed for students that want to provide educational outreach but do not necessarily want to pursue a career as a K-12 teacher.

Chemistry Minor. The chemistry program instituted a new minor. Many of our students take a considerable number of chemistry courses because they are required for entrance into several professional programs such as medical school. Because of this students often requested a minor in chemistry. When biology reduced the number of chemistry courses from the new B.S. degree, chemistry saw this as an opportunity to institute the minor and encourage students majoring in other science fields to earn a chemistry minor as they are working on their prerequisites for their professional programs. The new minor requires General chemistry I and II (plus labs) plus three more chemistry courses (plus labs) from two different sub-disciplines of chemistry. This minor could help enrollment in upper level chemistry courses.

II. B. Scholarly/Creative Activity

The Environmental Science Program conducted a Zebra Mussel project on Lake Sarah from May 2019 – January 2020 involving 2 undergraduate students as an important civic collaboration with the MN DNR concerning the invasion of zebra mussels in Lake Sarah, Murray County, MN under invasive species collecting permit #518. The project used substrate samplers to collect settled adult mussels while another aspect involved sampling the larval planktonic stage. The results of the research were presented at the 14th SMSU Undergraduate Research Conference and is being published in the inaugural issue of SMSU's *Discovery* undergraduate research journal with a final report sent to the DNR in January 2020.

Dr. Jeff Bell (EXSC) had the following publications

Hajek F, Keller M, Taube W, von Duvillard SP, Bell JW, Wagner H. Testing-Specific Skating Performance in Ice Hockey. *J Strength Cond Res.* 2020 Mar.

Fuchs, PX, Menzel HK, Guidotti F, Bell JW, von Duvillard SP, Wagner H. Spike jump biomechanics in male versus female elite volleyball players. *Journal of Sports Science.* (2019, November). Vol 37 (21) pps 2411-2419.

Philip X. Fuchs, Hans-Joachim K. Menzel, Flavia Guidotti, Jeffrey W. Bell, Serge P. von Duvillard, Herbert Wagner. Movement characteristics of volleyball spike jump performance in females (2019, July) Vol 22 (7) pps. 833-837.

Dr. Tony Greenfield (Biology) had the following publications

Caitlin Swedzinski, Kelly A Froehlich, Karim W Abdelsalam, Christopher Chase, Tony J Greenfield, Jessica Koppien-Fox, David P Casper, Evaluation of essential oils and a prebiotic for newborn dairy calves, *Translational Animal Science*, Volume 4, Issue 1, January 2020, txz150, <https://doi.org/10.1093/tas/txz150>

Greenfield, Tony J (2019). ProsperEO Liquid OMRI Continues to be Effective in the Presence of Chlorine Dioxide. Technical Report, StrongAnimals.com. Ralco Nutrition.

Ralco summer research program: Ralco continues to sponsor research in **Tony Greenfield's** lab. This program provides paid research experience for 2-3 student each summer as well as providing funds for equipment and supplies for the lab. This summer (2020) will be the seventh year for the summer research program.

Dr. Shelby Flint (Biology) had the following publication

Hamilton, J., Flint, S., Lindstrom, J., Volk, K., Shaw, R. and Ahlering, M. (2020), Evolutionary approaches to seed sourcing for grassland restorations. *New Phytologist*, 225: 2246-2248. doi:10.1111/nph.16427

Dr. Alyssa Anderson (Biology) collaborated with a colleague (Dr. Len Ferrington) and graduate students at the University of Minnesota to build upon current knowledge of the longevity of winter-active insects, specifically focusing on the fly family Chironomidae. This work included regular field work throughout the winter of 2019-2020 to collect insects from stream banks in

Camden State Park and daily examination of collected insects until all perished in late April. Biology majors Cody Friedges and Louis Lozinski completed Directed Studies experiences with Anderson, assisting with field and laboratory activities. Friedges and Lozinski presented this work at SMSU's 2020 Celebrate Science Week (April 2020) and an abstract was submitted (jointly, with colleagues at the University of Minnesota) to present this work at the annual meeting of the Society for Freshwater Science (June 2020); **while the in-person meeting was canceled, Friedges and Lozinski will present the work at the SFS Summer of Science virtual meeting platform (June 2020).**

Dr. Alyssa Anderson expanded upon research related to Chironomidae sampling methodology. Biology majors Amy Heibult and Dina Vosberg assisted with field and laboratory work, using this project as the basis for their Ecology (BIOL 311L) research project. **Heibult and Vosberg** presented this work at SMSU's 2019 Undergraduate Research Conference and **submitted a paper detailing their results to the new SMSU Journal *Discovery The SMSU Journal of Undergraduate Research***. Additionally, an abstract was submitted to present a poster detailing this work at the annual meeting of the Society for Freshwater Science (June 2020)

Dr. Alyssa Anderson presented research/scholarly works at international conferences; one presentation was co-authored by undergraduate students Anderson supervised:

- **Society for Freshwater Science Annual Meeting**, May 2019. Salt Lake City, UT. Oral Presentation Title: When Students are the Teachers: Engaging Undergraduates in Water Quality-Themed Outreach Events.
- **Third Joint Symposium on the Natural History and Geology of the Bahamas**, June 2019. Gerace Research Station, San Salvador Island, Bahamas. Poster Presentation: Size Distribution of *Isognomon alatus* from 2015 and 2018 in Two Inland Lakes of San Salvador (co-authored by an undergraduate Anderson worked with at Northern State University).
- **Alyssa Anderson** submitted **three abstracts for presentations at an international-level meeting (undergraduate co-authors indicated with an asterisk (*))**. Presentations planned for June, 2020 at the Joint Meeting of the Association for the Sciences of Oceanography and Limnology and the Society for Freshwater Science. Meeting planned for June 2020, Madison, WI. Conference was canceled due to COVID-19 ([Goal 2.3](#)).
 - Anderson, A.M. and P. Gladis. Open Educational Resources in the Biology Classroom (oral presentation).
 - Heibult, A.*, D. Vosberg*, and A.M. Anderson. Comparison of Chironomidae Surface-Floating Pupal Exuviae Collections in Adjacent Stream Reaches: Implications for Methodology and Site Selection (poster presentation).
 - Friedges, C.*, L. Lozinski*, A.M. Anderson, C. Nyquist, T. Durnin, L. Ferrington, Jr. **Longevity and Oviposition of Winter-Emerging Chironomidae at Varying Temperatures**

- **Alyssa Anderson** collaborated with two former students to prepare and submit a manuscript to the Proceedings of the Third Joint Symposium on the Natural History and Geology of the Bahamas.

Dr. Ken Murphy presented a paper presentation at the Great Lakes Planetarium Association Meeting on his use of the software *Stellarium* in his teaching curriculum.

Dr. Ken Murphy is currently working on a planetarium show in collaboration with the University of MN called Minnesota Water Stories. This show highlights water issues throughout the state of Minnesota and was scheduled to debut across the state of Minnesota in planetarium facilities however the Covid 19 crisis changed this and will now be presented Spring of 2021.

Dr. Vaughn Gehle continues his education research into factors leading to student success in introductory level biology courses.

Drs. Deaver and Dilley continue to work on a personal area of research focusing on lichen. They have one student who will continue lichen research as her capstone research project through Dec. 2020. They are now analyzing several different data sets on lichen in preparation for submitting a manuscript.

Dr. Mostafa Hegazy (EXSC) Was able to work with two different groups of students on two different projects. Both projects were submitted for presentation at the American Society of Biomechanics annual meeting, which should take place in Atlanta this August. A third abstract was also submitted to the ASB meeting.

The Effects of Recreational Dance Experience on Landing Mechanics

Cycenas, T. J., Gimberlin, T., Hegazy, M.A, PhD

The Effects of Foot Position on Gluteus Maximus Activation During Jump Tasks

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The relationship between Hip and Core Muscular Endurance and Lower Extremity Injuries in Division II Women's Soccer

Macy Violett, Lukas Johnson, Jenna Loch, and Mostafa A. Hegazy, Ph.D.

