



College of
Arts, Letters and Sciences
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Annual Report 2020-2021

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Table of Contents

English, Philosophy, Spanish and Humanities	3
Fine Arts and Communication.....	51
Mathematics and Computer Science	102
Science.....	113
Social Science.....	125
College Now.....	145

SMSU ENGLISH, PHILOSOPHY, SPANISH &
HUMANITIES DEPARTMENT
Annual Report, 2020-21

Submitted by

Lori Baker, Chair of EPSH
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CONTENTS

Introduction.....	3
Section I: Description of Department	
Mission Statements	4
Personnel, Budget, and Support.....	4
EPSH Majors, Minors, and LEP Support	5
College Now.....	7
English Graduate Courses	8
Section IIA: 2020-2021 Activities of the EPSH Department	
Departmental Operational Highlights	9
Assessment	11
Faculty Achievement	12
Select Student and Alumni Achievement.....	17
Section IIB: Program Reports	
Creative Writing Program	18
Communication Arts & Literature/Education	19
Spanish Program	19
Philosophy and Humanities Programs.....	20
Professional Writing and Communication Program	20
Honors Program	29
Writing Center	29
Section III: Five Year Plan	30

INTRODUCTION

(submitted by Dr. Lori Baker)

Engagement and perseverance are the themes that arise repeatedly throughout the course of this report. Despite the historical nature of this past year, in which a global pandemic forced many changes in higher education, the faculty and staff within the Department of English, Philosophy, Spanish, and Humanities (EPSH) were successful in engaging with students, with each other, with colleagues across the university, and with others in their respective disciplines. So many among us, including our students, had to face loss, illness, fear, and anxiety, all while attempting to balance work and personal demands. There has certainly been a toll, but as chair, I am proud of everything members of my department accomplished. While the modes of interaction were necessarily changed, that did not keep us from the various tasks before us.

The EPSH 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 dual credit programming, 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. As part of our collaborative work with other units on campus, this past year we taught additional sections of courses for AOS Scholars and the Mustang Pathways programs, including the new Mustang Pathways Online. Our faculty adapted their courses to provide hybrid, online, and hyflex courses, but we also managed to provide sections of fully face-to-face classes. Students were able to receive the type of course necessary for their own needs. We continued our outreach for the community during this COVID-19 year where we could, such as holding the annual "Creating Spaces" creative writing contest for children in grades 3-12 in a virtual format and using our social media to promote online materials for the public to enjoy.

During our online department and committee meetings, we continued to review curricula and policies, described later in this report. We spent significant time discussing matters of equity and inclusion; for example, we created a shared folder for each other to draw upon of assignments and organizational policies and position statements at the start of the year, as part of our department's own response to Equity 2030, as well as reviewed equity data related to several English courses in particular and strategized how to address gaps. Some changes forced by the pandemic resulted in several practices we are likely to continue, such as having a Zoom option for meetings so that everyone can participate and using Zoom where preferable for advising, in order to capitalize on the screen-sharing option that worked well for some students.

Despite physical distance due to the pandemic, we grew closer as a department. We continued our discussions of how the different programs in the department can function to support one another. We continue to grapple with the loss of our retrenched faculty member, Dr. Maureen Sander-Staudt, and we will deeply miss Dr. Stewart Day upon his retirement. We continue to advocate for returning a position to the Philosophy Program, which was self-sustaining even before Dr. Sander-Staudt's retrenchment.

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

Highlights and transitions:

- Prof. Michael Albright, English, was awarded tenure and promoted to Associate Professor.
- Prof. Lisa Lucas Hurst has been selected to fill an English probationary position. She will transition from a fixed term line to the tenure track in August 2021.
- Prof. Stewart Day, Philosophy, retired at the end of the spring 2021 semester and was granted *Emeritx* status.
- Adjunct Steve Linstrom retired from teaching at the end of fall semester.

Though we had started a search for a Creative Writing probationary position last spring which was disrupted and cancelled due to COVID-19, we chose to postpone the search this year as well. However, the lack of having someone in this position is showing. We covered the gap this past year with much additional overload, but the need is increasing looking ahead as we consider how we will be able to staff next year's courses. We are also missing needed recruiting power and service to the department from not having someone in this position.

Dr. Lori Baker served her second year Department Chair. Given that Dr. Baker had taken on the term until another department member was ready to take over, Dr. Amanda Bemer was elected chair and will start her term in August 2021.

The department faculty members consisted of the following during the past year:

- Full-time tenured – 13
- Full-time probationary – 1
- Full-time fixed-term – 2 (one at 91%)
- Part-time fixed-term – 0
- Active Adjuncts – 4

In addition to the 16 full-time faculty load listed above, faculty also performed 34.74 credits of overload (some of this was due to College Now coverage given Eric Doise’s sabbatical) and adjuncts provided 29.46 credits of load. Combining the overload and the adjunct load, this equates to another 2.675 FTE positions.

As of June 2021, two new adjuncts, Thomas Flynn and Justin Eells, have been interviewed and hired to help with staffing English LEP classes in fall of 2021. Dr. Maureen Sander-Staudt has also been approved to work as an adjunct for Philosophy in fall of 2021.

The EPSH Department also employed a .95% 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 one student worker.

FY2021 Starting Budget Balances

Due to COVID-19 impacting the previous fiscal year and affecting our normal spring expenditures, but also due to some purposeful planning for a large item needed by the department, we requested carryover for several budgets. We used that carryover to purchase a laptop for the department.

Philosophy	\$570 + 430.16 FY20 carryover	(Base -\$330 from FY 20)
Spanish	\$570	(+\$70 from FY 20)
Humanities	\$190	(-\$110 from FY20)
English	\$5225 + 849.60 FY20 carryover	(Base -\$275 from FY 20, which was -\$496 from FY19)

EPSH MAJORS, MINORS, AND LEP SUPPORT

The EPSH Department offers important liberal arts majors, minors, and an undergraduate certificate, all of which are easily bundled with other degrees on campus to provide depth to students’ education and enhance their employability. Most of the degree pathways in English share courses between them, something to consider when reviewing curricula and number of students in the majors and minors. In addition to our secondary education degree in English, we offer graduate courses for the Masters of Education English emphasis and two graduate certificates, and we support programs in the BEPS college with writing-focused coursework often required in those majors. Our department offers primary LEP courses that both on-campus and distance education students are required to take, which include sections tailored for multi-lingual speakers of English to help them succeed. We further extend our work through the large number of College Now courses we offer. We collaborate with other programs and support areas on campus to provide classes for interdisciplinary minors and sections of courses for AOS Scholars and the Mustang Pathways programs, including the new Mustang Pathways Online.

In reviewing past program data provided by Alan Matzner from Data Management and Institutional Research or found on the program review data webpages (web pages last updated FY20), several highlights emerge:

- The number of majors across programs generally held steady even during this pandemic year, with English and Communication Arts majors each down 3-4 students from last

year but within trend numbers over last five years and comparable when considering the decreasing number overall of traditional juniors and seniors at SMSU during this time

- English majors have a higher retention rate than the SMSU average, based on the 8-year composite available on the Data Management web page (traditional students at 80%, transfer students at 87.5%, compared to the SMSU overall rate of 66.5%)
- Professional Writing and Communication majors remain on trend with a higher ACT than average SMSU students; Communication Arts and Literature students also share this trait to a slightly lesser degree
- The Philosophy majors' incoming ACT and SMSU GPA also rose significantly over the SMSU average this past year
- Professional Writing and Communication majors and Philosophy majors achieve higher SMSU GPAs compared to the SMSU average
- Most minors have retained a fairly steady enrollment despite COVID-19, after earlier spikes (Spanish graduated a large number of seniors last year)
- Philosophy's course enrollment numbers reflect the impact of retrenchment. FYs 19 and 20 show the drop in students enrolled in Philosophy courses due to the reduced number of courses available without Dr. Sander-Staudt and thus the lost FTE to the program from that (I believe a sabbatical influenced the numbers in FY18 Spring).

English Majors

Term	English (CW and LIT)	COMM ARTS-English	PWC	Total English Majors
English	16	10	14	39
Fall	16	10	14	39
Spring	12	8	10	30
Summer	2	1	3	6

Philosophy Majors

	PHIL Majors
Philosophy	9
Fall	9
Spring	8
Summer	5

EPSH Minors

Minor	(Per data spreadsheet from C. Westfield 12/20)
Spanish	20
Philosophy	5
Pre-Law	7
Religious Studies	3
Literature	1
Writing	5

LEP 100/200-level Coursework

The EPSH Department provides significant support to SMSU students throughout the LEP requirements and elective choices. The data below demonstrates the number of LEP courses at the lower-level offered by EPSH each term.

<i>Fall 2020</i>		<i>Spring 2021</i>		<i>Summer 2021</i>	
ENG 099	5	ENG 099	2	ENG 099	1
ENG 107	1	ENG 151	8 *	ENG 151	1
ENG 151	6 *	ENG 251	6	ENG 251	2
ENG 251	7	EMLS 101	1	EMLS 101	2
EMLS 098	1	EMLS 151	1	LIT 170	1
EMLS 099	1	LIT 170	1	PHIL 101	1
EMLS 101	1	LIT 263	1	PHIL 103	1
EMLS 151	1	HUMT 201	1		
IDST 110	1 +	PHIL 100	1	Total Summer	9
LIT 100	1	PHIL 101	1		
LIT 150	1	PHIL 107	2		
LIT 266	1	PHIL 303	2 ^	TOTAL LEP SECTIONS	
HONR 140	1	SPAN 101	2	OVER 2020-2021 =	75
HUMT 201	1	SPAN 201	1		
HUMT 202	1				
HUMT 230	1	Total Spring	30		
PHIL 103	2				
PHIL 105	1				
SPAN 101	1				
SPAN 102	1				
Total Fall	36				

* Seats set aside for section 88/online not counted separately

+ Section for EMLS students

^ Counts as the equivalent to ENG 251 in the LEP

COLLEGE NOW

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

English

- 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 introductory literature courses. Last year we transitioned from LIT 120 (Introduction to Literature) to LIT 100 as the primary LEP and MTC literature course, although our other LEP literature classes are also available as options.

- With the help of Dr. Judy Wilson and Dr. Neil Smith, the College Now faculty worked this past spring to create materials in order to begin offering ENG 107 Introduction to Creative Writing as a College Now option beginning next year. (Since most high schools have already set their fall curriculum, we expect to ease into this offering more in Spring 2022.) We are very excited and expect a good response.
- Staffing: 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, we have two adjuncts in College Now, Tim Buysse and Kasey Kollander. Kasey Kollander was on leave this year and not included in our adjunct count. Prof. Doise was on sabbatical this past year, resulting in overload for all of the full-time College Now instructors.

Spanish

- We offer SPAN 201 and 202 to a large number of students.
 - Prof. Primavera Cuder and Prof. Jose Losada Montero each had College Now load this year in the Spanish Program.

This past year the English College Now overall enrollment and load increased with the addition of 6 sections/140 students/521 credits compared to last year, with a total of 9,100 credit hours, retaining its standing as one of the largest College Now providers. Spanish saw a slight decrease of 4 sections but still provides an impressive 1,926 credit hours of dual credit. A factor affecting total Spanish credit hours (but not number of sections) is that the Spanish classes on campus were reduced from 4 credits to 3 credits in a curriculum change of spring of 2020, and so the College Now sites have followed suit. Both programs are working closely with their high school faculty to encourage those teachers to meet the HLC graduate credit mandate, the deadline for which has been extended due to COVID.

English and Literature Combined

Total Sections: 126

Total Faculty Load: 74.2

Total Enrollment: 2,580 students

Total Credits Hours: 9,100 credits

Spanish

Total Sections: 30

Total Faculty Load: 17.4

Total Enrollment: 642 students

Total Credits Hours: 1,926 credits

ENGLISH GRADUATE COURSES

We offer two graduate English 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 ENG 656 offered each Spring (offered in conjunction with the annual state-wide English studies conference for attendees who wish to earn credit). Given the impact of COVID on the MnWE conference, we did not have any teachers enroll in the ENG 656 course this year. This summer we are offering LIT 622 and LIT 632, with 10 and 11 students enrolled

respectively. We also now have ENG 589 Directed Studies as an option for high school teachers to use to apply for credit for prior learning and have had several inquiries.

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 in Section IIB.

DEPARTMENTAL OPERATIONAL HIGHLIGHTS

Positions

EPSH submitted several position requests this past year:

- A full-time tenure line to reverse the retrenchment in Philosophy and recall Dr. Maureen Sander-Staudt to that position
- A full-time probationary position in Philosophy to replace the retiring Dr. Stewart Day
- A conversion of a fixed-term line that had been in place for 8 years to a probationary line in English
- A fixed-term sabbatical replacement for Dr. Losada Montero in Spanish
- Continuation of a fixed term in Spanish held by Dr. Primavera Cuder

A probationary replacement for Marianne Zarzana's creative writing (poetry) position had previously been approved with a search conducted and then halted during spring of 2020. At that time, the search was suspended due to COVID. The department chose to postpone the search for this position again this fall until the impact of COVID would be clear, but intends to request that this search resume in the upcoming year.

Of the positions requested, only the conversion of the fixed term in English and the renewal of Dr. Cuder's fixed term in Spanish were approved. Lisa Lucas Hurst will move into the English probationary position in fall of 2021. The Philosophy positions were not approved. Regarding a sabbatical replacement for Dr. Losada-Montero, who will be on sabbatical for the full 21-22 year, the administrative response was to hire several adjuncts to cover the full-time load. At this date in late June, the search for adjuncts with appropriate Spanish credentials who can teach on campus (i.e. are local or close enough to commute) has been very difficult, and complete staffing is not yet fulfilled. A fixed term line would have solved this problem, as that would have provided enough income for someone to temporarily relocate while gaining experience to put on their vita.

Department Meeting Items of Note

The full department met at least once a month, with programs and committees meeting as needed. All department meetings were held on Zoom due to the pandemic.

Several important agenda items carried over and were discussed at multiple meetings. We started the year with reading and discussing the newly published 2020 Conference on College Composition and Communication (CCCC) Special Committee on Anti-Black Racism and Black Linguistic Justice statement, and how we might approach work with the statement and other Equity 2030 initiatives this year. We chose to create a shared document in which all department members could contribute assignments, syllabi notes, organizational policies and position statements, and other materials that department members might find useful and could draw into their own work. We discussed this at several points over the year. In spring semester, we used methods described by the Assessment Day speakers (specifically the “I notice / I wonder” activity) and analyzed the DFW rates in our ENG 151 and ENG 251 courses for equity concerns, followed by contributions to a department response and plans for continuing that work in the fall.

Teaching during COVID was of course an ever-present topic. More time was spent at the start of the semester on this item, and again as we prepared for the spring semester. Much of this was simple information-sharing about university protocols, but also comparison of strategies and pedagogical adaptations and important emotional support for one another.

We did have several guests join us on Zoom to help members of the program keep up to date on current advising practices and other projects relevant to the department. Molli Anderson, Transfer Specialist from the Registration Office, led us through DARs changes and introduced the Grad Planner. Explanation of the new Mustang Pathways Online program was shared with us by Lori Wynia, Director of Online Learning & Transfer Partnerships, and Erin Kline, Associate Director of Mustang Pathway Program, as part of their request that we offer an ENG 099 or similar class for the adult learners in this new version of the Pathway program that was piloted in spring semester. Information on the new “SIFT” technique being used by librarians and in LEP 101 (in place of/alongside CRAAP test) was shared with us by Maria Kingsbury, and the other librarians also joined us and chimed in. This was vital information for our LEP writing courses.

We created a few more department policies to add to the ones we developed last year:

- Scheduling policy for academic semesters and summer
- Humanities Teaching Policy for assigning instructors to courses
- Adjunct hiring policy
- Revision of ENG Program Guidelines for Tenure and Promotions

Curriculum and Collaborative Projects

After a very active year last year of reviewing curriculum and updating catalog items, this year we had just one follow-up item taken through the official curriculum process:

- ENG 303 Change name back to Screenwriting (from Writing for Stage and Screen)

One of the collaborative projects we have been engaged in (with Judy Wilson on the committee), the Interdisciplinary Fine Arts minor, also passed. This minor includes a Creative Writing option that requires ENG 207, one 300-level workshop, and 1 300-level literature course.