Dr. Mostafa Hegazy (EXSC) continued collaboration with colleagues at Cairo University, they were able to present a poster that the ASB annual conference in 2018 and 2019. They were also able to publish an article in 2019. He is currently working on a manuscript for the data presented at the American Society of Biomechanics in August 2019. One article has been recently published in *Clinical Biomechanics* and another has been accepted by *Journal of Manipulative and Physiological Therapeutics*.

Robert Gunzburga,*, Christopher J. Collocab, Claire F. Jonesc,d, David J. Halle,i, Jeb McAvineye, Stuart Callaryf, Mostafa A. Hegazyg, Marek Szpalski, Brian J.C. Freemanc (2019) Does nanoscale porous titanium coating increase lumbar spinal stiffness of an interbody fusion cage? An in vivo biomechanical analysis in an ovine model. *Clinical Biomechanics*. 67. 187-196.

Dr. Frank Schindler (Chemistry) published laboratory manuals through Kendall Hunt publishing.

- Schindler, F.V. General Chemistry I Lab Manual. Kendall Hunt Publishing Company: Dubuque, IA. 2019.
- Dr. Frank Schindler, F.V. General Chemistry II Lab Manual. Kendall Hunt Publishing Company: Dubuque, IA. 2019

Grants and Funding

Dr. Emily Deaver and Dr. Tom Dilley (ENVS) continuing work on **two grant projects** from the David B. Jones Foundation funded for 5 years: Deaver and Dilley- “Support of the Southwest Minnesota State University Undergraduate Research Conference” for \$50,011. Dilley and Deaver- “Enhancing Educational Opportunities offered by the Natural History Museum at Southwest Minnesota State University” for \$45,936

Dr. Alyssa Anderson (Biology) submitted a proposal to participate in the Minnesota State Multi-Campus Open Educational Resources (OER) Cohort. Funding (\$1000) supported efforts to to build an online offering of BIOL 100/100L (Biology in the Modern World), offered Summer 2020.

Dr. Shelby Flint (Biology) is part of an NSF-funded collaboration with NDSU (Jill Hamilton, PI), the Morton Arboretum, and Virginia Tech on the “Poplar Project: Genome to Phenome to Environment”. SMSU will be one of approximately 20 arboreta hosting 100 poplar trees representing 2 species and 1 interspecific hybrid. The project goal is “to characterize, predict, and test how hybridization produces phenotypic variation for complex adaptive traits of economic and ecological significance.”

Dr. Ken Murphy (Physics) received funding from a NASA space grant to partner with Minnesota West to launch a high-altitude balloon experiment involving students from both institutions although the bulk of students participating were SMSU.

Dr. Tony Greenfield and Dr. Emily Deaver participated with other faculty, staff, and administrators from community colleges and universities across southern Minnesota, Iowa, and Nebraska to submit a LSAMP-Pre Alliance planning grant. The LSAMP program assists universities and colleges in their efforts to significantly increase the numbers of students matriculating into and successfully completing high quality degree programs in science, technology, engineering and mathematics (STEM) disciplines. Particular emphasis is placed on transforming undergraduate STEM education through innovative, evidence-based recruitment and retention strategies, and relevant educational experiences in support of racial and ethnic groups historically underrepresented in STEM disciplines: African Americans, Hispanic Americans, American Indians, Alaska Natives, Native Hawaiians, and Native Pacific Islanders. Unfortunately, this program was not funded.

Other

Dr. Shelby Flint and Dr. Alyssa Anderson developed a relationship with local landowner Lee Carlson, to set up “living laboratories” on a parcel of land that Mr. Carlson owns near Balaton. The first project aims to reconstruct native prairie on an area used by Northern State Power. We

are currently drafting a plan that combines restoration activities with undergraduate research and training opportunities.

II. C. Professional Development

Nearly all science faculty belong to professional organizations in their fields and continue to keep current in their disciplines by reading relevant journals, attending conferences, and participating in workshops.

Dr. Alyssa Anderson (Biology) chaired and co-organized a special session for the annual meeting of the Society for Freshwater Science (held in Salt Lake City, Utah, late May 2019). This meeting brings together nearly 1,000 freshwater scientists throughout the world. The focus of the session I co-chaired was titled: “*Scholarship of Teaching and Learning in Freshwater Science.*”

Dr. Alyssa Anderson (Biology) continued her role as co-editor of the peer-reviewed journal *CHIRONOMUS: Journal of Chironomidae Research*. I and Served as a manuscript reviewer for three peer-reviewed publications. Reviews were completed for manuscripts submitted to *CHIRONOMUS: Journal of Chironomidae Research* (March 2020), *Proceedings of the Third Joint Symposium on the Natural History and Geology of the Bahamas* (May 2020), and *Discovery: The SMSU Journal of Undergraduate Research* (February, 2020)

Dr. Tony Greenfield (Biology) attended the North Central branch American Society for Microbiology Conference in October 2019 and the ASM conference for undergraduate educators ASMCUE in July 2020. The latter was moved to an online conference due to COVID-19 pandemic.

Dr. Morgan Betker attended the *ACSM Northland Chapter Conference* – Winona, MN – Oct 3-4, 2019. Unfortunately, the future ACSM meetings she planned to attend were cancelled due COVID-19 pandemic

Dr. Mostafa Hegazy attended the American Society of Biomechanics and International Society of Biomechanics combined meeting in Calgary, AB, Canada in 2019. He presented two different projects, one of which was a study done with colleagues at Cairo University and the other was a study done with SMSU students.

Dr. Emily Deaver continued to serve as an Associate Editor of the journal *Bulletin of Environmental Contamination and Toxicology (BECT)* periodically reviewing manuscripts. She reviewed “Biomass of the cyanobacterium *Lyngbya wollei* alters copper algaeicide exposure and risks to a non-target organisms”.

II. D. Service to Students

Supervising Undergraduate Research

The science department believes that undergraduate research enhances the learning of its students and so faculty help supervise numerous undergraduate research projects throughout year. Some of

this process includes project design, IRB approval (EXSC), data collection and analysis oversight, and development of student presentations and papers. While all faculty assist with undergraduate research, several faculty should be highlighted for their extensive work in this area; **Jeff Bell, Kris Cleveland, Morgan Betker, and Mostafa Hegazy** for their work with Exercise science projects; **Tom Dilley** and **Emily Deaver** with the Environmental science projects; **Shelby Flint** for the Botany projects; and **Alyssa Anderson** for the Ecology projects and independent research. **Tony Greenfield** for his continued work with students in his summer research program with Ralco, and **Frank Schindler** for his work with students in the Soil Testing Laboratory. Below are a few select examples.

Development of Summer Research Pipeline Program for Rural Undergraduate Students with Mayo. When Alumni Peter Grahn was contacted to speak at the URC, he mentioned the desire to set up a collaboration between SMSU and Mayo clinic. Faculty from the science department worked with Peter and others from the Mayo clinic office of diversity and discussed how small universities often lack research opportunities in cutting edge biomedical sciences. Furthermore, most of our students come from rural areas and lack exposure to scientific research. The result was to develop a summer research program with Mayo. SMSU will be able to select two to three students to participate in this program each summer. Students will work alongside Ph.D.s, graduate students, and medical doctors on a research project. Students will also attend workshops and activities to better prepare them to apply for graduate/professional programs during this 10 week program. The pilot program will begin next summer, 2021 with the possibility to expand into more clinical sciences in the future.

Dr. Alyssa Anderson advised biology majors Cody Friedges and Louis Lozinski who completed Directed Research experiences with me (3 and 2 credits, respectively). The experience included multiple field excursions to collect winter-active insects, daily lab observations of specimens for 3+ months, discussion of research articles, data analysis, and preparation/presentation of a poster. Along with work completed at SMSU, I created opportunities for them to visit a research lab and learn from graduate students at the University of Minnesota (UMN). Friedges and Lozinski jointly presented their work, titled Longevity and Oviposition of Winter-Emerging Chironomidae at Varying Temperatures during Celebrate Science Week (April 2020). Friedges, Lozinski and I, along with colleagues at UMN, also prepared and submitted an abstract to the joint meeting of the Association for the Sciences of Limnology and Oceanography – Society for Freshwater Sciences

Dr. Anderson helps three student groups to submit original course-based research projects to the SMSU journal *Discovery: The SMSU Journal of Undergraduate Research*. Manuscripts were submitted by Amy Heibult & Dina Vosberg (accepted pending revisions), Cody Friedges & Austin Domeier (accepted pending revisions), and Louis Lozinski & Baylie Blomquist (rejected).