The English Program chose to support the Mustang Pathways Online request to offer an ENG 099 section fully asynchronous online, with the support of a peer mentor student dedicated to the class. Dr. Teresa Henning taught the class and shared her assessment of the class and the methods used to support the students. The English Program also worked with the AOS Scholars

and Mustang Pathways programs to support their cohort class needs in English. We were also approached to participate in the Supplemental Instruction program with requests for 151 and 251 in-person/synchronous sections. This generated discussion of how SI differs from the support from the Writing Center for these particular classes. At least one ENG 251 section will participate in this in the coming fall.

We are working with other institutions in the MinnState system on two additional projects, both of which made significant progress this year. The English Program is creating an articulation agreement with Normandale Community College. This agreement would allow the students that graduate from their Creative Writing Program with an AFA to enroll in our program as a Low-Residency student and complete their BA in English with a Creative Writing emphasis and a certificate in Professional Writing and Communication. The academic programs at each institution have agreed upon the model and courses; this fall the final agreement regarding finances and other administrative items should be decided on, and then we can start advertising and recruiting for the first group in Fall 2022.

A second cross-institution partnership is being explored by the Spanish Program. Dr. Jose Losada-Montero has met with Spanish program faculty at Winona State several times and with a broader group of Spanish faculty from across the MinnState system. Winona is interested in partnering with us to offer several upper-level Spanish classes online so that our students here could have enough courses to complete a Spanish major.

Prof. Lisa Lucas Hurst developed a partnership with SABIER (Stone Arch Bridge Initiative for Education Resources), a philanthropic organization devoted to open education resources. Through this partnership, SMSU now has a contract with SABIER for them to provide training to our College Now teachers on D2L. They ran a pilot with a small group of CN teachers this spring and will expand this fall.

Sample of Branding/Outreach Initiatives

As a department we strive to make our degrees and associated activities more visible. COVID certainly affected the number of projects we usually undertake given that many activities were cancelled or altered, but we adapted as we could. The following is a sampling of the types of projects we took on in addition to the usual work at recruiting days (on Zoom this year and in person for the final event) and meeting with interested students:

- We put together a Gala Basket that was auctioned at the Gala Ball
- We used Transfer Pathways money rolled forward from last year to purchase signage in our hallways pointing to where various programs and faculty are located. This signage was installed in spring semester. The signage makes visible our programs to students and visitors who would otherwise not be aware of them.
- We had our student office worker give us her ideas (from a student perspective) on marketing and brainstormed together on additional concepts. We developed a list of actionable items for next year.
- As we did not use much of our normal budget for copying, given that most classes were online, we used those funds to finally purchase some giveaways to use when recruiting. We normally do not have enough funds to buy these.
- We used our Facebook accounts to promote events and share items of interest and humor.

- *The Yellow Medicine Review*, an international journal focused on indigenous people's writing hosted by SMSU and edited by Judy Wilson, provides a positive connection to the university and is very active on social media as well.

Impact of Covid-19

Much of summer was spent by faculty working on how to deliver their courses in hybrid, hyflex, or fully online modes, as they continued to adapt to the pandemic reality and not being on campus full-time to work with students. We did have several faculty that met with all of their classes in a face-to-face setting, albeit with social distancing and following state protocols for meeting sizes, etc. Advising was conducted on Zoom, a practice that actually received positive reviews from faculty and students. Many faculty chose to video their classes and provide the recordings to students in D2L in the hyflex format, even though courses might not have been labeled as such, as a way to ensure that students had access to course materials when they faced uncertainties with connections or with impacts from the virus at home.

We were unable to host our usual Visiting Writers series with writers coming on to campus to give readings. Because a number of other institutions or authors themselves were providing online readings, faculty encouraged these instead. It was difficult to gauge student participation in courses when they kept their video off and to teach to faceless screens, but faculty created ways to engage students through break-out rooms, writing together in shared documents and notes in real time, and chat.

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. In brief, this year, ENG 099 & 151, & EMLS 151 papers were assessed using the Writing Rubric on Assessment day. LIT and CW program assessment of portfolios was also conducted. Philosophy & Spanish programs did assessment of specific classes targeted for this year.

RASLs for Spanish and Philosophy were completed this past fall. CIA liaisons met with each program to review their self-evaluation of their assessment. Next September RASLs will be due from our department programs on the new regular two-year cycle and should include two years of data.

The Professional Writing & Communication program finished their program review begun last year (when the reviewer's visit was cancelled due to COVID). Their program reviewer met virtually with stakeholders this past fall. The Honors Program also conducted its program review this past year.

FACULTY ACHIEVEMENT

Faculty throughout the department have continued to be active in their scholarship, creative achievement, teaching innovations and connections, and commitment to students, although the pandemic turned conferences virtual or caused some to be cancelled. The following is a sampling from faculty who contributed notes from the PDRs and is not all-inclusive. Some of the information is duplicated in the program reports that follow.

David Pichaske, Professor of English

- Dr. Pichaske's book *The Secret Places of Southwest Minnesota* came into print August of 2020. He will be giving several talks throughout the region on the book this summer.
- He wrote the foreword for Jim Heynen's book *The Youngest Boy*, published by Holy Cow! Press in February 2021.
- He and alumnus Emily Williamson co-authored a chapter about the SMSU Rural-Regional Studies Program for the book *The Sower and the Seer*, published in April of 2021 by Wisconsin Historical Society Press.
- The book *Bob Dylan and the Arts*, in which Dr. Pichaske has the final chapter "The Minnesota Connection of Bob Dylan's Art," was published in April 2021 by Edizioni di Storia e Letteratura, Rome, Italy.
- Dr. Pichaske edited and found a publisher for the late Adrian Louis's book *The Ghost Dancers* (foreword by Steve Pacheco). It is now advertised for publication this fall by University of Nevada Press.
- His Ellis Press has published the book *A Brand New Saint*, a collection of stories written and published by his now deceased niece Mary Renzi.
- He gave several on-site presentations in Granite Falls November 4 and 5 at the Art shop and has a talk scheduled this summer for the Lyon County Museum.
- Upcoming in August he will give a talk on Adrian C. Louis at the now-in-person Western Studies Conference at Augustana University and will be volunteering at the Threshing Show at the Machinery Museum in Hanley Falls.

Teresa Henning, Professor of English

- Drs. Henning and Bemer submitted an article titled "Program Administration that Works During a Pandemic: Ecopreneurial Strategies and Lean Technical Communication Tenets" to *Programmatic Perspectives*. Article is currently under review for possible fall 2021 publication.
- Dr. Henning mentored 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 mentored PWC major Hanna Vos in her role as peer mentor for ENG 099, online.
- She continues to serve on the 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.
- Dr. Henning is a volunteer for the American Heart Association; in her role as a Healthy for Life Facilitator, she delivered content via The SMSU Center for Civic and Community Engagement Facebook feed during the COVID-19 pandemic.
- She also continues her work with the Healthy 56258 Nutrition Network Committee, a local community committee via Zoom on a monthly basis.

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

- Drs. Henning and Bemer submitted an article titled "Program Administration that Works During a Pandemic: Ecopreneurial Strategies and Lean Technical Communication Tenets" to *Programmatic Perspectives*. Article is currently under review for possible fall 2021 publication.

- Dr. Bemer continued her work on the Minnesota State innovation grant “Writing and Research in the Disciplines: Phase 2” and a related Minnesota State Pay-It-Forward grant to create graphic organizers for the online textbook (both with Dr. Lori Baker and Prof. Lisa Lucas).
- Dr. Bemer (with Dr. Baker and Prof. Lucas) participated in the Shark Tank Exhibition 2021 with a webinar via Zoom on March 19, 2021.
- Dr. Bemer also presented about OER in three different webinars in 2020 for MnPALS (Program for Automated Library Systems) and Minnesota State Academic & Student Affairs.
- She served as a reviewer for *Discovery: The SMSU Journal of Undergraduate Research* and participated in several senior Honors dialogues.
- She continues to serve as Webmaster/Digital Platforms Manager for the Global Society of Online Literacy Educators
- Dr. Bemer was a proposal reviewer for Association for Business Communication’s 2021 Annual Conference.

Michael Albright, Asst. Professor of English

- Dr. Albright presented “Reconceptualizing Perspectives, and Pedagogical Practices in the Common Spaces of Dual Enrollment, and First-Year Writing, in Two-Year Colleges.” 2021 CCCC Convention. Spokane, Washington, April 7-10, 2021.
- His presentation was accepted but the conference was cancelled for “From High School Teacher to College Professor: Confluences of Professional and Teacher Identity in the Concurrent Enrollment Classroom.” 2020 NCTE Convention. Denver, Colorado, November 19-22, 2020.
- His book chapter “The Syllabus: A Gateway to or Gatekeeper of the Profession” for the anthology *Writing the Classroom: Pedagogical Documents as Rhetorical Genres*, edited by Stephen Neaderhiser, is complete. The collection is forthcoming.

Mary Ellen Daniloff-Merrill, Professor of English

- Dr. Daniloff-Merrill served on the Advisory Group Committee to revise the process for choosing the next Poet Laureate of Minnesota. She was invited to participate by Alayne Hopkins, one of the directors of the The Friends of the St.Paul Library. This was conducted by Casey DeMarais of the Minnesota Humanities Center, and met three times for two hours each session via Zoom that began in October and ran through November. Additional time was also required. As a result, the process was significantly revised and approved by Governor Walz.
- She was later invited to be on the panel who will actually choose the poet laureate for Minnesota; however, was unable to honor their invitation because of the amount of work and timing conflicting with her heavy workload at the end of the spring semester.
- She was chosen as a Minnesota Book Award Judge in the fall of 2020 in the General Nonfiction category.
- She served on the Search Committee for the position of Chief Diversity Officer. Unfortunately, this was a failed search, but she has agreed to continue on the committee again next year.
- She continues to serve as the Assistant Editor for *Yellow Medicine Review*.

- She continues as a member of the Minnesota Writing and English Conference Committee with meetings via Zoom and helped them make adjustments to an all "online platform" for the spring conference this year.
- She attended SMSU's Cultures on the Prairie Conference -an all-day spring conference via Zoom and attended the two-day MnWE Conference via Zoom as well in March.
- She spearheaded the work needed by the EMLS program and provided outreach to the International Student Services office, including serving on an IDST task force that looked at overlap with LEP 101.

Dr. Primavera Cuder, Asst. Professor of Spanish

- In fall 2020, Dr. Primavera Cuder taught an SPAN 102 - Beginning Spanish II course (3 creds.) and an EMLS 098 - Basic Listening and Speaking course (3 creds.), while in the spring of 2021, she taught SPAN 311 - Spanish Composition and Conversation. This year she supported the Spanish Program through engaging in service to the university and community and created new materials, evaluation tools, polls and “needs analyses” for her Spanish and EMLS courses. Moreover, she worked with the World Languages Committee, organizing the committee meetings, and collaborating in the reinstatement of the K-8 licensure program.
- In the concurrent enrollment program, this year Dr. Cuder worked with 17 teachers of Spanish, observing 22 introductory and intermediate Spanish classes, and maintaining communication with high schools, College Now personnel, and the Department of EPSH. Moreover, she assisted the teachers remotely and encouraged them to obtain a teaching accreditation from HLC, which will qualify them to keep teaching Spanish for College Now.
- In spring 2021 she also organized a “Spanish Conversation” activity via Zoom, where Spanish students and the community could participate regardless of their level of Spanish. Last summer, she designed a Facebook website to post the events, and this year the Latinx Club participated in the dissemination of the event.
- Finally, she drafted a research paper titled “‘Whims of nature’: ‘homosexuality’ and transgender identities in two short stories by Ricardo Palma,” which she plans to polish the draft and submit for publication by the end of summer 2021.

Judy Wilson, Professor of English/Director of Creative Writing

- Dr. Wilson produced two more issues of *Yellow Medicine Review*: Fall 2020 and Spring 2021.
- She was appointed the Midwest Council Chair for the Associated Writing Programs (AWP), and as such will hold a four-year appointment on the National AWP Board of Directors. Her appointment will begin in the late summer.
- Working in coordination with SWWC Service Cooperative, she conducted the 17th Annual Creating Spaces Writing Contest and Awards for grades 3-12 in the 18 county region, presenting three first year, SMSU scholarships to the highest winners in the 11th-12th grade categories.

Lisa Lucas Hurst, Asst. Professor of English

- Prof. Lucas Hurst gave three presentations at the Florida OER Virtual Campus Conference: “A Tale of 3 Grants: Starting and Sustaining an Online, Interdisciplinary Textbook” (with Amanda Bemer and Lori Baker), “OER in the LMS for Concurrent

Enrollment Courses in High Schools” (with Dan McGuire of SABIER), and “Why Curating OER is Just as Good as Creating It” (10-minute lightning talk).

- She is participating in the in Dual Enrollment Teacher Pipeline Workgroup, hosted by the Midwestern Higher Education Compact (MHEC), the College in High School Alliance (CHSA), and the National Alliance of Concurrent Enrollment Partnerships (NACEP).
- Her carefully curated collection of OER videos to support the growth of reading, writing, research skills were added to the online textbook for ENG 251. In addition to the videos themselves, she also included instructional verbiage that can be copied & pasted into any LMS.
- She spearheads the Minnesota State Pay-It-Forward grant to create graphic organizers for the online ENG 251 textbook and, with Amanda Bemer and Lori Baker, continues to work on the Sustaining grant for the Minnesota State innovation grant “Writing and Research in the Disciplines: Phase 2.”
- She initiated the partnership with SABIER and Dan McGuire to train College Now teachers in D2L, ran the pilot this spring, and will continue the work this fall, and she has agreed to participate in and is prepping for Supplemental Instruction for the coming fall.

Lori Baker, Professor of English/Chair of EPSH Department

- Dr. Baker presented “A Tale of 3 Grants: Starting and Sustaining an Online, Interdisciplinary Textbook” with Amanda Bemer and Lisa Lucas at the Florida OER Virtual Campus Conference on May 13.
- She presented “Writing Center Theory, Research, and Practice,” part of a roundtable with Kerrie Patterson and Beth Timmerman at the Minnesota Writing and English Conference, March 25, 2021.
- She presented “Understanding Writing and Research in the Disciplines: Phase 2.” with Amanda Bemer and Lisa Lucas Hurst for the MinnState Shark Tank Open Innovation Expo (online), April 8, 2021.
- Together with Professors Bemer and Lucas Hurst, she continues her work on the \$10,000 Sustaining Grant for their OER open textbook project for ENG 251 and participated in the Pay It Forward Grant for graphic organizers headed by Prof. Lucas Hurst, Primary Grant Writer.
- She served as an external tenure and promotion reviewer for a professor at University of Minnesota-Crookston.
- In January, she completed training from the AAC&U VALUE Institute and is now a certified scorer for the VALUE rubric “Written Communication” goal.

Eric Doise, Associate Professor of English

- Dr. Doise presented at The American Studies Association of Norway’s annual conference. Title: “Some day, all this will have to be developed”: Testimony, Futurity, and Camp in Christopher Isherwood’s *Goodbye to Berlin*.
- He also presented at The Nordic Summer University’s annual conference. Title: Signs of Violence on Human and Non-Human Bodies in Jesmyn Ward’s *Salvage the Bones*.
- Dr. Doise published “Katrina.” *The Routledge Companion to Literature and Trauma*, edited by Colin Davis and Hanna Meretoja. Routledge, 2020.

SELECT STUDENT AND ALUMNI ACHIEVEMENT

Sample of Notable Student Activities and Awards

- Meghan Sullivan completed an internship in spring for the department and Writing Center.
- Lacey Barke completed an internship for the Writing Center in fall semester and is a technical writer with Raytheon Technology.
- Sabrina Pankratz was an intern for SMSU's Mustang Card Center.
- Meghan Sullivan won the Student-Athlete Academic Excellence Award after being nominated by a number of English and Philosophy faculty.
- Hanna Vos, a PWC and Social Work major, won the Undergraduate Research Conference Research Award.
- ShyAnn Anderson gave her Senior Capstone Reading as part of the Fine Arts Celebration.
- Creative Writing students participated in the judging of the Creating Spaces Writing Contest.
- Students' work was showcased in the 13th edition of *Perceptions*, the SMSU student literary arts journal.