Dr. Vaughn Gehle continues to serve as COMLE representative for our students majoring in medical laboratory science.

Drs. Deaver and Dilley co-supervised 9 senior capstone undergraduate research projects that were presented at the 14th SMSU Undergraduate Research Conference as a PowerPoint oral presentation on Dec. 4, 2019

Dr. Emily Deaver took 2 students to the *Posters in St. Paul* for a MnSCU poster session for legislators on Feb. 28, 2020, and had organized and planned to take 7 students (representing 5 different disciplines at SMSU) to the *Mn Undergraduate Scholars Conference* to be held at St. Cloud State University on March 30, 2020. Because of the COVID-19 pandemic this event was moved to a virtual platform instead.

Pam Gladis and **Emily Deaver** created *Discovery, SMSU's Journal of Undergraduate Research*. The first edition will be in May 2020 with six articles from a variety of disciplines (Psychology, ENVIS, Biology, Literature and Humanities). Pam Gladis is the lead editor on this journal. **Deaver** and **Dilley** worked with two ENVIS majors students to help them **prepare manuscripts** to submit to *Discovery, SMSU's Journal of Undergraduate Research*. Both manuscripts were accepted and will be published in the inaugural edition, summer 2020

Dr. Mostafa Hegazy (EXSC) was able to work with two different groups of students on two different projects. Both projects were submitted for presentation at the American Society of Biomechanics annual meeting, which should take place in Atlanta this August. A third abstract was also submitted to the ASB meeting.

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The SMSU Soil Testing and Characterization Laboratory run by **Dr. Frank Schindler** has provided three research opportunities for students. Meredith Hyatt, a chemistry major, did a collaborative study with Dr. Robert Miller of Colorado State University on Inorganic cation exchange capacity and its relation to soil organic matter on Midwest soils. Dr. Miller presented Miss Hyatt's data at a soils conference in North Carolina in February 2020 (Appendix 2a). Miss Cora Engels, a chemistry major, evaluated of a modified hot-water extraction and azomethine complexation method for soil boron determination, and Miss Amy Heibult, a Biology major, is currently making a freeze drier to study the effects of sample preparation on heavy metal absorption to silicate colloids.

Dr. Schindler has also been working with students on educational work promoting the use of Microsoft OneNote® as an Electronic Laboratory Notebook (ELN) in General Chemistry courses. A student was to present this work at the 2020 American chemical society conference this Spring, but the conference was cancelled due to COVID-19.

Morgan Betker took two students, Chris Fitzgibbons and Zac Buck to present their research in poster format at the Capitol Building Rotunda in St. Paul, MN. It was such an incredible opportunity for them represent SMSU and show off their accomplishments to many other faculty and MN State legislators.

Student clubs and organizations

Science faculty and students direct multiple campus clubs and organizations. Due to COVID-19 pandemic were are unable to report on club activities for the year.

Physical Therapy Clinic

Kris Cleveland was able to provide professional practicum and volunteer experience for six students in the Physical Therapy clinic. Over the course of the academic year, students observing/shadowing Physical Therapy. This was, and will continue to be a great addition for our students working on application for a variety of Rehabilitation and health professions graduate programs. The Physical Therapy clinic saw 250 client visits this academic year.

Other Service to Students

Kris Cleveland provided many hours in supervision and oversight of all activities involving service learning in the Wellness and Human Performance Center.

Examples of student success

ENVS student Internships (2019-2020)		
Spring-Dec 2019	Austin Domeier	Lac qui Parle Soil Water Conservation District (SWCD), accepted to MS program at Univ of SD, Brookings in natural resources (research will be on invasive red cedar on ranch lands)
Summer 2019	Erin Richardson	Lamberton Research Station, technician (field and lab work on plant studies)
Summer 2019	Rachel Miller	PSEG Institute for Sustainability Studies, Mountclair State University, New Jersey
Spring 2020	Cody Friedges	USDA, Natural Resources Conservation Service (NRCS), Marshall., MN. They said on his evaluation form that they would like to hire him full time.
ENVS student Internships (2019-2020)		
Summer 2020	Kenny (Oluwaseun) Famakinwa	internship beginning May 11, 2020 with Lac qui Parle Soil Water Conservation District (SWCD)
Summer 2020	Jason Turner	Aquatic Invasive Species Watercraft Inspector, Minnesota DNR
Summer 2020	Kyle Richter	Internship beginning May 2020 with Yellow Medicine County Soil Water Conservation District (SWCD)

Graduate/Professional School acceptance:

Medical School:

- John Dicke – Western Michigan

Physical Therapy:

- Zach Thissen – Jamestown University
- Tanner Strommen – Creighton
- Alli Miskowiec –Southeastern Nova State University in Fort Lauderdale FL

Occupational Therapy:

- Jenna Walczak - Davenport
- Madison Strodman – Nebraska Methodist
- Madison Mott – Doctorate of Occupational Therapy program – Nebraska Methodist, NE

Chiropractic:

- Brooklin Peltier – Northwestern
- Taner Gimberlin – Palmer, IA

Athletic Training:

- Paige Janka – Omaha Nebraska
- Vanessa Wichterman-Hemmingsen – Athletic Training, Bethel University, St. Paul, MN

Exercise Physiology:

- Andrew Miller – M.S. program in Clinical Exercise Physiology – UW River Falls, WI
- Chris Fitzgibbons - M.S. program in Clinical Exercise Physiology – UW River Falls, WI

Sports Management MS:

- Taylor Riess – MSU Mankato

Environmental Science

- Ola Abimbola was accepted to MS program in Environmental Science and Policy at Johns Hopkins University starting May 2020

Social Work

- C. Bridget DuBrey (double major biology and ENVS) accepted to MS program in Social Work at Winona State starting fall 2020.

II. E-F. Service to the University and Community

All science faculty are involved with meeting prospective students throughout the year, participating in admitted student days, and assisting in new student advising. Similarly, science faculty are involved with a wide variety of university committees throughout the year. Several science faculty members are the chairs of the committees on which they serve. A comprehensive list is not included, but can be found in faculty's PDRs. Below is just a glimpse of additional activities in which science faculty are involved.

Undergraduate Research Conference (URC) and Celebrate Science Week. Although all SMSU students may present their scholarly work or research during the URC, the event is heavily populated by science students. Furthermore, the Science Department faculty (primarily Emily Deaver) play a primary role in planning and coordinating the logistics of the conference. The 14th URC was held on December 4th, 2019, with 133 students presenting 75 posters and 29 orals. We had 18 different programs participate with 30 different faculty advisors. ***Celebrate Science Week*** is a smaller event specifically for science students presenting research during Spring semester. This event was coordinated by Tony Greenfield and featured 63 total presenters, 27 poster presentations, and 3 oral presentations. Due to COVID-19 pandemic, this event was held completely online.

SMSU's 15th annual "Health Careers Day" was cancelled this year due to COVID-19. Traditionally, professionals from different health care fields discuss their professions with our college students and regional high school students. More than 170 students from regional high schools and SMSU had planned to attend.

Science Bits, the newsletter from the Science Department, released a new publication in the Fall and Spring semester. The newsletter includes information specifically related to science, for example, summer research opportunities for students, science-related events and activities, and faculty and student accomplishments. This newsletter is coordinated by our OAS Monica Miller. The latest issues of Science Bits are available to view on the Science webpage.

Dr. Emily Deaver continued to coordinate the ***Redwood River Mentoring and Monitoring Project***. This is the 16th year, and the last year, of the project because of Deaver's retirement. We have mentored a total of 3945 students. Data was collected fall 2019, but the monitoring was cancelled spring 2020 due to the COVID-19 pandemic. A brief summary report was written May 2020 at the request of the Redwood-Cottonwood Rivers Control Area (RCRCA) to be included in their WRAPS (Watershed Restoration and Protection Strategies) report.