Scholarships Awarded

The below students received scholarships in FY2021 applied in the semester listed below. The Mary and Jack Hickerson scholarship had to be awarded twice as there were funds not awarded in FY2020.

SP2021 semester recipients

Category	Award Period	Portfolio Name	Name	TechId	Amount
All	Spring 2021				
Awarded	Spring 2021	Leo Dangel Creative Writing and Literature Scholarship	Allen Davis	13891330	\$1,275.00
Awarded	Spring 2021	Mary and Jack Hickerson Endowed Scholarship	Michelle Cusack	00185043	\$1,125.00
Awarded	Spring 2021	University Gala Fine Arts Endowed Scholarship (Literature/Creative Writing)	Taylor Wolthuizen	13808749	\$2,220.00
Awarded	Spring 2021	William Whipple Arts and Humanities Scholarship Fund	Carter McLaughlin	00203635	\$1,050.00

FA2021 semester recipients

Category	Award Period	Portfolio Name ▲	Name	TechId	Amount
All ▼	Fall 2021 ▼				
Awarded	Fall 2021	Alec Bond Memorial Scholarship	Katelynn Urness	14158237	\$193.75
Awarded	Fall 2021	Alec Bond Memorial Scholarship	Quinn Hedberg	15041667	\$200.00
Awarded	Fall 2021	Eileen Thomas Endowed English Scholarship	Matthew Dullnig	14142937	\$522.50
Awarded	Fall 2021	Mary and Jack Hickerson Endowed Scholarship	Carter McLaughlin	00203635	\$1,182.50
Awarded	Fall 2021	Robert L Carothers Distinguished Student Writers Award	Hanna Vos	13329973	\$500.00
Awarded	Fall 2021	Walter L. Mann Endowed Scholarship	Kristen Neumann	13651311	\$500.00
Awarded	Fall 2021	Walter L. Mann Endowed Scholarship	Natalia Mila Florez	14527157	\$242.50

Also, the below scholarship was awarded in July 2020 after the FY2020 annual report was completed:

View	Awarded	Fall 2020	Eileen Thomas Endowed English Scholarship	Allen Davis	13891330	\$575.00
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SECTION IIB: PROGRAM REPORTS

CREATIVE WRITING PROGRAM REPORT

The Visiting Writers Series was on hiatus for the year due to the pandemic.

Perceptions, the student literary and art journal, was drawn from student workshop writing due to the pandemic.

Creative Writing major Allen Davis won the Leo Dangel Creative Writing and Literature Scholarship.

Creative Writing major Taylor Wolthuizen won a University Gala Fine Arts Scholarship.

Creating Spaces: This spring marked the 17th 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. SMSU Creative Writing students volunteered many hours serving as first round judges for the contest this year. The judging process was coordinated by Dr. Judy Wilson. Faculty members served as final judges for the contest. Dr. Wilson put together the anthology of all winning pieces for the event. The actual awards ceremony was instead a set of video presentations online. 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*. Yellow Medicine Review was granted an official office space in BA, which will allow student interns space to work on the journal. The department requested ongoing operational funds for Yellow Medicine Review and Creating Spaces so they have a regular M/E budget.

COMMUNICATION ARTS & LITERATURE/EDUCATION

Faculty associated with the Communication Arts & Literature Education-English major met with Education and Communication Studies faculty to review the licensure paperwork. While we have some interest in revising the current curriculum, revised state outcomes (K-12 Standards) for English are in the works, and those will drive revisions to licensure standards. We will wait to see what those outcomes indicate, likely in 2 years or so.

Our Comm Arts majors do exceedingly well on the EdTPA licensure tests and have 100% placement.

We updated the graduate course rotation cycle and added LIT 523 Shakespeare so that the Education Department can have it available for their next cohort and for high school teachers seeking additional graduate credits in English.

SPANISH PROGRAM

The Spanish Program spent significant time this year continuing to develop the program. They worked with the World Languages committee on possible proposals to make the major viable again. Dr. Losada-Montero also participated in talks with Winona State about possible cross-institution collaboration towards this effort, and the program looks forward to working with new Dean and upper administration to move forward with this initiative. The Spanish Program also met with the Education Department and was able to create a course rotation plan that will reinvigorate K-8 licensure in Spanish. In addition to this curricular work, the program developed a program policy related to adjunct hiring. This policy was immediately necessary, as the program advertised for two adjuncts for the upcoming year to provide coverage during Dr. Losada-Montero's sabbatical. This adjunct search took a great deal of time due to the number of applicants and the need for screening of applicants' Spanish language ability. Unfortunately, at this time one of the adjunct positions remains to be filled, as all but 2-3 applicants were from outside of the region and unwilling to relocate for adjunct-level work and pay. The Spanish Program conducted assessment of SPAN 341 and SPAN 311 and discussed how they have implemented new teaching exercises and activities both in SPAN 311 and SPAN 341 to better assess oral and communicative skills. They also completed their RASL and met with assessment committee liaisons to review the RASL.

PHILOSOPHY AND HUMANITIES PROGRAMS

The Philosophy Program continues to feel the loss of retrenched faculty member Dr. Maureen Sander Staudt, as noted elsewhere in this report. Professor Gaul again ended up on overload in the spring to meet the demand for our online PHIL 303: Ethical Issues in Professional life course.

Dr. Stewart Day retired after 32 years of service to the Philosophy and Humanities programs. Day was instrumental in starting the Humanities Program in the 1980s and in reinstating the Philosophy minor in the 1990s.

Humanities program faculty met to discuss scheduling and future needs and to discuss the position request for Philosophy and the role of Humanities in that request.

The EPSH Department passed a Humanities Teaching Policy, in order to provide guidelines for how Humanities classes should be assigned in the future given Dr. Day's retirement.

PROFESSIONAL WRITING & COMMUNICATION (PWC) PROGRAM

Submitted by Dr. Amanda Bemer

This annual report summarizes the PWC program's major activities in the academic year of 2020-2021. On September 23, 2020 the PWC program reviewer completed a virtual site visit and in February 2021, the consultant provided her report.

The reviewer noted several program strengths including the number of credits required by the major, the certificate program, the major's relation with other programs, and the faculty members' responsiveness to student needs. The reviewer also provided recommendations about growing the program, continuing with but improving the assessment of capstone portfolios, and recruiting students. These recommendations will be used in the fall to revise the five-year plan for the major found at the end of this report.

In addition to completing the program review process, the program was also impacted by the continuing COVID-19 pandemic. Dr. Henning was on telework status as a result of her health and the pandemic. As such, her entire teaching load was online, and she interacted with colleagues and students through electronic means including email, texts, and Zoom.

Dr. Bemer was able to return to campus for a limited amount of time, but she did also need to make adjustments in her teaching. While many of her classes were already taking place online, English 420 and English 460 were both face-to-face classes. Bemer reports that her biggest struggle involved when she was asked to teach via Zoom and in the classroom simultaneously (on the fly, since she was not teaching a designated HyFlex course).

Both professors faced new exciting challenges in the classroom this year, and their reflective pedagogical practices led to revisions in the way they taught their classes.

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 equity, inclusive, and making learning more accessible to students.

Innovations to ENG 331: Business Communications Report Module

In fall 2020, Dr. Henning added "gamification" to the report module in an effort to improve student motivation and be a more culturally responsive teacher. In making this change, Dr. Henning partnered with graduate student Liz Fladhammaer to "gamify" the report section of the course. Each week of the course was conceived as a "level." At the successful completion of each level, students won a D2L award that they could trade in later for an extra credit point. This change did result in slightly higher report grades. In fall 2019, the median grade for the report after revision in response to instructor comments was 83%. In fall 2020, the median grade for the report after revision in response to instructor comments was 85%. However, more significant is that the award system generated a positive response in students. One student commented: "I also really

enjoyed the game format for the short report since it helped me be motivated to do the best I could do.”

Innovations to ENG 360: Scientific and Technical Writing to Use Free, Open Source Texts

In fall 2020, Dr. Henning offered her revision of ENG 360 using these two free, online texts:

- *Open Technical Communication* (written by Tiffani Reardon, Tamara Powell, Jonathan Arnett, Monique Logan, and Cassandra Race). Available for download or reading at: <https://alg.manifoldapp.org/projects/open-tc>
- *Technical Writing Essentials* (written by Suzan Last). Available for download or reading at: <https://pressbooks.bccampus.ca/technicalwriting/>

Features new to the class include a new module on what makes technical writing good that teaches students how analyze a piece of technical writing and culminates in the draft of a memo that presents an analysis. While the instruction and report modules are still an important part of this course, both modules were significantly revised.

The technical report module is now sandwiched in the middle of the course. This long module is divided into a series of smaller modules designed to provide students with the citation and research skills needed to complete the project successfully. These changes were motivated by assessment data indicating a need to improve citation and research skills in ENG 360. Moreover, moving the report to the middle of the semester allows students more time for revision motivated by teacher feedback. Through revision, those students who needed to were able to improve and correct their use of citations as well as improve the content of their reports. It is also worth noting that giving students opportunities to revise after receiving graded feedback is a strategy that fits with culturally responsive teaching (CRT).

First online offering of ENG 492: Theory and Practice of Professional Writing (capstone)
Because of the pandemic and Dr. Henning’s disability, ENG 492: Theory and Practice of Professional Writing was offered in an online format in fall 2020 for the first time ever.

One positive aspect of moving the class online was that students were not required to purchase any textbooks. Instead, they used free, online educational resources (OERs). In summary, students were:

- Provided theory readings to students by providing links to Google scholar. Students could read these articles online or download them.
- Presented links to anti-racist readings related to writing and design and available at: <https://uxdesign.cc/anti-racist-reading-list-for-designers-e51b3ac4bd0>
- Offered resources for resume and cover letter module by directing students to the free resources, videos, and examples on SMSU Career Services website.
- Directed to Auburn University’s portfolio resources for Sway portfolio module. These resources can be found at this link: <http://wp.auburn.edu/writing/eportfolio-project/student-resources/>
- Presented links to various Microsoft Sway tutorials to assist students during the Sway portfolio module.

Another positive aspect of moving the class online was that these PWC students wrote more in the capstone course than previous students did by virtue of the fact that all the discussions were done in writing. As such, two smaller projects usually required in the course were dropped to give students more time to complete the writing required by the discussions. Specifically, this course required these formal writing assignments in addition to the required discussions:

- A portfolio proposal that required students to share their plans for writing and designing their final, Sway portfolio;
- A resume and cover letter tailored to a specific job;
- A Sway portfolio with 6-10 revised artifacts and accompanying reflective statements indicating how PWC majors have met major's SLOs.

Finally, even though the course was online, students were still able to conference on-to-one with the instructor via Zoom. Topics covered in the conferences included conversations about students' career plans, portfolio proposal and final portfolio drafts.

Innovations to ENG 460: Writing & New Media Assignments

In order to keep up with the changing face of technology in the workplace, Bemer modified an assignment about copyright to make the final deliverable a Microsoft Sway presentation. This assignment, in addition to imparting useful copyright knowledge, now gives students exposure to a new(er) technology. Some students encountered Sway previously in capstone and were able to hone their abilities, while others were using Sway for the first time. This new assignment was created by graduate student Liz Fladhammer during ENG 670: Digital Writing Seminar in Summer 2020 (an online course Bemer taught).

A) *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. Henning and Bemer submitted an article proposal titled "Program Administration that Works During a Pandemic: Ecopreneurial Strategies and Lean Technical Communication Tenets." Proposal was accepted.
- Drs. Henning and Bemer submitted an article titled "Program Administration that Works During a Pandemic: Ecopreneurial Strategies and Lean Technical Communication Tenets" to *Programmatic Perspectives*. Article is currently under review for possible fall 2021 publication.
- Dr. Bemer received an extension through this fiscal year on her Minnesota State innovation grant "Writing and Research in the Disciplines: Phase 2" and a related Minnesota State Pay-It-Forward grant to create graphic organizers for the online textbook (both with Dr. Lori Baker and Prof. Lisa Lucas). Graphic organizers are now located at <http://otb.smsu.edu/resources.html> on the open textbook. The

disciplinary perspectives for Agricultural Education, Business Management, Computer Science, and History have been added as well. We are particularly excited about the History addition as we were able to work across campuses in the system to collaborate with Dr. Anita Gaul at Minnesota West for that chapter (cross-campus collaboration is a current initiative for Minnesota State). In addition, we have also added numerous portions to the first section of the text on non-disciplinary writing.

- Dr. Bemer (with Dr. Baker and Prof. Lucas) participated in the Shark Tank Exhibition 2021 with a webinar via Zoom on March 19, 2021.
- Dr. Bemer also presented about OER in three different webinars in 2020 for MnPALS (Program for Automated Library Systems) and Minnesota State Academic & Student Affairs:
 - Integrating Opendora into Your Online Course (July 22, 2020)
 - Getting Behind the Scenes of Creating an OER, or After Content Creation, Now What: Part 1 – Choosing a platform for your OER (October 29, 2020)
 - Getting Behind the Scenes of Creating an OER, or After Content Creation, Now What: Part 2 – Who do you need to know as part of the OER process (November 5, 2020)

B) 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.
- Dr. Henning and Dr. Bemer attended “The Intersection of Equity & Assessment: Consideration of how assessment and data advance equity” (April 14, 2021)
- Dr. Henning watched these training videos to prepare for her online classes:
 - Bookings training offered by COLT
 - How to use Sway available at:
https://www.youtube.com/watch?v=V3dspMKu_xI
 - Turnitin training offered by COLT
- Dr. Bemer attended Global Society of Online Literacy Educators’ Webinar with Cristina Sánchez-Martín: "Teaching writing online: Language Equity and Justice through CHAT, Translingual, and Antiracist Pedagogies" on 10/9/2020.

C) 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, via Zoom, with each of their advisees on Advising Day each semester;
- Meet in person, via Zoom, 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.

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);
- Mentoring PWC major Hanna Vos in her role as peer mentor for ENG 099, online (Dr. Henning).
- Reviewing one article from an anonymous student for *Discovery: The SMSU Journal of Undergraduate Research* (Dr. Bemer).

Many PWC majors are also in the Honors program. Dr. Bemer supported these students by participating in their senior honors dialogues:

- Gwyn Duus (March 23, 2021)
- Meghan Sullivan (April 15, 2021)

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 Program Facebook page: <https://www.facebook.com/SMSUEnglish/> (Dr. Bemer)

D) Service to the University

PWC faculty regularly draw on their professional expertise in serving on committees. In 2020-2021, Dr. Henning served on the following committees:

- English, Philosophy, Spanish and Humanities Department Writing Subcommittee
- Walter Mann Writing Center Scholarship Committee
- Alec Bond Essay Contest 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 “Getting to know ENG 099-88: Introduction to Academic Writing” at an SMSU Writing Center Staff Meeting (Jan. 27, 2020)
- Presented “Goals to Consider When Using Peer Mentors” to the LEP 101 instructors’ meeting (Feb. 2021)

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 (Chair)
- Academic Affairs Committee
- Search Committee member for English Concurrent Enrollment probationary position

E) 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

- Natalia Mila Florez was an unpaid intern editing video transcripts for *Why Writing Works* (fall 2020).
- Sabrina Pankratz was an intern for SMSU's Mustang Card Center (fall 2020).
- Meghan Sullivan served on both the SMSU Student-Athlete Advisory Committee and the SMSU Student-Athlete Advisory Council (2020-2021).
- Meghan Sullivan was an intern for the Writing Center who worked to revise their website (spring 2021).
- English 420: Copy Editing (Fall 2020) students worked on the open, online textbook for English 251 (*Why Writing Works: Disciplinary Approaches to Composing Texts*) by copy-editing the Business Management and Computer Science sections.