Dr. Deaver was involved in meetings to help facilitate the **Community Pollinator Project**, setting up beehives in the SMSU wildlife area. She participated in a formal dedication Sept. 16, 2019. The project allows members of the Marshall Beekeepers Association a location within city limits to house bee hives and provides a teaching and learning opportunity for SMSU students and faculty. The also helps with our initiative to become a 'pollinator friendly campus'.

4-H Students Career Exploration in Environmental Science (Thursday Oct. 17, 2019): Deaver planned and hosted a day of events: planetarium show, campus tour, lunch in the cafeteria, and afternoon activities in the wildlife area taught by alumni who then and talked about their careers in ENVS. We had 15 students (8-10th grade) from mid- and southeastern MN on campus for a full day.

There were a few **major events that the planetarium hosted** that included telescope nights open to SMSU astronomy classes and the public. On 11/11/19 the planet Mercury transited the Sun (a rare event that won't happen again until 2032). Summer of 2019 was the 50th anniversary of the Apollo landing on the Moon, and the traditional Christmas show, *Star of Wonder*

Dr. Shelby Flint worked with Project YES! that provides service learning and environmental leadership opportunities to middle- and high-school students; specifically, by teaching a session on prairie soils.

II. G. Assessment

Comprehensive assessment information for each individual science program can be found in their PASL/RASL. Below is just a quick summary of assessment activity from each program

Biology:

The students in the first year sequence of Biol200/Biol201 failed to meet criteria for SLO1: competency in core concepts of biology more often than they met the criteria. The same students did substantially better in SLO2: application of scientific method and SLO3: competency in data analysis. Students in Biol201 also performed well in SLO4. Comprehend the scientific evidence underlying biological and societal issues. Students in Biol287 performed well in SLO4: obtaining, evaluating, and communicating biological information. However, some of the artifacts used for assessment were deemed inadequate. The program also noted issues with the artifacts used for assessing SLO6: To comprehend the central role of evolution in the unity and diversity of life, in Biol200 and Biol201. It was determined that while content related to SLO6 is included in Biol200; it is not at a level that is actually assessed. Better assessment measures are being developed for Biol201.

Chemistry:

Assessment of the general chemistry II labs showed that students mastered at the introductory level and do not require remedial training, review, or exposure to revised introductory content. Assessment for advanced learning will take place in the capstone course for comparison. Mathematics remains a barrier for students in lower level chemistry course. The inclusion of remedial math review early in the semester is being implemented.

ENVS:

Students in ENVS 101 (Physical Geology) showed significant improvement in SLO1: summarize major scientific theories as well as SL04: summarize current environmental issues as indicated by Pre-Post Content Quizzes. Students in ENVS 390, met the expectation that students will score at the 3rd year competency or better on the Annotated Bibliography assignment which

is connected to SLO2: informational literacy. The faculty have built in scaffolding assignments with multiple submissions and revisions for the final Research Proposal and this has made significant improvements. Most students in the capstone course met the expectation level for SLO5: communicate experimental findings.

EXSC:

Assessment of EXSC300 suggest that mathematics is a barrier to the course. Only 24% (5 out of 21) of the students that took the final exam got at least 7 out of 10 components correct (expectation level). The math used in the course can be summarized into 5 concepts that are taught in middle school and high school. Students are introduced to these concepts in the first week of the semester as a review. The same concepts are repeated regularly for the whole semester. A common suggestion in course evaluations is the need for a math prerequisite for this course. That would be the main recommendation.

The Department of Social Science

2019-2020 Annual Report

Submitted by Jeff Kolnick, Chair

Departmental Mission:

The mission of the Department of Social Sciences is to educate students at the undergraduate level in the programs of Anthropology, History, Indigenous Nations and Dakota Studies, Justice Administration, Psychology, Social Work, Sociology, Geography, and Political Science. Being a diverse group of disciplines, we believe that it is important to promote both theoretical and practical knowledge in our various fields. Our common focus is the study of people in terms of their individual lives, their history and culture, and the social structures in which they live. We believe that critical thinking and a high regard for evidence are essential for achieving progress in our fields. We also believe that all of our disciplines are grounded in the liberal arts, and that the core skills of reading, thinking, speaking, and writing are the best way of developing knowledgeable and enlightened citizens for our future. All programs offering majors in our department have kept pace with the program review process.

The Department continues to work well with the Marshall ABE program. On the whole, this has worked well and leading to important collaborations with Social Work, Sociology, and Justice Administration. There remain some concerns about the impact on the department administrative assistant, who is sometimes put in the position of taking on tasks and spending time on ABE issues. There were also issues regarding a new program with very young children. We are still working that out. It is not altogether clear that very young children belong in a university setting not designed for them. We were not fully consulted about the new program. Had we been, some early problems might have been avoided.

The Department is adapting to the move of the City of Marshall to SS on a temporary basis. The move was made with no meaningful consultation and has had a negative impact on morale, and on the connection of our students to the department and programs. It has diminished the coherence of the department. This we know from the experience of the move. This is what happens when budget drives decisions without consultation with academic affairs. In my six years as chair, this problem, the power of finance and athletics to drive decision making instead of academic affairs, has led to a decline in enrollments and decline in campus morale outside those units, or those allied to those units.

The city has been nice and open. We are trying to be as well. The City, ABE, and the Department collaborated on trying get more help cleaning the building. The building usage increased dramatically with the arrival of the city. Our GMW was awesome, professional, and hardworking, but no individual could complete the massive workload associated with the new building usage. No help was forthcoming. There are ongoing issues of developing clear communication between everyone in the building, but we are working together to make this work.

We learned, not through consultation, but by seeing the tour in action, that SMSU is going to rent the rest of the building to the Southwest Service Cooperative. All of this is understood,

rightly, I suggest, as a complete lack of disrespect for our department, the disciplines in our department, and the education of our students. We understand that we cannot get bonding to expand exercise science and training facilities for athletics if we do not get more density on campus. In the hopes of an uncertain bonding request, our department and teaching and learning spaces, will be sacrificed on the altar of athletics.

Why does this infuriate me? SMSU enrollment is up and Social Sciences is a large part of that. Sociology, History and Psychology have all created online degree programs that account for as many as 20 of our new students. In all, the department's 88 sections, in Psychology, History, and Sociology, have enrolled 89 students who would otherwise not be taking classes at SMSU. And this is on top of our robust offerings in online sections without the 88 section number. Are we rewarded for this? Of course not. We are being dismantled and divided.

The Social Science Department at SMSU is composed of eighteen full-time members in seven disciplines, plus one administrative assistant. The Department welcomed, Amanda Sieling, who joined our Justice Administration Program as a tenure track member. We also conducted a search for new member of our Psychology major and welcomed Laura Koenig to the department who replaced Dr. Bill Pavot upon his retirement. The Department is wondering why some programs get retirements filled on the tenure track early and without debate while others do not. The Psychology Program and the entire Department feels that Dr. Pavot should have been replaced with a tenure track position.

The History Center, the Museum of Indigenous Americans, and numerous student clubs and organizations are also housed under the umbrella of our department. The recent threat to the History Center has the Department concerned and willing to work in all ways possible to sustain that essential institution that serves both the University and region so well. The History Center moved to the Library and the Department is enormously pleased that the long struggle to find a sustainable home for the Center is long past. We thank everyone who helped with the move and finding a sustainable home for the History Center.

The Department was energetic and professional in our pivot to online education in the spring. As Chair, I heard no complaints, we continued to meet as usual. We shared valuable information about what we and our students were experiencing, and we continued to meet over the summer as we prepared for what will be a strange and challenging academic year in 2020-2021.

The Department holds bi-weekly meetings and continues to make considerable progress in advancing program and departmental goals, solidifying assessment plans, improving/revising courses and curriculum and improving the general student-learning environment.

In 2019-2020, the Department participated in several projects with university wide significance:

- History Program Review
- Sociology Program Review
- Social Work Accreditation Review
- Sample 4 year plans for all programs
- Course Outlines
- Social Work re-accreditation application
- Academic Prioritization

Professional Development Days

We also played leadership roles in strategic planning, assessment, the liberal education program, and the Minnesota Collaborative Assessment project.

In terms of credit generation and students graduated, the Department of Social Sciences is at the center of what makes SMSU a successful institution of higher learning. In 2019, the Department of Social Sciences graduated some 70 students with majors, by my reckoning, a little more than 16.5% of the school's total 422 graduates. It is worth noting that in 2019, SMSU graduated the fourth most undergraduate students of any department.

Graduates by program:

History 8

Justice Adm 19

Law Enforcement 0

Political Science 2

Psychology 24

Social Work 11

Sociology 6

Program Accomplishments:

Geography

- The Geography Program seeks to create educational foundations for spatial thinking, geographic thought, the social sciences, and people and environment inquiry. The Geography Program seeks to instill, advance, and spread knowledge of human geography, physical geography, and geographic tools and technologies. The Geography Program seeks to promote, further, and expand knowledge in other areas of the Liberal Arts Education Curriculum of a Comprehensive University.

History

- The History program offers a major and a minor and starting in 2020, these can now be offered fully online. We have at least two new majors, one from Florida and one from Rochester. There are two more who were admitted. The program was designed to provide students with a broad foundation in history, and with a special emphasis on writing and critical thinking skills. The faculty members in the history program have specialization in United States, European, Islamic, and Latin American history, as well as the history of the Civil Rights Movement. Many education students specialize in history under the social science licensure. The history program requires all graduating seniors to participate in the undergraduate research conference.
- To help secure a successful Spanish Minor, the History Program began collaborating with the Spanish Program by offering a history course in Spanish as part of the Spanish Minor. The course counts for both the History Major and the Spanish Minor.
- The program has noticed a drop in our number of graduating seniors that seem cyclical. Last spring the program began to improve the major without adding costs. We created an internship course as many of our students were doing internships but receiving credit as independent study. This summer, we have two students taking the internship course

and we developed what looks to be a long term relationship with the Redwood County Historical Society.

- This coming academic year the historians will augment our Historiography course to include a careers demission that will provide professional exposure to public history (archives, museums, local historical societies, legal, etc.).

Indigenous Nations and Dakota Studies

- Indigenous Nations and Dakota Studies (INDS) promotes awareness of native cultures and peoples in the U.S. through an examination of the ways in which traditional native cultures have persisted and adapted over time and how these cultures are expressed in present-day life and affairs. Due to budget constraints, the full time position was cut several years ago. Course offerings are limited, but efforts continue to revitalize this program. Recently, after much discussion and general disappointment at the unwillingness of the administration to provide permanent staff support, the INDS Program decided to revitalize the minor without any new staffing. There was considerable revision of the curriculum. In 2015, the SMSU Anthropology Museum was transformed into the Museum of Indigenous Peoples. Mike Hofstetter led this development and supervised three undergraduates in internships to complete this project. The collection of William Hezlip was generously donated and serves as the core of the museum exhibit. In 2016, the INDS Program graduated its first student with a minor in many years. Don Robertson and Teresa Peterson have served as adjunct instructors for this program. With the retirement of Dr. Robertson, we are working more closely with Dr. Peterson. In 2016, the INDS program had its first graduate since the minor was reinstated. As of spring 2020 there are none enrolled in the minor and no minors awarded.
- The program has the chance to create some stability by moving in the direction of a tenure track position. Last academic year we proposed entering into an MOA with the Faculty Association to allow us to offer a tenure track position at 25% time. Because SMSU is located close to several Dakota Communities, we have a number of highly qualified professionals who would be interested in such a position. The additional cost to SMSU would be small compared to the advantages of rebuilding our relationship with the local Dakota and indigenous communities. SMSU already pays for six credits of adjunct/overload each year for the INDS program, and these classes regularly fill. As of spring 2020 there are none enrolled in the minor. 11 students enrolled in the INDS course in the fall of 2019 and 10 enrolled in the INDS course in the spring of 2020. Our ideas for stabilizing the program, SMSU's only Ethnic Studies Program has received no institutional support for many years. We understand this as a complete lack of interest in Ethnic Studies generally and INDS in particular.
- The INDS Program, went through a difficult transition due to lack of intuitional support. We lost a nationally and internationally know adjunct, Dr. Teresa Peterson, who was seeking just compensation. Through the help of Michele Knife Sterner, we secured the help of SMSU alumnus, Adam Savariego. Adam is doing a remarkable job. How long we can keep him without an institutional commitment is unclear.

Justice Administration

- The Justice Administration (JA) program was created in response to the growing

demands of providing academic training for students preparing for careers in criminal justice. This academic program includes a major in Justice Administration, a minor in Criminal Justice and a BAS in Law Enforcement. The Justice Administration program covers the criminal justice system at all levels, and provides students with the opportunity and assistance to acquire knowledge of the roles of policing, courts, laws, and corrections.

- Following a difficult year in 2016-2017, when longtime JA Professor Bill DuBois passed away, the program rebounded with the hard work of Professor BC Franson and fixed term member Erin Kline. The JA program held a search for a new tenure track member who joined us in the fall. Dr. Kline and Professor Franson did significant work on addressing sexual violence on campus and organized several well attended events in the spring.
- JA was disrupted by the loss of their Club Room, the move of their offices. Newish Professor of Justice Administration, Amanda Sieling is doing a remarkable job and working extremely well with students and other faculty.
- Professor Franson, as part of her work with the Faculty Association, has been leading efforts on developing a cultural competency baseline for the campus and other inclusion efforts. This is badly needed work.

Psychology

- The Psychology program was designed to offer students an understanding of the major approaches, theories, and methods of psychological science and to prepare students for either graduate school or a career in the mental health professions. The Psychology program offers a major and a minor. The faculty are broadly trained in the areas of personality, counseling, cognitive psychology, social psychology, neuroscience, and industrial/organizational psychology. The coursework emphasizes both the theoretical and experimental aspects of the field, as well as the practical and applied aspects. Distinctive classes in the major include a Freshman Seminar in Psychology and a Junior Internship experience.
- The new Community Psychology and Health Promotion major is awesome and growing fast. Through the work of Professor Christine Olson, it is developing ties to a large Community College in New Mexico.
- The Psychology Program spearheaded the development and execution of the new computer and research lab in the Social Sciences building that has exceeded expectations in terms of use by every program in the department. Its focus on undergraduate research has helped increase the focus on scholarship in the building.
- The program continues to model how we can use our undergraduate clubs to engage in area schools to build pipelines to SMSU.
- The Psychologists also played a catalytic role in securing space and staff support for the Office of Civic Engagement.

Social Work

- The Bachelor of Science in Social Work is accredited by the Council of Social Work Education. Students must apply for acceptance into the major and are trained for a career in generalist social work practice. The program provides students with the knowledge, skills, and values necessary to practice on an entry-level with individuals,

families, groups, organizations, and communities in a variety of practice settings. The specialty areas of the faculty include poverty, hunger, diversity issues, and addiction. Students who major in Social Work are required to participate in an intensive Field Practicum internship experience. The program also provides a Human Services minor for students interested in the area but not majoring in Social Work. The program is extremely active in service learning for our region.

- The Social Work Program rebounded admirably after the uncertainty of 2016-2017 with the arrival of Professor James Smalley. The Social Work students are well pleased and excited about the future.
- Dr. Smalley had the opportunity to present Dr. Christine Black-Hughes (Social Work, MSU Mankato) and his research on "Evaluation of a Sexual Exploitation Prevention Program in Rural Minnesota" at the International Society for the Prevention of Child Abuse and Neglect (ISPCAN) European Regional conference in The Hague, Netherlands. The conference was held October 1-4, 2017 at the World Forum in The Hague.
- The Social Work Program went through its reaccreditation process and received a positive outcome.
- Social Work is working with its accreditation agency to try to develop a fully online degree program.