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 is a Healthy for Life Facilitator delivering content via The SMSU Center for Civic and Community Engagement Facebook feed during the COVID-19 pandemic.
- 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/Digital Platforms Manager for the Global Society of Online Literacy Educators – in this role she has migrated the organization from their old website (www.glosole.org) to their new site at www.gsole.org and implemented Google for Non-Profits enabling them to use Google's email system and apps for little

cost. Bemer also formatted and posted several articles for GSOLE's publications, *Online Literacies Open Resource (OLOR)* and *Research in Online Literacy Education (ROLE)*. <http://www.roleolor.org/>

- Proposal reviewer for Association for Business Communication's 2021 Annual Conference.

F) Assessment

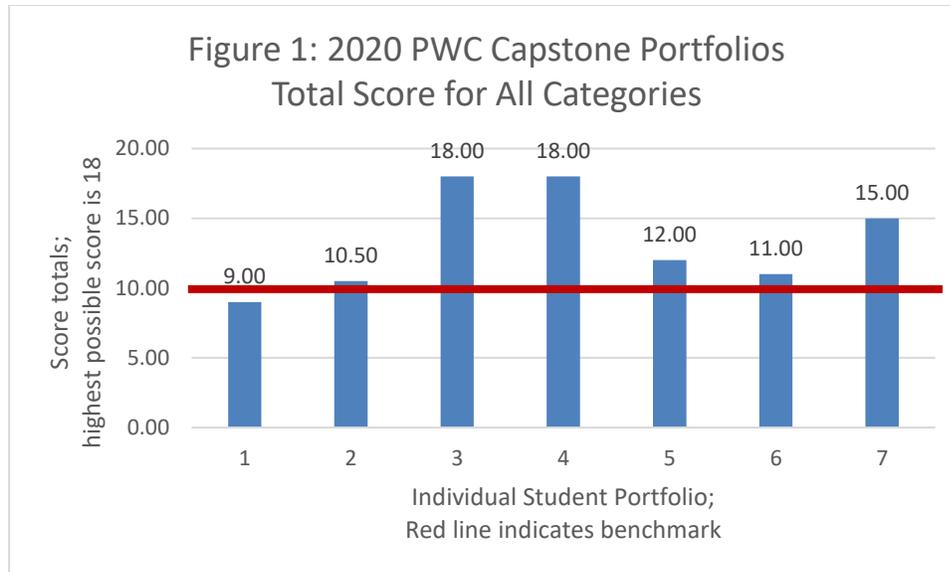
PWC's assessment process involves portfolio assessment from our English 492 capstone course (Theory and Practice of Professional Communication) as well as paper collection for our LEP courses (including English 360: Scientific & Technical Writing, English 351: Writing in Medical and Health Professions, and English 361: Advanced Composition). Typically, this assessment of PWC capstone portfolios occurs every two years since the capstone course is only offered every two years. In the years portfolios are not assessed, the PWC program assesses papers from the aforementioned classes.

In April 2021, the PWC program conducted assessment of capstone portfolios. The assessment process was modified slightly to test: (1) whether or not using a portfolio addresses the major's SLOs and (2) whether or not the portfolio assignment requires revision.

To conduct this test, portfolios were assessed with Stark State's portfolio rubric found at: <https://www.starkstate.edu/wp-content/uploads/2016/02/REVISED-MASTER-RUBRIC.pdf>

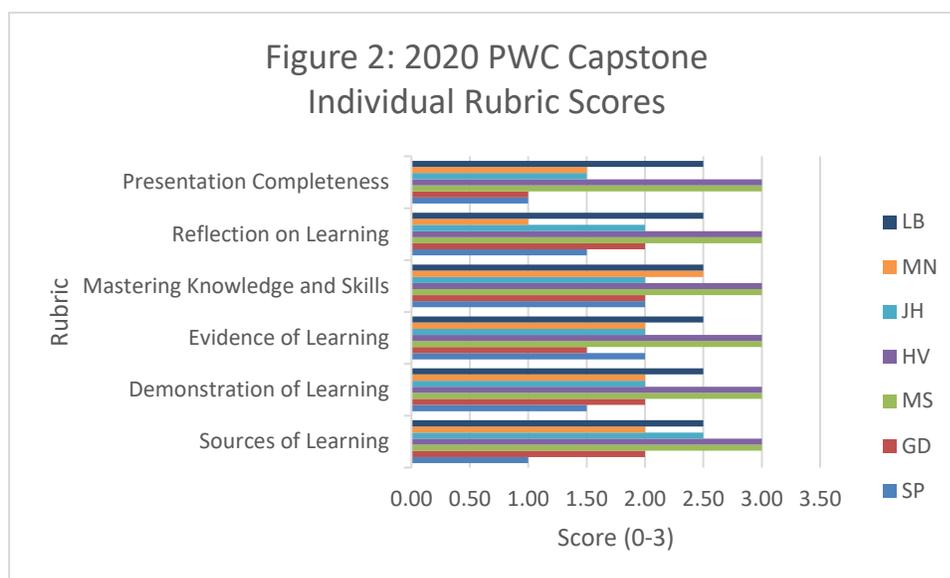
Two modifications were made to the Stark State rubric: (1) the references to "course learning outcomes" were replaced with "major's learning outcomes" and (2) a benchmark of 10 rather than 12 was used to account for the fact this rubric was selected after portfolios had already been collected and assigned.

In answer to the question, does a portfolio address the major's SLOs, the data suggest that yes, the outcomes are addressed. All portfolios except one met the bench mark of 10. See Figure 1 for details. The red line in the figure indicates the bench mark.



In answer to the question, does the portfolio assignment require adjustment, the data also suggest yes. Individual rubric scores for presentation completeness and reflection on learning are places to target for improvement. See Figure 2 for more details.

It is recommended that requirements for the portfolio be made clearer in ENG 289, the gateway to the major, and that the portfolio assignment in ENG 492 be revised. The major is considering the use of a portfolio student contract in the gateway course – something other majors across the country use. A possible model for such a contract can be found at: <https://uca.edu/communication/files/2016/08/Professional-Writing-Contract-and-Portfolio-Instructions.pdf>



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**

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 2021 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 second data set collected.** (ongoing)

THE HONORS PROGRAM

by Dr. Brett Gaul

The Honors Program celebrated one of the largest graduating classes in its history as 10 students graduated from the program. The Honors Program also conducted a program review this year.

WRITING CENTER ANNUAL REPORT

by Dr. Lori Baker

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

The Writing Center relied on 10 undergraduate student tutors and one faculty volunteer, Dr. Maria Kingsbury, over the course of the academic year. Meghan Sullivan and Kristin Neumann served as student co-coordinators for the academic year. Dr. Lori Baker was the director of the SMSU Writing Center and received 3 credits (1/8th of load) reassigned time to direct it.

COVID-19 continued to impact the Writing Center this year in terms of the types of appointments offered. We did not use our physical space for face-to-face tutoring but instead offered our two types of online appointments, eTutoring (asynchronous paper review) and online meeting/chat in real-time using our WOnline platform. Students apparently adapted quite well (perhaps becoming accustomed to online education over the year), as our usage rates were high, especially in spring semester.

The Writing Center had a \$4400 operating budget. The student payroll rate increased from \$10.00 to \$10.08 in January. Of the \$4400 allotted this past fiscal year, slightly more than 75% of this past year's budget was spent on student payroll, after software, printing, and other supplies are factored in. Out of the total tutoring hours available (514) the operating budget paid for approximately 60% of the tutoring. The remaining 40% was paid by work study or performed by students in the practicum or the volunteer. Students from ENG 480 contributed 65 practicum hours of tutoring. The faculty volunteer provided 14 hours in the fall and 15 hours in spring.

We had a strong usage rate of 74% in the fall, an increase over last fall's 70%. Spring usage was exceptional at 83%. The overall usage rates and evaluation results demonstrate that the SMSU Writing Center is a valued service that is well utilized, even during the pandemic. 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. The Walt Mann Memorial Scholarship for Fall 2021 was awarded to Kristen Neumann and Natalia Mila Florez.

While the pandemic kept us from visiting many classrooms, we added to our usual PR efforts by creating videos with the Media Creation Lab to use on the website, participated in an online Mustang Success fair, made great use of social media accounts, and finalized a revision of the web site to be implemented this summer by the Web Office. We also were able to purchase some

more vinyl stickers (very popular when we had them last) to use next year as a promotional giveaway.

In addition to usage and evaluation assessment results, each year the staff set collective and personal professional development. 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 1) improving our usage of the online meeting tools/functions, especially the interactive whiteboard, 2) increasing usage of our social media platforms and raise campus awareness of our services, and 3) increasing our understanding of what anti-racism work means in a writing center setting and how tutors can deal with racist situations. Although personal goal-setting and tracking was hampered by lack of our physical office space, several tutors worked on improving their usage of positive feedback in eTutoring, using the chat feature in online meeting appointments more constructively, and making usage of the audio/visual functions in online appointments more seamless. The tutors who engaged in the personal professional development overall reflected that they had some success in self-monitoring and improving their techniques.

During our ongoing professional development through staff meetings, we also worked with Dr. Teresa Henning to gain understanding of the Mustang Pathway Online students' needs and her preferences for our work with them, and we met with Dr. Mary Ellen Daniloff-Merrill to better understand the needs of EMLS students and the curriculum offerings.

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.

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collective goals and their related outcomes this past year involved 1) improving our usage of the online meeting tools/functions, especially the interactive whiteboard, 2) increasing usage of our social media platforms and raise campus awareness of our services, and 3) increasing our understanding of what anti-racism work means in a writing center setting and how tutors can deal with racist situations. Although personal goal-setting and tracking was hampered by lack of our physical office space, several tutors worked on improving their usage of positive feedback in eTutoring, using the chat feature in online meeting appointments more constructively, and making usage of the audio/visual functions in online appointments more seamless. The tutors who engaged in the personal professional development overall reflected that they had some success in self-monitoring and improving their techniques.

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Table of Contents

Executive Summary	i
Overall Context	1
Budget	1
Table 1: Budget/Hours/Usage Chart	2
Tutor Training	4
Awareness and Campus Education	6
Scholarship	6
Evaluation, Assessment, and Continuous Improvement	6
Assessment: Usage and Client Evaluations	6
Assessment: Breaking Down Some Usage and Appointment Data	8
Assessment: A Focus on Tutor Learning Goals and Improved Practices	9
Appendix A: List of 2019-2020 Writing Center Tutors	12
Appendix B: 2019-2020 Tutor Learning Goals, Methods, Outcomes and Reflection	13
Appendix C: Responses to Appointment Form “Main Concerns” Question	14

Overall Context

Due to COVID-19, the Writing Center offered only our two online tutoring options (online meeting/synchronous and eTutoring/asynchronous paper review). The physical space of the Writing Center was closed for the year. The 5th floor of the library, where the Writing Center is located, was closed off to student use for the year.

The Writing Center relied on 10 undergraduate student tutors and one faculty volunteer over the course of the academic year (see Appendix A). Six tutors returned from the previous year, and four were newly trained.

During Fall 2020, ENG 480 (one-credit course open to students in any major) was offered; this course provided training for the tutors. Students in this course contributed unpaid practicum hours (described further in sections that follow). NOTE: ENG 490 (two-credit course required of Communication Arts and Literature/Secondary Education majors), in which students also provide practicum hours, is only offered in odd-numbered falls, so this past year we had fewer practicum hours.

Meghan Sullivan and Kristen Neumann served as student co-coordinators for the academic year. They met with Dr. Baker approximately bi-weekly and helped to coordinate the daily needs of the Writing Center. They also contributed time each week on their own to the maintenance of our social media accounts on Twitter and Facebook.

Dr. Lori Baker received three credits (1/8th of load) reassigned time to direct the SMSU Writing Center. This amount of reassigned time essentially enables the daily functioning of the Writing Center, with time spent towards budgeting, payroll, scheduling, ongoing training, minor revisions to the web site, and basic communication and publicity efforts.

Once again this past year we attempted to pilot a specialized tutor working with Justice Administration writing-focused courses. Amanda Sieling and I agreed upon a student who would be an excellent tutor, and I met with her several times. Unfortunately, her work study funding was not enough to cover the planned tutoring, and so the project came to a halt. Now that the supplemental instruction program is funded and beginning, perhaps that provides another avenue for something like this, but the supplemental instruction model operates differently from targeted tutoring on writing.

Budget

The budget is more complex than considering only the annual operating funds that are provided. Factors that affect the available hours of tutoring each year include

- the annual operating budget and student salary rate
- availability of tutors with work study funds to draw upon
- practicum hours provided by students in ENG 480
- practicum hours provided by students in ENG 490 (when offered every other year)
- the hours contributed by faculty volunteer Maria Kingsbury

The operating budget provided for the Writing Center this past year was \$4400, the same as the previous fiscal year. However, due to the different factors listed above (specifically no practicum hours from ENG 490 students and fewer tutors with work study), the operating hours were less than the previous year. See Table 1 below for recent budget history and operating hours.

Table 1: Budget/Hours/Usage Chart

Year	Budget*	Hours Open (includes work study hours noted) / Usage Rate*
FY 21	\$4400	<p>F = 236 / 76.5%</p> <p>112 regular 44 WS 63 ENG 480 14 volunteer</p> <p>S = 278 / 83%</p> <p>190 regular 73 WS <u>15 volunteer</u></p> <p>514 total hours (302 regular, 117 WS, 63 ENG 480, 29 volunteer)</p>
FY 20	\$4400	<p>F = 317 / 70%</p> <p>107.7 regular 74.8 WS 121.5 480 & 490 13 volunteer</p> <p>S = 335 / 48%</p> <p>200.9 regular 120.6 WS <u>13.5 volunteer</u></p> <p>652 hours (308.6 reg, 195.4 WS, 121.5 480/490, 26.5 vol)</p>
FY 19	<p>\$4396 + \$1396.50 grant funds tutor hours <u>+ \$1000 grant funds for PR</u> \$6792.50</p>	<p>F = 270 / 76%</p> <p>143.5 regular 0 WS 79 480 22.5 volunteer 25 grant</p> <p>S = 343.5 / 73%</p> <p>196.5 regular 12 WS 117 grant <u>18 volunteer</u></p> <p>613.5 hours (340 reg, 12 WS, 79 480, 142 grant, 40.5 vol)</p>

FY 18	\$4396	F = 248.5 / 85% 78.5 regular 10.5 WS 159.5 480 & 490 S = 276.5 / 70% 249.5 regular <u>27 WS</u> 525 hours (328 reg, 37.5 WS, 159.5 480/490)
FY 17	\$4396 [-\$445 from previous year] +\$500 mid-year from Provost's budget \$4896	F = 282.5 / 89% 139 regular 40 WS 103.5 480 S = 281 / 75% 281 regular <u>0 WS</u> 563.5 hours (420 reg, 40 WS, 103.5 480)

** The operating budget and number of hours open each term/year do not necessarily align because the number of tutors contributing practicum hours, who qualify to be paid from work study funds, or who volunteer will vary each semester. In addition, tutors are paid for staff meeting and student coordinator hours, and there have been several increases in the student payroll rate over the past couple of years, with the pay scale changing from \$9.50/hr in FY 17 to \$10.00/hr in spring of FY 20 to \$10.08/hr in spring of FY21.*

The budget is largely used for student payroll. In addition to tutoring hours, the tutors are also paid for monthly staff meetings if they attend, and the student coordinators are paid for their half-hour meetings with me and their work on social media. Of the \$4400 allotted this past fiscal year, slightly more than 75% of this past year's budget was spent on student payroll, after software, printing, and other supplies are factored in.

Out of the total tutoring hours available, the operating budget paid for approximately 60% of the tutoring. The remaining 40% was paid by work study or performed by students in the practicum or the volunteer.

After last year's extraordinary situation in which many tutors were eligible for work study, this past year was more of a return to the past norm. One tutor had work study for the year, and a second was able to use a small amount of work study in the spring semester. As I have said in past reports, it remains difficult to rely on work study funds, as by the time students become tutors in the Writing Center, many are entrenched in work study positions in other offices, where they are usually beloved and reliable employees already. But I will continue to mine the work study lists and ask the tutors each year if they receive any work study money that they would like to use.