Sociology

- The Sociology program provides students with a broad base of theoretical perspectives and methodological techniques, as well as a broad content base with sociological applications. The program encourages a commitment to socio-cultural and international awareness, societal diversity, social justice, and an awareness of social inequality. The specialty areas of faculty in the program include inequality, gender issues, social movements, consumption, aging, the family and family violence. Graduates with Sociology majors are encouraged to enter a variety of careers, including social service, business, labor, government, criminal justice, and some elect to pursue graduate studies. In addition, students may complete the Sociology minor.
- Professor Vicky Brockman's book on social movements in Southeast Asia continues to sell well and has been cited more than 70 times in different publications.
- Sociology has created a fully online degree program and several students have shown interest.

Political Science

- The S.M.S.U. Political Science Program provides students with opportunities to understand and explain political phenomena ranging from the behavior of individual citizens to relations between nation-states. We seek to foster an empirical understanding of political institutions and processes, and an awareness of the moral and ethical implications of political action.
- Over the last year the program worked with the City of Marshall to develop a format for a standing internship program while maintaining its customary load of six-eight internships. Over the last two years we have supervised internships with such varied hosts as a law firm in Glencoe, the Armenian National foundation in Washington, and a lobbying firm in Madison, WI.

- Douglas Simon holds the rank of colonel with the Minnesota National Guard. When promoted to this rank he was appointed Staff Judge Advocate for Minnesota, where he is responsible for policy and administration of the Minnesota Judge Advocate Corps. This entity includes approximately 35 Army and Air Force National Guard judge advocates and 30 paralegals. Also, he serves as the primary legal advisor to Minnesota's Adjutant General, Major General Richard Nash, who serves as the executive officer of the Department of Military Affairs (the formal name for the Minnesota National Guard). Professor Simon will be in Washington DC for much of the Fall Semester, as part of his Guard work.
- Since January 2015 David Sturrock has served on the Marshall City Council, representing Ward Two (the southern one third of the city). In 2017, he was elected by his colleagues as Council President Pro Tem. He is a board member for the Coalition of Greater Minnesota Cities; Chairman of the Marshall Area Transportation Group, which advocates for regional highway improvements; and is a member of the Business Development and Government Affairs Committees of the Marshall Area Chamber of Commerce. He served as Parish President for Good Shepherd Lutheran Church for 2013-2017. He has served as Chairman for Cub Scout Pack 238 since 2015.

Full time or fixed term Faculty (2019-2020)

Cindy Aamlid, Associate Professor of Sociology

Benjamin Anderson, Assistant Professor of Psychology

Vicky Brockman, Professor of Sociology

Corey Butler, Professor of Psychology

BC Franson, Associate Professor of Justice Administration

Michael Hofstetter, Professor of History (on sabbatical Spring 18 and Fall 19)

Laura Koenig, Assistant Professor of Psychology

Jeffrey Kolnick, Professor of History

Kerry Livingston, Associate Professor of Sociology

Christine Olson, Professor of Psychology

Scott Peterson, Professor of Psychology

Rick Robinson, Associate Professor of Social Work

James Smalley, Assistant Professor of Social Work

Amanda Sieling, Assistant Professor of Justice Administration

Doug Simon, Professor of Political Science

David Sturrock, Professor of Political Science

Thomas Williford, Associate Professor of History—Chair of the Department, 20-23.

Social Sciences Participation in undergraduate research: Student Academic Presentations:

SMSU Campus Presentations: 14th Annual Undergraduate Research Conference at SMSU.

- There were over 20 posters and 4 oral presentations of students from the Social Science Department at the SMSU Undergraduate Research conference in the fall. Social Science faculty have encouraged student participation in the conference by incorporating poster projects and presentations into their course assignments. The department has played an important role in the success of the Undergraduate Research Conference at SMSU.

Teaching and Service:

Museum of Indigenous Americans:

- The Social Science Museum was transformed into the Museum of Indigenous Americans. We note the enormous work done by Professor Michael Hofstetter in spearheading this project to completion and his ongoing work as the de facto curator of the museum. His careful attention to detail and his sensitive outreach to Dakota Communities is exemplary.

History:

- History faculty participated in the WWI Commemoration events and helped organize the panel discussions on 1968. They also sponsored speakers for the MLK Breakfast, Black History Month and planned a Women's History Month event. Historians are also active in Gold College.

Social Work:

- Social Work continues to develop a Mentor program that is steadily growing.
- Jim Smalley joined the Social Work faculty.
- Social Work is actively involved with a new program called One to One in partnership with Western Community Action. The program locates people in the community who need assistance and connects them with student volunteers.
- Social Work faculty are developing a special social history that will allow students to create life stories for Heritage residents.
- Social Work is about to complete their multiyear reaccreditation project.

Psychology:

- Professors continue to improve the College Now Program in Psychology. This has involved continuing the process of transferring to new textbook, updating course materials, and making them available to teachers via D2L.

- Psychology also worked hard on creating a new online major in community psychology health promotion. The Psychology Program second to none on this campus.

Sociology:

- Sociology like Psychology continues to actively engage in assessing and updating of the College Now program.
- Led by Professor Kerry Livingston, Students from the Summer Bridge program completed field research for a series of photographic essays they completed on social class inequality. With the help of her colleagues Dr. Rick Herder, Cassie Williams, and Michele Sterner, students collected evidence and thoughtfully applied sociological concepts and theories to what they were observing in the field. *A Tour of MLK's Legacy and Beyond: A Collection of Visual Projects by SMSU Students* opened in January of this year.
- Mu Mu Aye and members from the Sociology Club collaborated on a visual sociology project that examined characteristics of college towns. Students did field research in Dickinson, ND; Sioux Falls, SD; Brookings, SD; and here in Marshall. Images and captions from this project, along with those from the Summer Bridge project, were on display in the Office of Civic Engagement this fall, and displayed again during a research symposium at South Dakota State University.
- Professor Livingston collaborated with Dr. Bob Dorlac and Dr. Peter Lothringer on an interdisciplinary program this spring. Students from SOCI 220 (Social Problems), ART 221 (Painting), as well as students and faculty from the SMSU music program shared work that exemplified the key tenets of each theoretical perspective in sociology.
- Sociology remains vitally active in the URC.

Justice Administration:

- Remains a model in how they prepare students for professional life with mock interviews and resume writing work.
- Completed a search for a new tenure track faculty member.
- Played a vital role in pre-gaming relating to violence against women and Professor BC Franson remains in a leadership role in the New Horizons Crisis Center.
- Amanda Sieling joined our faculty and that has been awesome!!

Indigenous Nations and Dakota Studies

- The University has been unable to support this program with more than minimum adjunct offerings. SMSU had an excellent adjunct, Dr. Teresa Peterson, who, with full department support, was seeking a 25% fixed term appointment. SMSU could not go that far in its commitment to the INDS program. We lost Dr. Peterson and further damaged our relationships with the Dakota Communities. It will be a challenge to support the program going forward with adjunct appointments. This speaks directly to the University's support for ethnic studies programs generally, INDS specially, and the entire project of diversity and inclusion at SMSU.

College Now Program:

- As noted above, the College Now program continues to undergo significant improvements and revisions. Our department remains an active participant in the process of improving the quality of instruction, and in reviewing the academic preparation of the high school onsite teacher applicants. We have worked to tighten the oversight of courses taken off campus and to encourage uniformity in syllabi, instructional materials, and assessment instruments.
- This past year, 56 different CN sections were offered (20 General Psychology and 13 Intro to Sociology, 3 Geography, 20 Political Science). Our Social Science CN faculty held a total load of 32.80 credits. This year, our numbers dipped slightly and we will try to find out why.

Six-Year CN Numbers Comparison

Year	Faculty Load	Students	Credit Hours
2019-2020	32.80	1006	3018
2018-2019	35.96	1085	3255
2017-2018	38.18	1248	3744
2016-2017	36.86	1229	3687
2015-2016	26.34	889	2667
2014-2015	22.04	Not given	Not given

Civic Engagement Center:

- Continue to reconstruct the Center for Civic Engagement Website, including: review of websites of model higher education civic engagement centers; development of online forms for enhanced communication about volunteer and service-learning opportunities; development of online database of service sites; update of service-learning handbooks and assessment forms; review of relevant resources related to variety of forms of civic engagement; highlighting civic engagement activities/initiatives of SMSU students, faculty and staff, and regular contact with webmaster and tech support staff.
- In conjunction with the Office of Civic Engagement, the Sociology Program worked with the Summer Bridge program to offer an exhibit on MLK.