All paid tutors are paid the SMSU student salary. During this past fiscal year in January, that rose from \$10.00 to \$10.08 per hour, which had to be factored into the budget and affected the hours available slightly.

In addition to paid payroll, during the fall semester we had practicum tutors who contributed 63 hours as part of their requirements for ENG 480. Please note that each year I must juggle the budget by using fewer payroll hours in the fall semester and relying more on the practicum hours, and then spending more on payroll during spring semester. While I prefer to make more tutoring hours available in the fall, when most writing centers have a higher demand than spring, for the past several years I have had tutors who unexpectedly come up with work study funds in spring, providing us with more hours and resulting in some small leftover funds in the balance to carry forward.

The other major expenditure is for our annual subscription to WOnline; this subscription provides our scheduling software, online tutoring platform, and database functions, which help us generate reports and track usage. It helps substantially and provides an easy way for students to make appointments (all done online) and gives them two online tutoring options in addition to face-to-face meetings, to ensure that we meet the needs of both on- and off-campus students and all receive the type of help they need. The cost of this subscription is \$800. Due to the changeover for one tutor to work study, we had some funds to repurchase vinyl stickers (a popular item purchased with grant funds during the previous year) that we'll use next year for marketing, and we also needed to purchase the new version of the MLA Handbook that came out late this spring.

Tutor Training

Tutor training occurs in two ways: through formal coursework and through ongoing staff meetings.

Training Courses

This past year, ENG 480 Tutoring Writing (five weeks, one credit) was offered. ENG 480 consists of baseline training for writing center tutors. Materials covered include basic writing tutorial best practices, writing process theory, one-to-one conference communication skills, tutoring with respect for all students' language diversity and backgrounds, an introduction to considering the needs of multi-lingual students, and other skills essential to the tutoring of writing. ENG 480 students are required to complete a practicum element of tutoring for 13 hours (one hour a week after the first several weeks of class) during the fall semester. Students from these classes are then given priority to be hired on regular student payroll if they wish to apply to continue to work in the Writing Center.

Staff Meetings

Training continues in staff meetings and in informal methods, often with materials created by the student coordinator and available to the tutors in the Writing Center during any downtime. In the fall, we held three staff meetings online using Zoom due to the pandemic. In lieu of our planned October meeting, we used that time to film a PR video with the Media Creation Lab staff. Unfortunately, we were unable to meet for half-apps at Applebee's to celebrate the end of the semester together in December as we have done in years past. In spring semester we held another three staff meetings on Zoom. Fortunately, due to the change in state-mandated restrictions and to vaccinations, I was able to host the tutors at a barbeque in my backyard during Finals Week. It

was a wonderful way to end the year by being able to actually see each other and celebrate our successes.

The agenda items over the course of the year included the following:

- Discussion about how COVID-19 impacted our tutoring options and the tutors themselves
- Review of scripts and rough cuts for a “welcome” video and a “how to book appointments” video
- Assessment planning during which we set collective and individual goals for improvement
- Discussion at several meetings of articles related to antiracism training (“Theory In/To Practice: Addressing the Everyday Language of Oppression in the Writing Center” by Mandy Suhr-Sytsma and Shan-Estelle Brown and “Should Writers Use They Own English?” by Vershawn Ashanti Young)
- Brainstorming together on social media content
- Mid-year review of our collective and personal goals to ensure the tutors were working on them
- Discussion with Dr. Teresa Henning regarding ENG 099-88 Basic Writing (Mustang Pathway Online program)
- Explanation of and sign-up for multi-factor identification for student employees
- Discussion with Dr. Mary Ellen Daniloff-Merrill about her students’ needs and her responses to our readings on anti-racism work in the Writing Center
- Initial training on the new edition of MLA
- Calls for proposals for conferences (Online Writing Centers Association, International Writing Centers Association, National Conference on Peer Tutoring in Writing; unfortunately, all were slated to be held online only, which tutors were not as engaged with)
- Much of the usual ongoing review of how well the writing center is functioning, training on operational items (using official Writing Center email, appropriate method for sending client reports, WOnline updates, working with different professors who require visits, and addressing any questions or concerns)
- Final assessment of how well we met our collective and individual professional improvement goals

Student Coordinator Meetings

In addition to all-staff meetings, Dr. Baker and student coordinators Meghan Sullivan and Kristen Neumann met bi-weekly on Zoom. They aided Dr. Baker in reminding the other tutors about submitting timesheets, helping to develop the agenda for staff meetings, creating materials and being the primary participants in the videos created with the Media Center, and managing the Writing Center’s email account and client report filing. Kristen developed a weekly schedule of posts for Twitter and managed all of that account’s activity. Meghan maintained the Facebook account.

Awareness and Campus Education

While the pandemic and largely online/distance nature of SMSU classes made some of our public relations and outreach to students more difficult, we worked to publicize the Writing Center and to continue to educate students and faculty on what the Writing Center tutors are able to do. We utilized announcements on email (with specialized emails sent to faculty identified as strong users of the Writing Center as well as emails sent to all faculty on the SmSUFA listserv), on SMSU Today, and at Faculty Assembly (on Zoom); and participated as usual in the fall Student Services fair, albeit in a Zoom session rather than in person. Something new this year was a Zoom session with a high school College Now classroom to explain our services. This is something we could continue with and expand in the future. We completed filming for two videos. The “welcome” and overview video is posted on the SMSU website. The “booking” video is still being edited by the Media Center. Over the course of the year, two different interns (Lacey Barke and Meghan Sullivan) worked with Dr. Baker on a complete revision of the Writing Center web site. The collected materials and design were sent to the SMSU Web office in May, with the hope that these changes will be implemented sometime this summer.

Scholarship

In addition to the staff meetings, the SMSU Writing Center is fortunate to have an endowed scholarship available for Writing Center tutors who are returning the following year. After Dr. Baker put out the call and encouraged applications, the faculty committee (Teresa Henning, Lisa Lucas Hurst, and Lori Baker) awarded the Walt Mann Memorial Scholarship for Fall 2021 to the following tutors:

- Kristen Neumann: \$500
- Natalia Mila Florez: \$242.50

Evaluation, Assessment, and Continuous Improvement

Assessment: Usage and Client Evaluations

The SMSU Writing Center had a successful fall semester in terms of its usage rate (appointments made/total appointments available) at 74%, an increase from the previous fall’s 70%. Spring semester usage was even higher at 83%. This is somewhat remarkable for a spring semester, as often in spring usage goes down somewhat. The spring usage rate is even more impressive when considering that we offered a higher number appointments in spring than fall due to extra work study—yet students took advantage of those extra appointments at an even higher rate. (For context: Per best practices nationally, a usage rate of 65% - 75% is considered ideal, as that indicates students have enough appointments to choose from and are not stymied by a center always being full, and tutors can use some of the open time to accomplish other tasks.) Thus we did not see any negative impact on usage that we could attribute to COVID, compared to the previous spring’s sudden shift online after spring break.

For most writing centers, assessment is related to usage statistics (data which the SMSU Writing Center online scheduler gathers). In addition to gathering data about usage statistics, the SMSU Writing Center also gathers client satisfaction data via a survey that the online scheduler administers (in the form of an email containing a link to a survey). These statistics enable us to

identify trends and learner needs and make improvements as necessary. What follows is a brief summary of assessment results as they relate to usage and client evaluations.

Fall 2020 Usage Statistics for the Writing Center

During the Fall 2020 term, the Writing Center provided **329** 30-minute tutorials for 172 unique students in these categories:

- 290 e-tutoring appointments (88%)
- 39 online meeting/chat appointments (12%)
- We did not offer any in-person appointments due to COVID-19.
- This reflects a solid 74% usage rate (appointments made compared to appointments available. From mid-term (Oct. 12) to the end of finals, the usage rate was 82%, again slightly higher than the previous fall's rate of 80%. From November 1 through the end of the semester, the usage rate rose even higher to an average of 86%.

Fall 2020 Client Evaluations of the Writing Center

In Fall 2020, **22 clients** completed online evaluations with these results:

- 95% (21 of 22) of those surveyed rated their session excellent to good; 1 student rated the session as fair.
- 95% strongly agreed that they received at least one useful suggestion for improving their writing, and 1 who agreed.
- 91% said they would recommend the writing center to their peers and 100% said they would return.

Spring 2021 Usage Statistics for the Writing Center

During the Spring 2021 term, the Writing Center provided **424** 30-minute tutorials to 218 unique students in these categories:

- 373 e-tutoring appointments (88%)
- 51 online meeting/chat appointments (12%)
- We did not offer any in-person appointments due to COVID-19.
- This reflects an excellent 83% usage rate. This compares to 48% usage in Spring 2020, during which COVID-19 affected the second half of the semester, and is even better than the strong 73% in Spring 2019.
- The usage rate from spring break to the end of the semester was even slightly higher at 87%.

Spring 2021 Client Evaluations of the Writing Center

In Spring 2021, **30 clients** completed online evaluations with these results:

- 90%, or 27 out of 30, of those surveyed rated their session excellent (77%) or very good, with two students rating the session good and one student rating the session fair.
- 100% agreed or strongly agreed (77%) that they received at least one useful suggestion for improving their writing.
- 87% said they would return, with 13% unsure, and 97% said they would recommend the writing center to their peers, with one response that they would not.

We once again had a tutor available on Sundays for a couple of hours. Usage on these Sundays was 90%, much higher than the previous two years when we have tried this (though it's difficult to compare Spring 2020 to Spring 2019 given the broader effect the pandemic had on students and usage and the rise of the popularity of Tutor.com as an online alternative at that time). I will let the tutors' availability help me determine whether or not we'll continue with Sunday or other weekend hours this coming year. While I recognize the need and popularity, I must take into consideration the student tutors' schedules and how we can use our resources wisely in comparison to Tutor.com.

Our overall usage rates and evaluation results continue to demonstrate that the SMSU Writing Center is a valued service that is well utilized, even during the pandemic year. Perhaps the transition of so many services to online helped students find or become more comfortable with using the Writing Center's online tutoring. The strong usage rates demonstrate that students will use the SMSU services provided to them, even with the availability of Tutor.com.

Assessment: Breaking Down Some Usage and Appointment Data

In Spring 2018 we changed the appointment form in two ways to provide some additional data for us. We continue to track the data from these changes.

- 1) We added a question about whether or not students were required to come to the writing center. In an unexpected twist, many fewer students were required to attend the Writing Center this year (even with our strong usage) compared to previous years:
 - In Spring 2021, 36% were required to visit, and 64% were not required.
 - In Fall 2020, 35% were required to visit, and 65% were not required.
 - In Spring 2020, 48% were required to visit, with 52% not required.
 - In Fall 2019, it was a 50-50 split.
 - In Spring 2019, 41% were required to visit, and 59% were not.
 - In Fall 2018, 44% were required to visit, with 56% not required.
 - In Spring 2018, 47% were required to visit, and 48% not.
- 2) In Spring 2018 we created a checklist of things to choose from instead of an open-ended question about what they wanted help with. Students could choose up to three items from the options. The full list of choices can be found in Appendix C, which shows them ranked in order of most to least based on the most recent semester's answers.

Punctuation and grammar and overall review remain the two most popular choices in both terms, with overall review rising to the top this past spring. Some of this is due to the language and uncertainty of what students know to ask for; they often are not sure what they really want help with until they start the conversation with the tutor and clarify. Since we offered only online sessions and the majority of them were asynchronous paper review, it makes sense that more students chose "overall review."

Interestingly, wanting help with adapting content to a specific audience rose somewhat dramatically this past spring compared to past terms, as did organizing and paragraphing. Many of the "higher order concerns," as we call them, rose somewhat in prioritization during the spring.

As has been an ongoing trend, APA documentation remains a higher concern than MLA over the semesters, reflecting the majority use of that particular documentation style. Citation issues remain basically a standing item on our staff agendas and professional development training.

3) This past spring Kristen Neumann helped me to create an end-of-year survey for faculty members, to ask them about their perceptions of use by their students, to ask their ideas about how to reach students, and to gather possible blurbs we could use for additional PR materials. We received 10 responses. All 10 responses said thank you or noted their appreciation for the work being done by the Writing Center. The faculty who knew that their students had used the Writing Center wrote comments of high praise and described how the quality of their students' writing had improved. A copy of all remarks on the survey can be made available for the administration if requested.

Assessment: A Focus on Tutor Learning Goals and Improved Practices

Following the practice that Dr. Henning implemented, an additional assessment activity focuses on tutor learning and improvement goals. Improving tutor knowledge and resources is fruitful not only for the tutors but for the students they work with.

- 1) Each tutor creates a personal learning goal. We discuss ways they can track their progress, and at the final meeting of the academic year, each tutor writes a reflective paragraph summarizing their progress and results.
- 2) In addition, we also set collective improvement goals.

Our standard practice is that returning tutors set their personal learning goal at the start of *fall* semester, with the practicum tutors listening and learning from what the returning tutors were doing. Then in January, any practicum tutors who were hired on regular payroll also set goals. In reviewing this past year's learning goals, methods, and outcomes, we can continue to improve on how the tutors structure their methods and develop ways to create better tracking of their progress.

Our collective improvement goals, related to issues that the tutors identified that would help improve students' and tutors' experiences with the Writing Center, were established at our September staff meeting. We set these improvement goals in the fall and reviewed them at the start and end of spring semester. The three collective goals and their related outcomes are as follows:

- 1) Improve our usage of the online meeting tools/functions, especially the interactive whiteboard
 - We held a practice session with this during one of the staff meetings.
 - Because the majority of our sessions were eTutoring appointments rather than online chats, tutors had limited opportunities to implement the tools. But several reported that they did use the whiteboard more and felt more comfortable instructing their clients on how to use it.
- 2) Increase usage of our social media platforms and raise campus awareness of our services

- After starting our Facebook and Twitter accounts last year, we wanted to make sure we used them. The two student coordinators made this part of their position descriptions. Kristen Neumann made a weekly schedule of different types of posts for Twitter. She gathered quotes, tips, and memes from the rest of the tutors and explored many other writing centers' social media, retweeting the best ones. Meghan Sullivan updated our Facebook account with our newer branding logos and reposted appropriate materials from Twitter or that she created periodically. She also created and connected an Instagram account to Facebook so posts will serve both. We added links to our media in our web site redesign.
 - We completed the filming of our “welcome” video that was scripted a year ago and interrupted by COVID. A number of the tutors participated and went to the Media Creation Lab to be filmed. We also wrote a second script for a “booking” video and completed the filming for that. The “welcome” video is posted on our web site and the Distance Learning web site. The “booking” video is still being edited by the Media Creation Lab. Both videos will need to be edited again in fall when we reintroduce face-to-face appointments, as mention of that was not included in this past year’s videos.
 - We finally completed a redesign of the overall web site and associated files, with the help of two interns (Lacey Barke in the fall and Meghan Sullivan in the spring). The suggested design and files have been sent to the Web Office for them to implement, hopefully this summer.
- 3) Increase our understanding of what anti-racism work means in a writing center setting and how tutors can deal with racist situations
- Tutors read two articles and we spent time in two staff meetings discussing these articles: “Theory In/To Practice: Addressing the Everyday Language of Oppression in the Writing Center” by Mandy Suhr-Sytsma and Shan-Estelle Brown and “Should Writers Use They Own English?” by Vershawn Ashanti Young
 - We worked through two scenarios from the Suhr-Sytsma and Brown article and applied their heuristic to come up with possible responses tutors could use
- 4) Additional collective work ended up including the following:
- An overview of the new MLA edition coming out in spring
 - Discussion of how to write client report notes as informative rather than evaluative language

Because attendance at staff meetings was very uneven this past year (we had a difficult time finding a common meeting time) and because we did not have our office space to post our goals, with their visible presence reminding tutors about them, the setting of and tracking of individual tutor goals was likewise uneven. Not every tutor completed this work. The list of individual tutor goals can be viewed in Appendix B. Several students came up with similar goals. Goals included working with online chats and providing better positive feedback in addition to constructive

criticism. The tutors who completed their goal-setting and reports overall reflected that they had some success in self-monitoring and improving their techniques.

Appendix A

List of 2020-2021 Writing Center Tutors

Brady Berg
Alexandria Bidwell *
Nick Ludwig
Natalia Mila Florez
Kristen Neumann*
Sabrina Pankratz
Elizabeth Ripple *
Meghan Sullivan *
Hanna Vos*
Melissa Yahr

Faculty volunteer: Maria Kingsbury *

* indicates a returning tutor

Appendix B

2020-2021 Tutor Learning Goals, Methods, Outcomes and Reflection

1) My goal is to facilitate discussions in a more effective manner over the online chat appointment. Specifically, I have been struggling to find the best way to read through the papers. Should I have the client read it out loud, or should I? Should I just read it to myself? Adding the audio/video component has certainly changed the way I have thought about chat appointments.

I didn't have many online chat appointments this semester, but I feel that I did a better job facilitating discussion during those few that I did have compared to last year. That said, many of my online chat appointments were with students who hadn't made much progress in the paper yet and needed to talk through a specific component of their writing. This meant that I didn't ever need to figure out how we would read through the paper during the session. Instead, I would ask the students questions to get them thinking about where they wanted to take the paper, or I would help answer specific questions that they had. I think including the audio/video feature helped make these appointments more productive than when only the text feature was available.

2) My professional development goal this year was "I would like to learn how to use the whiteboard functions effectively in a chat tutoring session. I would like to learn effective ways to keep students engaged and tutor effectively in chat tutoring sessions. I would also like to start leaving more positive comments as well in eTutoring sessions."

I attended staff meetings and learned more about the whiteboard. I was able to practice at least a few times with it as I did have a few Chat appointments, though they were limited. I was able to keep the students engaged and communicated more effectively practicing asking more questions and rewording my responses when there was communication. I also started to leave more positive comments opening and ending every summary comment with positives.

3) Be able to provide better positive feedback and not just negative criticism to students.

The tutor was aware of her tendency, especially in eTutoring, to focus on finding things in the paper to correct or improve. While that is what students want the most help with, she is also aware that it is important to provide positive feedback as well and wanted to become more self-aware of this. She reported that she made more effort to establish these kinds of comments in papers.

Appendix C

Responses to Appointment Form “Main Concerns” Question

The data below denotes the answers to the appointment form question that asks “What Main Concerns Would You Like To Focus On In This Session? Check 1-3 Items.” The responses are listed in order of highest to lowest percentage (which is different than the order they appear in on the appointment form) based on answers from the most current semester.

* Note: this data is fairly new as this question was revised at the beginning of Spring 2018 from an open-ended question to a list of concerns. It was also tweaked during that semester with options about citation added.

Main Concern	Sp 21	Fall 20	Sp 20	Fall 19	Sp 19	Fall 18	Sp 18*
Overall review	280 / 66.04%	188 / 57.14%	177 / 58.42%	192 / 45.07%	240 / 52.63%	188 / 51.65%	189 / 51.92%
Punctuation and grammar	236 / 55.66%	172 / 52.28%	190 / 62.71%	215 / 50.47%	249 / 54.61%	161 / 44.23%	176 / 48.35%
Organizing the paper/Paragraphing	157 / 37.03%	98 / 29.79%	114 / 37.62%	123 / 28.87%	129 / 28.29%	112 / 30.77%	113 / 31.04%
Proofreading skills	148 / 34.91%	95 / 28.88%	95 / 31.35%	123 / 28.87%	148 / 32.46%	94 / 25.82%	102 / 28.02%
Using correct citation format	129 / 30.42%	81 / 24.62%	77 / 25.41%	99 / 23.24%	85 / 18.64%	63 / 1 7.31%	97/ 26.65%
Developing my ideas and content	118 / 27.83%	73 / 22.19%	86 / 28.38%	84 / 19.72%	112 / 24.56%	82 / 22.53%	95 / 26.10%
APA documentation	107 / 25.24%	86 / 26.14%	78 / 25.74%	98 / 23%	90 / 19.74%	65 / 17.86%	69 / 18.96%
Transitions	101 / 23.82%	60 / 18.24%	65 / 21.45%	88 / 20.66%	89 / 19.52%	99 / 27.2%	98 / 26.92%
Writing an introduction and/or conclusion	80 / 18.87%	58 / 17.63%	50 / 16.5%	68 / 15.96%	70 / 15.35%	61 / 16.76%	65 / 17.86%
Integrating my sources with my own ideas	64 / 15.09%	31 / 9.42%	40 / 13.2%	42 / 9.86%	55 / 12.06%	37 / 10.16%	48 / 13.19%
Understanding the assignment	61 / 14.39%	22 / 6.69%	50 / 16.5%	71 / 16.67%	49 / 10.75%	45 / 12.36%	44 / 12.09%
Writing a thesis/focus	58 / 13.68%	43 / 13.07%	46 / 15.18%	65 / 15.26%	65 / 14.25%	74 / 20.33%	77 / 21.15%

Adapting my writing to my audience	50 / 11.79%	13 / 3.95%	21 / 6.93%	27 / 6.34%	20 / 4.39%	26 / 7.14%	31 / 8.52%
Brainstorming my ideas	43 / 10.14%	24 / 7.29%	25 / 8.25%	33 / 7.75%	40 / 8.77%	33 / 9.07%	35 / 9.62%
MLA documentation	42 / 9.91%	30 / 9.12%	36 / 11.88%	38 / 8.92%	51 / 11.18%	35 / 9.62%	44 / 12.09%
Other	27 / 6.37%	20 / 6.08%	23 / 7.59%	23 / 5.4%	29 / 6.36%	26 / 7.14%	17 / 4.67%

FY 2021 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 27 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.

This statement was reviewed in 2019 and 2020 and minor adjustments were made, resulting in the current mission statement.

The Department of Fine Arts and Communication offers undergraduate programs in Art and Design, Communication Studies, Music, 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 Minnesota Transfer Curriculum (MnTC) 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 pursuits, which allow them to create environments where students get first-hand experiences in their academic disciplines. The department offers all members of the university and local communities opportunities to engage in creative activities through performance and exhibition. These same activities provide cultural enrichment for local, regional, and national audiences.

Southwest Minnesota State students taking courses within this department are able to major in the following areas:

- Art (with emphases in Studio Art and/or Graphic Design)
- Art Education
- Music (with emphases in Instrumental Performance, Vocal Performance, Piano Performance & Pedagogy, Theory/Composition, Management, and Music in the Liberal Arts)
- Music Education (Vocal/General Music and/or Instrumental/General Music)
- Communication Studies
- Public Relations
- Broadcast and Digital Media
- Communication Arts and Literature Education, Communication Studies
- Theatre Arts

Minors are available in:

- Advertising Design Communication
- Graphic Design
- Studio Arts
- Music
- Communication Studies
- Digital Media Design
- Filmmaking
- Health Communication
- Public Relations
- Theatre Arts
- Acting/Directing
- Design/Technical Theatre

A certificate is available in:

- Health Communication

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.

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

This year, the primary collaborative activity of the department was the 15th Annual *Fine Arts Celebration* which ran from April 1st to May 20th. This series included work from the faculty and students of each program in the department as well as those from the Creative

Writing Program in the English Department. Due to COVID restrictions, most of the activities took place in online synchronous and/or synchronous formats. Many other collaborations took place throughout the year in programs in this department. These will be highlighted in the narrative for each program.

Art & Design Program: FY 2021

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.
- A new minor was approved last year and made available for the first time this year. It is a collaboration between Graphic Design and Digital Media Production; it is called Digital Media Design Minor.
- 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.
- Writing students regularly benefit from Art Program shows in the Whipple Gallery through assignments inspired by viewings of the artwork in these exhibition spaces. Shows in the Gallery are now under the direction of the Art & Design Program.

- 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. *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.
- Anne Wedler introduced a film and led a discussion for the Watch Party, *Drawn Together*, sponsored by several clubs and organizations across campus.

2. Accomplishments by Faculty

Dr. Patricia L. Brace

Teaching Work

Dr. Brace taught the LEP Goal 6, Intro to Visual Art (ART 100) and Required Art major courses Art History I (ART 150), Art History II (ART 151) and History of Graphic Design (ART 351). In the Humanities Program, she taught both Origins of Western Civilization (HUM 201) and Medieval Renaissance (HUM 202). With the exception of ART 100, all classes were taught Face-to-Face with an added Zoom component for any student unable to attend because of quarantine.

1. ART 100: In FY 2020, I taught the IVA ART 100 course on-line for the first time that fall (2019). It ended up being a fortuitous decision, since the Covid pandemic made it necessary for *all* of our classes to be online after the extended Spring Break of 2020. Already knowing how to set up and run the class on D2L gave me a leg up, though there was still a steep learning curve, especially with creating new visual test content, open book style testing and grading essays online, none of which I had done before. It was also a challenge to figure out the best way to have them do the hands-on work, but some research into on-line ordering possibilities for complete kits led me to the decision to not charge a course fee and allow them to purchase their own materials. I price compared places like Amazon, Hobby Lobby, Jo-Ann's, Wal-Mart etc. and gave them that information at the start of the semester. I also had them photograph their work process to try to confirm that it was actually their own work, as much as you ever can. I know online teaching is necessary now, and now I know I can do it, but I still much prefer in-class face to face.

2. ART 150 & 151: For fall 2020, I had to come up with a new way of doing the hands-on work that I had previously done in groups. With social distancing that was no longer feasible, so I turned all of the assignments into individual work, supplying them with the materials and a worksheet they had to complete for each. I did this for both classes. This also meant creating new activities for AH II, a course I had previously only taught once. I researched how to do easy fresco painting and experimented at home to see what worked best. I made them each a kit consisting of 2 Dixie cups to measure out plaster & water, a Ziploc of safe craft plaster, a watercolor kit, a set of small paintbrushes, and a small round foam plate to use as support and the directions with websites for further help & demonstrations. This worked extremely well and the quality of the paintings they produced was very good. (See Appendix). The students gave positive feedback on this exercise. A second hands-on project was on Dutch Still life painting in the style of Northern Renaissance artist Clara Peeters, one of the first women to make a living as a professional painter. I borrowed items from people that resembled things in Peeter's work like a silver service coffee pot with reflective surfaces and a silk flower arrangement from Emeritus Professor Mark Goodenow; a skull, conch shell, fake manta and some imitation gourds and pears from Professor Wedler, and brought in my own real fruits, breads and vegetables. I also asked students to bring things in and got a taxidermied ermine, a stuffed rabbit, interesting vegetable & fruits. The paintings turned out very well. One of the reasons I include the Hands-on work in these AH II & I is because they are required for the Art Education majors. I try to create projects that they will be able to replicate in their own classrooms in K-12. In AH I this includes the Cave Art paintings, Egyptian Gods and Roman/Byzantine mosaics. (See examples in Appendix)
3. ART 351: History of Graphic Design is a required course for the GD majors, I have created assignments for the course that make them use hands-on skills and research in a real world setting. For example, in one I call "The Good, the Bad and the Ugly," they have to go out and find a poster or ad on campus or locally in Marshall that they feel is poorly designed, critically analyze it to show why that it so, and then do a complete redesign to improve it, explaining their choices in an oral presentation to the class. This allows them to show their ability at critical discernment and to use the skills they have learned in their other Graphic Design courses to create the new work.
4. HUM 201 & 202: I returned to teaching in the Humanities Program for the first time in ten years by doing a section of 201 in FY 19. I continued that trend by teaching sections of both 201 and 202 as my "fourth course" in FY 20 and 21. I revised and updated all of my PPT lectures, and increased the number of written assignments in both classes with a mind to getting the students to make the connections between the ancient, medieval and

renaissance worlds with more modern society. For example, in OWC this spring, I am having the students take either *Oedipus the King* or *Lysistrata* and update the plot and characters to a more recent period such as *Oedipus* in the Irish Potato Famine of 1847 or *Lysistrata* in the Federation vs. Klingon Wars in the 23rd c. This allows them to show that they understand the important themes of the play while also reflecting them back in their chosen update. It seemed to work very well. As one student told me, he was not sure he was supposed to have so much fun writing an academic paper!

Whipple Gallery Work

With the Art Program now tasked with the shows in the Whipple Gallery, I volunteered to curate my first show for Women's History Month in March 2020 using the art works in the SMSU collection. I worked with Anne Wedler, who has a lot of experience in curating and hanging shows, to put up the first show of student work in August 2019 and it was a valuable learning experience. I spent much of my free time in January and February 2020 in the back room of the Whipple where the art works are stored going through the inventory to find works by, about and for women. I was pleasantly surprised that we had more than enough to mount a show. I researched the artists, many of whom are SMSU Alums, and learned a great deal about our collection. I hung the show right before Spring Break and prepared a Gallery talk to go with it, but like everything else, Covid made short work of my efforts. The show stayed up through the rest of the semester and summer, though few people were allowed on campus to see it.

In fall 2019, I asked to use the smaller hall display case near my office to put up hands-on work from my IVA & AH courses. I have had mini exhibitions of Watercolor Painting from IVA; from AH I: Roman & Byzantine mosaics and Egyptian tomb paintings; AH II: Italian Renaissance fresco, and Dutch style Still life paintings and from History of Graphic Design: Historical Poster Updates for SMSU Events. The students enjoy having their art put on public display and it makes a nice advertisement for the non-studio classes to show the art they create in them is valued.

Scholarly activity

Scholarly Research

In Fall 2020 I was asked to write a peer review of a paper on the *Veronica Mars* TV franchise for an academic journal. The editor, Dr. Doris Hambuch, was a former colleague of Dean Shouse and asked her to recommend someone to do it if she was not able to. Happily, it was in my wheelhouse and I undertook the task, turning in the review in mid-September.

Through my connections with the online community of scholars who publish in the Popular Culture and Philosophy books, I receive Calls for Papers for new books and conferences. With my upcoming sabbatical and more time to write, I have been perusing them more closely looking for something that interested me. This spring, 2021, I responded to a call for a proposed panel on camps in "the speculative imaginary" for a Conference on Camps, InJustice, and Solidarity in the Americas, a

Commemoration of the 20th Anniversary of the Guantánamo Bay Detention Camps in January 28-31, 2022, at the University of Graz, Austria.

<https://camps2022.com/call-for-papers/> and <https://camps2022.com/>

The panel organizer was looking for “Trekademic” papers using camps as they occur in the many iterations of the *Star Trek* shows and films. I focused on the isolate outsider status of the Holograms and Androids in Trek, as they exist in heterotopic realms like the holodeck or Mudd’s Planet. (See Appendix) The panel was accepted for the Conference, so depending on travel restrictions, I plan to go to Austria in 2022 live or on Zoom.

A second opportunity presented itself recently as well. I previously contributed a chapter to a book on the TV show *Supernatural*, which finished its record setting 15 year run this past fall. With the series’ end, the editor of that book contacted all of those who participated in the first book to solicit a proposal for a second volume. My proposal was just accepted, so this spring I will be updating my chapter, “Mothers, Lovers and other Monsters: The Women of *Supernatural*” from the first book.

Creative Work: Jewelry

The pandemic has made this category different from what I had expected. For Spring Break 2020, I traveled to Phoenix, AZ to visit Prof. Emeritus Mark Goodenow and was able to purchase a nice cache of pearls and other semi-precious gemstones and findings at an antique mall in Scottsdale. I have been working with them to make new works. However, during that trip, we reached pandemic status and I just made it back to Minnesota before everything shut down. The SMSU Fine Arts Celebration, in which I planned to show case my new work, was cancelled. I have been able to have my work on display and sold through the MAFAC Gift shop in Marshall, and I received a commission to make the bride’s jewelry for a wedding, (See Appendix), but all opportunities to exhibit and sell my work at shows and other live events or offer workshop opportunities for the campus and regional communities were gone.

With the *Association for the Study of Jewelry and Related Arts* conferences and live activities also curtailed, I continued to participate in their on-line study opportunities on historical creative work. I incorporate my on-going reading and research on historic jewelry styles into my Art History courses.