History Center:

- The SMSU History Center remains an active and valued part of the Social Science Department. The History Center is a regional archive affiliated with the Minnesota Historical Society. As such, it is an official depository for public records in this region and serves individuals and local communities. Moreover, it is an essential resource for the History Program and History students, and for other students perusing local research. This year, Jan Louwagie continued to demonstrate an impressive record of community and regional service. She has intensified her outreach to regional museums and collections in conjunction with the Minnesota Historical Society. The center continues to benefit from Jan Louwagie's expertise and the excellent work of students and community volunteers.

- As mentioned above, we are very happy to have resolved the uncertainty with the History Center. The move was and is an ordeal, but the certainty about its future is crucial.

Assessment Activity:

We will add Assessment plans to this report as they come in, which in some cases will be this fall. Complete Assessment Plans will be provided early in the fall.

1. Department members continue to take an active role in facilitating campus wide assessment activity including assessment of the Liberal Education Program. In particular, the work of Christine Olson, Scott Peterson, Cindy Aamlid, and Kerry Livingston, Tony Amato stand out as models of faculty work on assessment.
2. Department members participated in several campus wide assessment workshops tied to HLC visit.
3. Programs have continued to reexamine and to modify their Program mission statements along with desired outcomes. In addition, programs have updated course maps and worked on aligning where our course outcomes meet LEP outcomes.
4. Program Assessment Files have been periodically updated and electronic versions of documentation are being gathered and placed in appropriate locations by Administrative Assistant Dawn Bahn. We anticipate including this data in next year's department report.
5. Programs are continuing to develop and modify 2-5 year assessment plans.
6. Self-study reports have been gathered and filed in Social Science Department electronic filing system.
7. Programs have submitted copies of current versions of syllabi for electronic filing.
8. Programs have submitted copies of assessment tools on an on-going basis to the Administrative Assistant for filing.
9. College Now course instructors continue to develop and modifying routine assessment instruments.
10. Programs are engaging in a discussion of assessment data and have modified and adjusted courses and course content accordingly.
11. Social Science Department continues to respond to updates requested by the Dean and Provost (e.g., request by Committee for Institutional Assessment to submit assessment reports/updates for HLC Assessment t-drive).
12. Social Science programs have utilized assessment data and reporting in course updates and revisions.
13. Social Science Faculty represented on the CIA and the LEP committee where they engage in extensive planning on assessment.

Student Trends:

In the academic year 2019-2020, the Social Science offered a total of 133 courses. Some of these courses were taught by adjunct instructors and a few were taught by faculty on overload, but most were part of the normal teaching load. As of spring 2020 a total of 286 students are listed as majors and 65 listed as minors within the Social Science Department. Our student/faculty ratio, of full-time faculty members to students majoring in the department is around 20 to 1.

Social Science Department Major/Minor Data		
Degree	Number of Majors	Number of Minors
History	33	2
Justice Administration Law Enforcement	75 2	(9 criminal justice)
Psychology	62	23
Sociology	18	11
Social Work	59	(3 human services)
Political Science	22	9
INDS		
Public Administration		5
Community Psychology & Health Promotion	15	

Social Science Department Course Data			
Number of courses	Fall	Spring	Summer
History	10	9	1
Justice Administration	7	7	
Psychology	19	34	8
Sociology	12	9	1
Social Work	8	8	
Political Science	6	4	1
Number Enrolled by semester	Fall	Spring	Summer
History	186	168	14
Justice Administration	164	172	
Psychology	409	457	93
Sociology	229	185	20
Social Work	112	106	
Political Science	85	65	15

Student Club Activities:

The faculty of the Social Science Department are committed to student growth and development. The Social Science Building has dedicated numerous rooms to student club space. Following is a list of the student clubs and organizations that were advised by faculty during AY2019-2020. Most of these clubs meet in the Social Science Building with academic advisors frequently in attendance.

College Democrats	Advisor: Tom Williford
History Club:	Advisor: Jeff Kolnick
Criminal Justice Club	Advisor: BC Franson
Oyate Wowinape	Advisor: Michelle Sterner
Psi Chi	Advisor: Scott Peterson
Psychology Club	Advisor: Christine Olson

Student Social Work Association

Advisor: Rick Robinson

Sociology Club

Advisor: Kerry Livingston

The activity of student clubs varies from year to year, though most of the groups listed met regularly in 2019-2020. Group activities included fund raising, hosting guest speakers, traveling and giving poster presentations at academic conferences.

- The History Club sponsored the WWI and 1968 series and as usual participated in planning and support for Black History Month and Women’s History Month. They also had two successful visits from alumni talking about professional life after the History Major. The club meets weekly on Tuesday afternoons and at each meeting students present on a common topic.
- Psychology faculty participated with Psychology Program faculty in Annual Graduate Studies Panel (sponsored by Psychology Club)
- Sociology club members attended the annual Great Plains Sociological Meetings and the SOM Annual Meetings. Students presented their posters in the Student Poster Competition at the Great Plains Meetings.
- Social Work Club activities this semester have included:
 - Food drive
 - Highway cleanup
 - Pet Visit activities
 - Relay for Life

Student Scholarships:

The following students were awarded Scholarships for the 2020-2021 academic year:

Student	Scholarship	Major	Award
Levi Magnuson	C. McNally Scholarship	History	400.00
Isabella Erickson	History Scholarship	History	300.00
Nolan Schultz		History	300.00
Braedon Kluver		History	300.00
Hannah Smith		History	300.00
Cynthia Winch	Robert White Scholarship	Social Work	350.00
Levi Magnuson	Joseph Amato, Sr. Scholarship	History	375.00
Alexandra Bidwell	Nick Roberts Memorial Scholarship	Psychology	525.00
No applicants	Sociology Scholarship	Sociology	300.00
Zoe Hess	Psychology Scholarship	Psychology	600.00
Allyson Thuringer	Cowan Scholarship	Psychology	475.00
Jenna Houseman	Maynard Brass Scholarship	Exc Science	175.00
Isabella Erickson	Perryman-Visser Scholarship	Political Science	450.00
Shawn Merry	John Zwach	Political Science	2000.00

Jason Bryant	Political Science	Political Science	500.00
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Budgets:

Budget Info for AY 2019-2020: Ending balances as of June 26, 2020.

Program	2019-2020 Allocation	Ending Balance
Justice Admin	1000.00	325.61
Psychology	1450.00	162.84
Social Work	2700.00	-74.29
Sociology	1250.00	181.28
History	1200.00	336.31
Anthropology	50.00	24.98
Indigenous Nations & Dakota Studies	150.00	66.04
Geography	500.00	199.61
Pol Science	1000.00	219.95

Administrative Staffing:

Social Science Administrative Assistant

Dawn Bahn, *Social Science Department Administrative Assistant*. Dawn provides management, clerical, scheduling and technical services for ALL social science programs (18 full-time faculty, and numerous adjunct professors), the Social Work Program (with licensure work), the Child Welfare Scholars program, Museum of Indigenous Peoples, the Psychology computer lab. Thus, Dawn provides services for well over twenty-five faculty on a 0.95 FTE work assignment. To help with Dawn's tasks, a student worker provides much needed assistance.

Social Science Department Five-Year Plan:

Restore and revitalize the Indigenous Nations and Dakota Studies program.

Strengthen the Political Science Program and the Sociology Program that are both under stress due to staffing issues.

Restore the Anthropology minor.

Continue to improve web based literacy and usage in the Social Science Department, including D2L and program specific information on the university web page.

Continue to promote community service learning opportunities in coordination with the Office of Civic Engagement.

Continue to strengthen the collection of data and the assessment process in the Social Sciences.

Continue to maintain the Museum of Indigenous Americans.

Maintain high standards of teaching and scholarship, including high standards in the College Now Program.

Work with the university to upgrade and install new equipment in Social Science classrooms.

Work to save the Social Sciences Building.

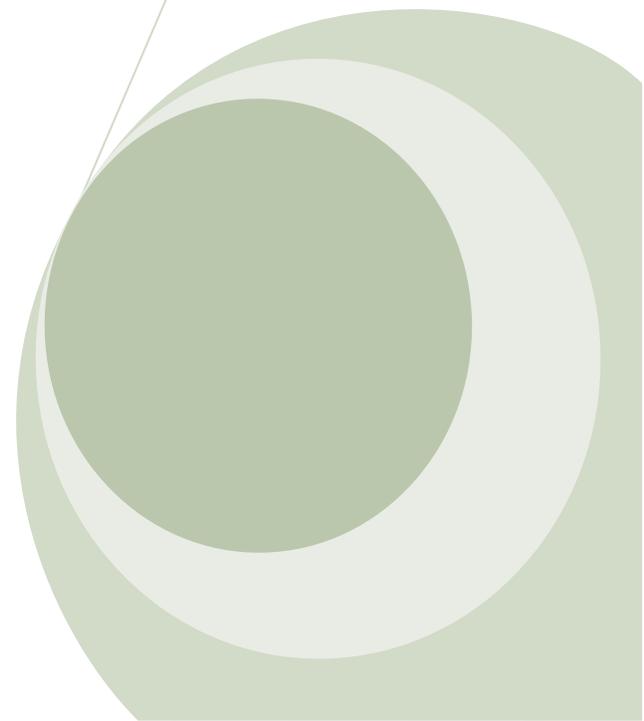
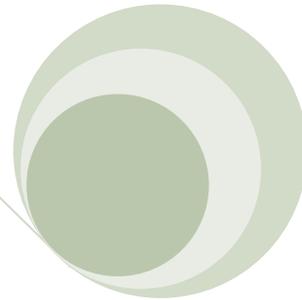
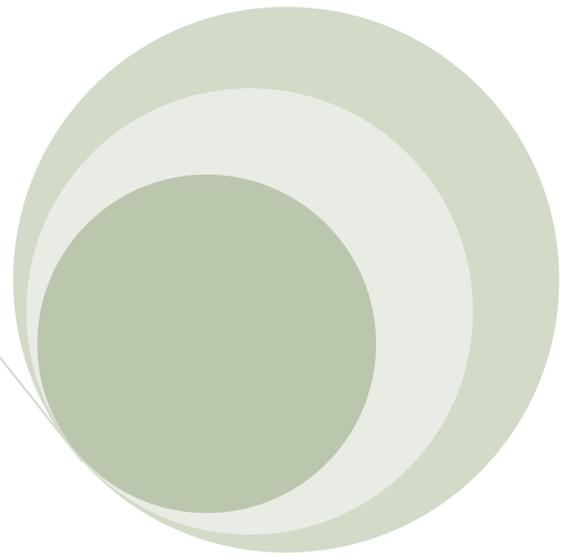
Work to maintain the presence of the Southwest Minnesota Regional Research Center with skilled staff support.



COLLEGE NOW: SMSU Concurrent Enrollment ANNUAL REPORT

This document reflects College Now activities and accomplishments during the academic year.

2019-20



Introduction

This report will present important data that represents the scope of the Southwest Minnesota State University concurrent enrollment program known as “College Now,” on general operations, and establish goals for the future operation of the program.

Data

College Now partnered with 114 school districts, offering 534 courses around the state during the FY 20 school year. The Program experienced a slight decrease in credits for the year, generating 36,945 credits from 4,641 unduplicated students. However, with the new tuition pricing structure, the program revenue saw increase yet again. Revenue is reflected below:

- FY 2015 \$1,553,559
- FY 2016 \$1,683,095
- FY 2017 \$1,715,688
- FY 2018 \$1,757,430
- FY 2019 \$1,825,088
- FY 2020 \$1,856,275

College Now duplicated students fell from 11,689 in FY19 to 10,211 in FY20. However, College Now was responsible for a total of 1,232 FYE in FY20 equating to 59.1% of Lower Division FYEs (an increase from 57.2) and 39.5% total Undergraduate FYEs. I think we are seeing some effects of the HLC credentialing requirement as getting teachers approved is getting harder.

Operations

- The College Now program had numerous successes in FY20
 - We received 150,468.00 in grant funding from the Minnesota Department of Education which will allow us to:
 - Offer Introduction to Education at seven additional high schools
 - Provide professional development training and mentoring high school teachers
 - Provide funding for tuition for some schools
 - Create Educators’ Rising Club at high schools
 - Host Future Educators’ Days

- Host an Aspiring Educators Academy for high school students
 - We offered our first sections of graduate CPL to students in Communications and Biology. In FY19 we developed and received approval for five graduate level CPL courses in English, Communications, Biology, Physics and Chemistry. Courses were offered in FY20. High school instructors needing HLC credentialing for concurrent enrollment who have experiences equivalent to graduate level work are now able to apply for credit through a portfolio review process. We hope to expand these offerings in FY21.
 - We again in FY20 had a partnership with Metro ECSU which covers \$300/credit of approved graduate coursework for high school teachers in Minnesota working towards HLC credentialing.
 - We also wrapped up several grants from previous years which allowed us to complete a promotional video for growing our own Minnesota Educators, complete our online appeal process for ineligible students interested in College Now, and provide internal support for our office with additional staff to assist in processing new teacher applications and student registrations.
 - We worked closely with the MinnState System Office on a Collaboration Grant to provide more offerings and better service to teachers needing HLC credentialing for Concurrent Enrollment Offerings.
- Challenges – Several challenges exist with Concurrent Enrollment.
 - COVID-19 offered up numerous struggles in FY20. SMSU went fully online partway through spring semester as did all of our high school partnering schools. Teachers and faculty worked collaboratively to provide College Now courses in online and distance learning modules. As we look to the start of FY21, these struggles will likely continue as hybrid, high-flex, distance learning, and online modes of Education will very likely be in place. We are continuing to listen to faculty and to our partnering schools on how best to accommodate the needs of students and staff while maintaining the rigor and expectations of the courses and College Now program as a whole.
 - The HLCs expectations of minimum faculty qualifications standards requires high school teachers to be fully credentialed by Sept. 1 2022. This date is quickly approaching and while much work has been done in the state to provide course opportunities and financial assistance for instructors, this continues to be a huge hurdle for teachers and high schools. Concurrent enrollment programs across the country like SMSU's College Now stand in very uncertain times as many courses may be lost following this deadline. Much of our work continues to revolve around this policy change and has serious potential consequences for College Now and SMSU.
 - Another hurdle for our program continues to be our operating budget which totaled \$5,700 in FY20. This was an increase from \$4,860 in FY19. Along with this increase, we had less costs in the final quarter of the year due to COVID, teleworking, and less/fewer: trainings, travel, printing, and general overhead, so

we ended ok. However, long term, this is not enough to effectively operate a progressive program as large as ours.

Goals

- One-year
 - Continue to expand, promote, and structure CPL for more opportunities and a more clearly defined program for interested high school instructors
 - Work with MinnState and Distance Minnesota to provide a one-stop-shop for teachers needing HLC ce credentialing
 - Send comprehensive fact sheets to each high school on their individual credits, savings, and other valuable information.
 - Complete a third College Now video geared towards 8th and 9th grade students and parents, informing and promoting concurrent enrollment opportunities, expectations, benefits, and eligibility requirements.
 - Continue working on HLC requirements for teachers and finalizing individualized plans for instructors for completion or alternate plans by Sept. 1 2022.
 - Development of online new teacher application process
 - Receive additional grant money to support expansion of College Now courses, continue additional staff person and SMSU student support measures
 - Increase discussions on equity for students in regards to College.
 - Assist MnCEP in getting 501c3 status
 - Work with legislation to fully fund CE in the state of Minnesota

- Three-year
 - Look for continued opportunities to better serve our 19 county region
 - Expand in multiple CN areas
 - Increase SMSU College Now regional and national involvement and recognition
 - Have majority of teachers appropriately credentialed with HLC and have an acceptable pathway for schools unable to reach the credentialing requirements.

- Five-year
 - “Minnesota CEP of Choice”
 - Success and multiple initiatives for the conversion of College Now students to on campus SMSU matriculation