Creative Work: Creative Writing

One of the people who runs the online site, *Nine Lives*, where I publish my fan fiction, recently contacted me. She asked if I would be willing to do a Guest Author’s appearance/workshop to talk about my work and then do a question-and-answer session with members from the site. I did it in early April and for two hours we all chatted on a Facebook site and it was a lot of fun. Some of the people were fellow writers, others were readers (dare I say “fans”...) of my work and they were all very nice. I got a definite push to use my sabbatical to finish the stories I left hanging and

start new ones! It was humbling to hear that people were reading and rereading my stories many times and enjoying them so much.

I do lots of research for this writing to make it as fact-based in the details of the period and location(s) of the story as possible, also incorporating personal knowledge I have gained through my personal and academic study travel. I will enjoy having more time to work on this next year!

Professional Growth

Memberships:

I have maintained beneficial professional memberships in the Marshall Area Fine Arts Council, the Association for the Study of Jewelry and Related Arts, the Minnesota Historical Society, the Minneapolis Institute for the Arts, the National Museum for Women in the Arts, and the National Trust for Historic Preservation. I read their journals, publications, ordered books, and materials from them for use in my classes and research. For example, I added a section on Minnesota WPA murals to my lecture on fresco techniques in AH II after reading an article on them on the MHS's website. We have one in the lobby of the Post Office right here in Marshall.

Study Travel:

With the exception of my spring break trip to AZ last March, the pandemic has stopped me from pursuing this. I have done *virtual* visits to museums, historical architecture and library collections through their websites. After an interesting search through museum gift shop websites, I purchased a "roemer" hand blown replica of a 17th c. drinking glass type from a glass blowing shop in the Czech Republic to use in my Dutch Still Life hands-on painting workshop in AH II class. This unusual type of glass often appears in the art works of the period and I think it will make the experience more authentic to have it. (See example in Appendix)

Student Growth

Advising:

Like almost everything, this moved to Zoom meetings. I continued to work with Undeclared students as an Academic advisor. One important task was to get them all moved to the new catalogue so that defunct courses like LEP 100 and 400 no longer appeared on their DARs as a requirement that they had no way to fulfill. My main goal with these students is to get them successfully through their LEP and moved on to a major while providing them with support for their first few semesters. I have noticed that the 2019 & 2020 groups e-mail me more often to ask for help or advice beyond just choosing classes.

Art Major Reviews

I attended and evaluated the Art Majors' Sophomore, Junior and Senior Review presentations and shows. I helped with the updating of the evaluation forms used. I still believe this is a valuable process for the Art & Design program to continue. It benefits the students to have their work critiqued by the whole program faculty as they progress through the program and provides us with good data for our Assessment goals.

Student Activities

I sponsored students in their fundraisers and continued my payroll deduction contributions to the Whipple, Art and University Gala Scholarship funds.

Service to University, Community, & Profession

University Service

I serve as one of the co-parliamentarians for the SMSU Faculty Assembly, as I have done for the last 20 years or so. I have appreciated having Professor Mark Fokken as my counter-part. It really does help to have a second set of ears and eyes to make sure nothing is missed during a meeting when it can fly fast and furious, especially when there is a contentious issue.

This period proved especially challenging because we could not meet in person due to pandemic restrictions on large meetings. We moved to fully Zoom based sessions, which was not without its problems. In late 2020, Robert's Rules came out with suggestions for adding procedures to the bylaws of an organization to deal with this new reality. I researched best practices and found a set implemented by a group in Oahu, Hawaii that fit SmSUFA well and brought them to President Fier. She presented them to the body and the Exec. was given the charge of adding them to the Constitution and returning that to the Assembly for a vote next Fall.

I was elected Chair of the Cowan Award committee, and with the able assistance of Marilee Thomas in the Deans' Office, I called and conducted the meetings. We were unable to do a physical hand-off of the medal to the 2020 recipient, Pam Gladis, due to Covid restrictions, but she will be given her medal this year, along with the 2021 winner, Glenn Bayerkohler.

Department Service

I attended the Fine Arts and Communication Department meetings, and the Art Program meetings. I participated in the Art Program Review process and any activities sponsored by the Program, such as Art Wars and the Review process. I participated in the prospective student events, such as A Day at SMSU, representing the Art Program.

In addition, I volunteered to be on an ad hoc committee established to bring forth a new **Interdisciplinary Arts Major**. We did research on the types of interdisciplinary programs offered around the country. Since my PhD is in Interdisciplinary Arts from Ohio University, and I have taught an interdisciplinary arts undergrad course, I brought that perspective to the group. In the end, we decided to put forth a minor

rather than a major since that would make use of already existing courses in each of the programs involved: Art and Design, Theatre, Creative Writing and Music. Shepherded through by Sheila Tabaka, it passed successfully through the Curriculum process and the Faculty Assembly approved it in spring semester of 2021.

Community Service

I am a member of and/or donate volunteer time to regional arts organizations MASC, MAFAC and SMAHC, Friends of the Library and the Lyon County Historical Society.

After March 2020, activities for most of these organizations ceased and are just beginning to come back online, as of this writing. Unfortunately, after an allergic reaction to my first dose of the Covid vaccine, I am not allowed to get a second and so have been avoiding large crowds or any situation where there may be unmasked or non-socially distancing people attending. I hope to have this resolved before my sabbatical travel is set to begin at the end of the summer!

Alma Hale

Teaching Work

- ART 242 Digital Art was offered as a regular offering for the first time in the Fall semester, having been a Topics class in 2019. This is now part of the Art & Design core curriculum.
- Art 326 Figure Drawing was moved to the Graphic Design lab as part of the COVID-19 social distancing efforts. It also featured the first time using online delivery. There was a student taking the class from England, so adjustments were made to the delivery for this student, which influenced the offering for those attending in person. New assignments were written for students who were repeating the class, as the UK student was.
- Professor Hale created a 400-level Digital Photography class that could be offered alongside the 500-level graduate class, as well as the 300-level undergraduate class. Now ART 343 can only be repeated once, for a total of two enrollments; after that, students take ART 443. This replaces the rule for taking the class an unlimited number of times.
- Arranged for a visiting artist, David Hicks, to give an interactive presentation in ART 326 Figure Drawing. This was by Zoom.

Scholarly & Creative Work

- Scholarly activity this past year was mostly in photography. Professor Hale posted to, and received several awards of recognition at ViewBug.com, a photography forum.

Profession Growth

- Participated in the MinnState-sponsored workshop on Humanizing Curriculum, aimed at improving online courses for students.

Student Growth

- Started the new Photography Club in the Fall Semester, and it was officially recognized in the Spring. We have plans to have regular shows on campus, as well as other typical club activities.

Service

- Served on the Curriculum Committee
- Served on the Global Studies Committee
- Served on the Marketing Program Advisory Council
- Advised and served on the Graphic Design Advisory Council
- Served on the Marshall Area Fine Arts Council Exhibition Committee

Anne Wedler

Teaching Work

The big focus of this year was restructuring to accommodate the pandemic restrictions and to help students still feel connected in this year of social distancing. Accommodations included:

1. Altering the order of some projects to earlier in the semester to ensure coverage before students may need to be absent quarantining at home and designing many projects to be done at home as well as in the classroom. Students were also required to document their progress by taking photographs of work to prepare students for distance learning if the school was closed again. Posting images online helped the students feel connected to each other, seeing the progress and ideas of others helped continue that feeling of community even at a distance.
2. Designing digital projects that were designed to cover topics in 2-D design but could be created in any location including away from campus. This required researching free alternatives to Photoshop for students who would not be able to access the university resources. After trying out 7 programs, Photopea.com was found to be a very good free alternative to Photoshop. Tutorial videos were created guiding students who had never opened photoshop to create their first digital art projects.
3. Discussion requirements were added to ART 350, Contemporary Art History, to get the students to continue to engage with each other from a distance. At least one student commented in the course evaluation survey about how they enjoyed this aspect of the class.
4. Extra containers were purchased and bulk art supplies like acrylic painting were divided into the smaller containers so students didn't have to share while in class and could also take the supplies home to work when quarantining. Individual cutting mats were provided to help the students work in more places such as the metal picnic tables in the garden courtyard and on some of the super bumpy studio tables.
5. Classrooms were moved and rearranged to spread out work stations for appropriate social distancing. It was helpful when the audio/visual staff installed a microphone a speaker so it was easier for students to hear while spread out. The metal picnic tables were also used so students could work outside for the first part of the semester.

6. Still life projects were altered by creating many smaller isolated still-lives set ups all around the space. Extra spotlights and lamps were purchased to accommodate these multiple set-ups.

Gallery contributions

Organized exhibitions, mounted those shows and facilitated events related to those exhibitions. The exhibition schedule included: artwork from advanced art students at SMSU in October, Illustration and typography by Maria Gerasimchuk-Djordjevic in November, The senior thesis exhibition in December, the Foundations exhibition in January, a solo exhibition of my own newest body of paintings called Group Dynamic in February, an exhibition of figure drawings by David Hicks in March, a block print exhibition featuring prints from the SMSU printmaking class this spring in April, the Senior thesis Exhibition in April/May and figure drawing and painting from SMSU students in May.

Facilitated events such as the artist talk about her work by Maria Gerasimchuk-Djordjevic and the teaching demo from David Hicks. A positive of this year was that we were able to have visiting artists present over zoom. Without the familiarity and the prevalence of that technology we would not have had those presentations from artists in other parts of the country.

Started planning the gallery schedule for next year which will include a social justice themed poster competition for graphic design students nationwide, and an exhibition of illustration in conjunction with the illustration class Wedler will be teaching next fall.

Scholarly and Creative Work

Received a grant from the Southwest Minnesota State Arts council to develop a new body of work. Created a series of drawings that were turned into cyanotypes for exhibition in their gallery in October, 2021. I also created and framed additional works in my Group Dynamic series. I also created a number of demonstration pieces to help students learn how to use materials to make projects including a few linoleum cut block prints, and a demo of the digital project for the 2-D class.

I exhibited the new body of work, Group Dynamic, in several exhibitions including a digital exhibition with a visiting art talk at the Watkins Gallery on the campus of Winona State University in October. In November I had a solo exhibition and artist talk at the Kimmel Harding Nelson Center for the arts in Nebraska city, Nebraska. I also exhibited this new body of work on the SMSU campus in the Whipple gallery in February. I also had one painting included in the online exhibition at the Minneapolis institute of art in the Foot in the door art exhibition. I had two paintings included in the juried exhibition Art of the Hartland, a regional juried exhibition at the Indianapolis Arts Center in Indianapolis, Indiana.

Professional Growth

Visited virtual exhibitions and read about artistic developments this year. The most interesting developments I have read about this year includes the topic of zombie formalism and zombie figuration.

Student Growth

Helped to prepare art education students for their practice projects, as well as their student teaching. I have helped them design projects, and given them feedback and support through this process. I have also written letters of support by helping students organize their statements and CVs, and have written recommendations for students applying to student teaching and after graduation for teaching positions. It looks like at least 2 recent graduates now have fulltime teaching positions at local schools as art teachers, so I consider that to be a real victory.

Community/University Service

Volunteered at MAFAC by planning a kids art projects. MAFAC had extra budget left from the music performances that didn't get to happen because of the pandemic. I am organizing a kids art event that includes using that budget to buy art supplies to make art take home kits for local kids. I will be helping art education students from SMSU to plan and carryout a demonstration of the projects that can be made with the kits at an outdoor location later this spring. This project will help bring some joy to the community of kids who have had limited experiences this year and will help connect our art education students with the larger Marshall community.

Helped with student recruitment by running workshops representing the art area on admitted student days. I ran a workshop allowing the possible students to do a short project, making a stamp and introducing them to different areas of study in the arts.

Contributed to a screening of a documentary film presented by the Woman's center/LGBTQ + Center and the other sponsors, the film Drawn together. I was honored to say a few words to introduce ideas before the filming and take part in a lively discussion afterwards.

Wrote a curriculum proposal to add illustration as an option as an elective for studio art majors. I will be teaching this class in the fall to a group of directed studies students. I am hoping to grow interest in this area of artmaking, as it is applicable to both studio art making and graphic design, and will likely attract more students to our program in the future.

Wrote 1/3 of the art area 5-year program review.

Represented the department on the Academic Affairs Committee, and the Women's Studies Committee. I also served on the Whipple Scholarship committee this year.

John Sterner

- Art Education Adjunct
- Had a solo show at MAFAC

3. Accomplishments by Art & Design Students

- 9 graduates, including 3 that were double majors
- Awarded two scholarships, based on merit determined through the So/Jr Review process

4. Curriculum Work/Changes

- Adjusted the Art Education curriculum to include ART 242 Digital Art into the core curriculum

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.
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Communication Studies Program: FY 2021
Prepared by Mark A. Fokken, Program Coordinator

This document reflects the major activities of the Communication Studies Program and its faculty members over the 2020-21 academic year. This has been a very interesting and challenging year for the program. The biggest challenge for the program was providing meaningful and engaging instruction during the on-going Covid-19 pandemic. The challenge of continuing operations as a program and ensuring student and staff safety was formidable. We believe we met these challenges successfully through a variety of course offering modalities and some creative programming. In addition, the program continued to revise curriculum, work on the credentialing issues of College Now, expand credit for prior learning at the graduate level, and transition the Speech Center to the new Media Creation Lab. 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 15th annual Fine Arts Celebration. Unfortunately, most of the events were held virtually due to the Covid-19 closure. The program events included the “*Drawn Together*” watch party (with commentary by Art and Design Prof. Anne Wedler), the Elizabeth Brown poetry reading and conversation, the Forensic Team’s Showcase performances, the Marshall Area Storytellers event COVID-19: “*Surviving this Mess,*” and the screening of “*A Breath for George.*”
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. This year two SMSU students completed internships with *Studio One*.
3. Forensics Events: The Forensic team, under the direction of Prof. Ben Walker and Prof. Julie Walker participated in several collaborative efforts this year. These included the following events:
 - “Mustang Stampede” forensics tournament hosted online in partnership with MSU-Mankato Forensic’s Larry Schnoor Tournament, October 2020.
 - Hosted the SMSU High School Speech Tournament in an online format from March 8-12, 2021.
 - Paired with the Criminal Justice Club to have a watch room for the Derek Chauvin trial from March 29 to April 9.
 - Helped bring the documentaries *Drawn Together* and *A Breath for George* to campus for a screening and discussion in April.

- Brought SMSU alum Elizabeth Brown in for a virtual poetry reading and discussion in April.
 - From April 23-24, acted as the host for the 2021 Interstate Oratorical Contest, the oldest collegiate public speaking contest in the United States.
 - Partnered with the Marshall Area Story Tellers (MAST) to host a virtual storytelling event on April 27.
4. Admitted Student Day (Spring): The program participated in the spring semester admitted student days by hosting sessions for students interested in communication studies fields.
 5. SMSU Media Collaborations: The SMSU Media Club and Broadcasting and Digital Media students collaborated with several organizations on video productions.
 6. Media Creation Lab Collaborations: The program-sponsored and staffed Media Creation Lab functioned as part of the COLT (Center for Online Learning and Teaching). Professor Jos Ullian, who heads up the MCL worked with several faculty, programs and university departments to prepare videos for instructional use and promotion.

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

Teaching Work

Taught a HyFlex section of COMM 110 in the Fall term: This experience proved to be a great deal of work ensuring that students could complete the course in an asynchronous manner. The challenges of offering a public speaking course in this sort of modality were significant. As a result, I chose not to do so in the Spring term. Rather, I taught the class with all the same flexibilities but required synchronous attendance.

Taught all my classes in a Hybrid format with synchronous Zoom option: This mode of delivery allowed students the flexibility to attend class as they chose based on their own needs (safety, travel, work schedules, etc.). At the same time, this method decreased the amount of alternative assignment and work completion options I needed to manage.

Redesigned online course toward meeting the standards of the Quality Matters Rubric: In the summer of 2020 I took a course on Quality Matters that was very instructive in best practices in online teaching. Applying what I learned in the QM course, I redesigned my online offerings of COMM 110 to better align with the QM rubric.

Conducted CN visits virtually for $\frac{3}{4}$ of the year: The COVID-19 pandemic posed a unique challenge for supervision of College Now sites in that many schools were not allowing visitors. As a result, visits to high school classrooms had to be done via Zoom, Google classroom, Skype, etc. While not ideal, it did work out okay. I

was relieved to be able to do 4 in person visits in the latter half of the spring term with the earliest one being during Spring Break.

Volunteered to teach LEP 101 in the Fall of 2020: As a member of the LEC for the past four years, I was in on the ground floor in the redesign of the LEP 100 class into the LEP 101 class. This Spring I decided I would make room in my fall load to teach a section of this important course. I have been attending biweekly meetings of the LEP 101 instructors in this Spring and will be working with in a cohort with three other instructors over the summer to prepare for teaching the course in the fall. We have committed to meeting every week over the summer to plan for the course.

Coordinated Redesign of COMM 110 Course: I lead an effort in my program to redesign the COMM 110 class. We started this work in the fall by creating new SLOs that are more aligned with the MNTC goals. The pandemic and challenges with respect to meetings have hampered our efforts at completing the project, but we have plans to finalize the new course syllabus at our Summer retreat. This course will also inform our plans to address the College Now credentialing crisis that is looming in Sept. of 2023.

Creative Achievement and Professional Activity

Moderated live broadcast television debates: In October and November, I served as the moderator for 7 live debates featuring candidates for MN House and Senate races. The debates were broadcast live on Pioneer PBS and were conducted in their new studios in Granite Falls.

Served on a department chairs panels: I sat on two separate panels featuring department chairs of the Minnstate Universities at the 2020 Communication and Theatre Association of MN Conference Part 1 and Part 2. Topics presented included those of mutual interest to the institutions and the attendees.

Professional Growth Activities

Completed a course on Applying the *Quality Matters Rubric*: In the Summer of 2020 I applied what I learned in redesigning my courses for Fall and Spring terms.

Attended the Comm. and Theatre Association of MN Conference (virtual) parts one (Sept.) and two (Nov.)

Attended professional development days in August 2020 and January 2021

Student Growth

Supervised three independent studies in COMM 488; two of which were rhetorical analyses that took extra work.

Supervised the SMSU Comm. Studies Program Internship program

Advised students for April Days advising

Participated in LEP 101 planning sessions for the Fall term

Service to the University and Community

Organized the "Mustang Mask" project: I planned and organized the Mustang Mask project which resulted in the creation of 500 masks that were distributed to incoming freshmen at Gold Rush Days. The project involved sewers from across

the university and the Marshall community. We were featured on WCCO television and the story caught the eye of an alum who was inspired to make a sizeable donation to help fund the Mustang Pathways project.

Adjudicated 7 High School Speech competitions: Throughout the Spring term I served as a judge for 7 high school speech tournaments. All of these were held virtually via a streaming video platform so it entailed a bit of a learning curve.

Served as the EmCee for the virtual Convocation ceremony video

Program Coordinator/Coordinator of COMM 110 College Now Offerings: I continued to serve as program coordinator and also have chief oversight on our extensive College Now offerings. Increasingly, this task involves hiring and mentoring adjunct faculty.

Served on various university and SmSUFA committees: Liberal Education Committee, Academic Technology Committee, Physical Plant Committee

Served as Parliamentarian for SmSUFA:

Served as Chair of the Board of Trustees at Our Saviour's Lutheran Church

Served as Video broadcast and livestreaming coordinator for Our Saviour's Lutheran Church

Coordinated the HS Graduation Quilt Project for Our Saviour's Lutheran Church.

Dr. Richard Herder

Published a book chapter entitled "Resisting the Grind: ADHD Faculty and the Neoliberal University." It will appear in the *Business Storytelling Encyclopedia* to be published later this year by World Scientific publishers.

Published an article entitled *Memento Mori: Toward a Rhetoric of Co-Conspiracy*, and appears in *Quantum Storytelling Annual Review: Volume 10, 2020*.

Jos Ullian

Teaching Work

This is the first time I taught COMM 320 Graphics for TV, Film, and New Media synchronously online via Zoom. Teaching software this way is a gamechanger. Students can view my screen as I work through a graphic task, and I can have individual students share their screens so that I and all the other students can see and critique their works. The Breakout Rooms feature allowed me to divide up the class and have individual groups present critiques of other students' works. Also, having office hours for this class via Zoom allowed me to help students resolve software problems in between classes.

For COMM 114 Single Camera Field Production, since the course was taught synchronously online, students were not able to use the professional video cameras, lighting, and audio equipment. Instead, they were relegated to using the cameras built into their smartphones. What I originally thought was a disadvantage, actually turned out to be benefit. Since this course was an introductory course in video production, students were able to concentrate on communicating a message visually rather than being caught up in the complexities of professional video equipment. In reviewing the success of this course, I have decided to introduce students to the more sophisticated media production technologies in later intermediate production courses.

COMM 350 Narrative Filmmaking: While students learned how to write screenplays and create storyboards, they did not get the experience of working with professional cameras, lighting, and audio, nor did they get the experience of working together in a collaborative production team. This course provides an example of a course that should not be taught strictly as an online course. I will have to get students up to speed in later production courses.

In all these production courses, I was able to witness how much more students learned when they all had common software. During this year, Shawn Hedman managed to work with Adobe to get our students access to the full Adobe Creative Cloud suite of applications for a low cost fee. While access to these common apps was definitely helpful, it also drew attention to the issues that arose when we had students with different computer platforms (PC vs. Mac) and different ages of computers (older models that had trouble running current software vs. newer, faster computers with more storage). Having a required computer that runs common software would make enhance the learning process immensely.

Proposed a course on Audio Production and Podcasting. The course is still being discussed in the program.

Instructional Videos Produced

The Speech Center Welcome Video
 The Writing Center Welcome Video
 The Writing Center Booking Video
 The Wellness Center Welcome Video
 Emergency Action Plan Video (for Exercise Science – in production)
 Using D2L Brightspace for Class (for Julie Walker)
 Uploading Presentations to D2L (for Julie Walker -in Production)
 Time Management Video (for Lori Wynia)
 Understanding Your DARS (for Lori Wynia)
 Office of Online Learning Welcome Video (for Lori Wynia)
 Library Research (for Maria Kingsbury)
 Kaltura Mediaspace

Student Growth

I expedited the connection between Pioneer-TV and some of my students. For instance, I worked with Amanda Anderson, of Pioneer-TV to mentor Isatu Shirek. This relationship led to Isatu producing two mini-documentaries for Pioneer-TV's Compass broadcast:

Teaming Up For Change: Dan Kates+Redwood Falls Police Dept
I lost One Son, But, In A Way, I gained Nine Others

Isatu is now in the proposal stage for a third mini-documentary on minorities and the issue of names. Another of my students, Trevor Groebner, will be working on a mini-documentary with Pioneer-TV on a topic related to Native Americans. A first-year student, Jackie Winiski, is being prepped to produce a show about farm issues. The importance of this relationship with Pioneer-TV is these students will be graduating with broadcast credentials, something that should be an advantage when the apply for jobs in the industry.

Service to the University

Sat in on three department meetings to discuss the use of instructional videos in courses. In a Faculty Assembly meeting, talked about using me as a resource to produce instructional videos. Provided guidance for faculty members seeking to enhance the quality of their Zoom meetings.

Benjamin Walker

- Taught new courses COMM 111 and COMM 403/503
- Spoke at the College Now Speech Workshop
- Presented at the 2020 CTAM Conference
- Reviewed submissions to the 2021 NCA Conference
- Served as advisor to College Democrats and SMSU Forensics
- Created the Online Asynchronous Tournament Series (speech meets)
- Served on PIC and LEC
- Served on Marshall Police Advisory Board
- Served as co-director of Marshall Area Story Tellers
- Served as Secretary for Lyon County DFL Unit
- Served as manager for the Doria Drost for House campaign

Julie Walker

- Taught the new COMM 305 Health Communications course
- Made major revisions to COMM 210 and COMM 301 due to the pandemic
- Grant received from Alumni Foundation to purchase signage for AOS offices \$600
- Grant received from Facilitating Racial Equity Collaborative to carry out anti-racist events in Marshall with the MORE Network (Marshall/Mustangs Overcoming Racism through Education)
- Coordinated and produced two virtual conferences for the Communication and Theater Association of Minnesota
- Co-founded the MORE Network (Marshall/Mustangs Overcoming Racism through Education)
- Ran workshop inviting collaboration between community activists in Southwest Minnesota for the Facilitating Racial Equity Coalition Overcoming Racism conference
- Ran a conference presentation about using storytelling in community organizing for the StoryFest 2021 Conference
- Performed as a Professional storyteller at StoryFest
- Produced a storytelling showcase for StoryFest comprised of Marshall Area Story Tellers (MAST)
- Had article accepted to the Communication Theater Association of Minnesota Journal “Geographically Dispersed Community Networks: Exploring Social Networking Site Experiences and Relationships in the Intercollegiate Forensics Community”
- Continued work on book chapter about estrangement with SMSU Student Chanelle Walker
- Attended more than 15 training opportunities focused on understanding student life situations better and to improve my commitment to DEI initiatives

- Co-developed the OATS tournament series to provide more accessible forensics speech opportunities for students
- Active member of the Cultures on the Prairie steering committee, and emcee for the event

The program continued to work with a group of strong adjunct faculty this year. Adjuncts included: Jen Goblisch, Bobbi Jo Blickenstaff, David Brennan, Diana Veenstra, and Josie Laleman, College Now supervision.

Jen Goblisch

Supervised sites in the College Now Program and taught one on-campus section of COMM 110 in the Fall term.
Served as the co-chair for the Contingent Faculty Committee on the SMSU campus.
Served as the EDA Secretary and created a Broadband subcommittee to improve broadband access in Lyon County.
Graduated from LINC (Lead, Inspire, Network, and Create) and became a board member.

Bobbi Jo Blickenstaff

Supervised sites in the College Now Program.

David Brennan

Taught 2 online sections of the COMM 110 course (one each term).
Continued serving as a staff writer for Twin Cities Geek, an online culture magazine run by a nonprofit organization in the Twin Cities.
Continued to work as one of the coaches of the Shakopee High School speech team. This team advanced 5 students to state, 2 to finals at state, and 4 to outrounds of NIETOC.

Diana Veenstra

Supervised sites in the College Now Program.

Josie Laleman

Supervised sites in the College Now Program and taught one on campus section of the COMM 110 course in the fall term.

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 wins Limited Entry State championship: At the Minnesota State Speech Tournament, Freshman **Alex Duus** takes 2nd in Poetry Interpretation, Junior **Devyn Halvorson** takes 2nd in Communication Analysis, Sophomore **Jenna Zeug** takes 4th in Informative Speaking, Jenna Zeug and Freshman **Domonique McPhail** take 3rd in Duo Interpretation, Sophomore **Colton Jensen** takes 5th in After Dinner Speaking. SMSU

Forensics places 4th in the entire State of Minnesota and WINS the Limited Entry State Championship!

2. Placings at the International Forensics Association tournament: The Forensics Team competed at the IFA tournament and **Corina Prince** took 6th, **Maureen Ndubuisi** took 5th, and **Kyle Goblirsch** took 3rd in the category of International Tourism! Coaches **Julie Walker** and **Ben Walker** took 2nd and 3rd place in the category of Academic Lecture!
3. Awards from National Speech Championship: **Jenna Zeug** and **Domonique McPhail** were Semi-Finalists in Duo Interpretation, Jenna Zeug was a Quarter-Finalist in Informative Speaking, **Alex Duus** was a Quarter-Finalist in Prose Interpretation and made Novice Showcase in Poetry Interpretation, and **Devyn Halvorson** was a Quarter-Finalist in Communication Analysis.
4. Students Qualify for National Forensics Association Tournament: **Jenna Zeug** (Duo Interpretation, Informative Speaking), **Domonique McPhail** (Duo Interpretation), **Devyn Halvorson** (Rhetorical Criticism), **Alex Duus** (Prose Interpretation, Poetry Interpretation), **Theresa Yahr** (Informative Speaking), **Stephen Zimmer** (Informative Speaking) and **Colton Jensen** (After Dinner Speaking) qualified for the National Forensics Association Tournament that was held online in April 2021. Zeug, Halvorson, and Zimmer were the only students to attend due to scheduling conflicts.
5. Student Qualifies for American Forensics Association National Individual Events Tournament: **Jenna Zeug** (Informative Speaking) qualified for the American Forensics Association National Individual Events Tournament held online in April. Jenna elected not to attend the tournament to focus on academics.
6. Smith serves as Assistant Tournament Director: **Olivia Smith** served as the Assistant Tournament Director for the 2021 SMSU High School Speech Invitational in March. She worked closely with Tournament Director Ben Walker to plan entirely online the event.
7. Student produces documentaries that air on Pioneer PBS: **Isatu Shirek**, a Comm. Studies Broadcasting and Digital Media major, completed an internship with Pioneer PBS in Granite Falls. The focus of the internship was to prepare a documentary film about how the racial tensions following the George Floyd murder inspired community-police collaboration in Redwood Falls (*Teaming Up for Change: Dan Kates & Redwood Falls Police Department*). This video was featured on the Pioneer PBS website and also broadcast on the program *Compass*. Shirek went on to produce another documentary video featuring SMSU Education Professor Kandy Noles Stevens (*I lost one son, but in a way I gained nine others*). This video was also featured on the Pioneer PBS website.

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 is the curriculum work that changed major and minor requirements. This change required not only departmental and curriculum committee approval, but also the approval of the faculty assembly.

Allowing option in the Comm. Studies Broadcasting and Digital Media Major: This change allowed students to choose between two courses to fulfill the requirements of the major. Previously, students were required to take COMM 460 Transmedia Storytelling but because of staffing limitations, the program has been unable to offer this course. As a result, several substitutions had to be made over the past several years. Primarily, COMM 435 was substituted for this course, so this curriculum change allowed students to take either COMM 460 OR COMM 435, thereby eliminating the need for continued substitutions.

2. Curriculum Changes of Less than Major Significance: A few changes of less than major significance were approved this year as well. They include:
 - a. Creation of COMM 111: Professional Proficiency in Public Speaking (1 cr.). This course was created in response to a request from the Education Department to have students be able to “test out” of the graduation public speaking component if they transferred into the with a previous degree that did not already meet the SMSU public speaking requirement. This course will function as a portfolio review. **Catalog Description:** This course is designed to provide teacher licensure candidates a means of certifying professional proficiency in public speaking as required for admission into the teacher education program. It is not intended as a substitute for the required oral communication course in Goal 1 of the LEP/MNTC but rather a means of meeting teacher licensure standards. May NOT be repeated for credit. Grading: Credit/No Credit.
 - b. Creation of COMM 511: Professional Proficiency in Public Speaking (1 cr.). This course is a graduate level option of COMM 111 that will fulfill the same needs but on a graduate level. **Catalog Description:** This course is designed to provide teacher licensure candidates a means of certifying professional proficiency in public speaking as required for admission into the teacher education program. It is not intended as a substitute for the required oral communication course in Goal 1 of the LEP/MNTC but rather a means of meeting teacher licensure standards. May NOT be repeated for credit. Grading: Credit/No Credit.

3. Other curriculum work:

- a. Discussion of redesign of the B.A. Comm. Studies Public Relations major: While no formal proposal was made regarding the requirements of for this degree, the program held several discussions regarding the future of this major. Suggestions under consideration included shifting the focus of the degree to more emphasis on the creative aspects of PR, merging it into a more interdisciplinary degree with more

Marketing classes (Integrated Marketing Communications), or simply tweaking the existing requirements to make the degree more attractive to students.

- b. Revision of SLOs and course outline for COMM 110 Essentials of Speaking and Listening: The program had extensive meetings in the Fall term to revise the student learning outcomes for the COMM 110 course. The intention was twofold: to simplify and clarify them and to bring them more directly into alignment with the wording of the MN Transfer Curriculum Goal 1 language. To inform our work, assessment data from previous years was reviewed and a survey was conducted of the faculty regarding their perceptions of what this course should be doing. The new SLOs were adopted but work continues the course outline and requirements.
- c. Co-teaching model for COMM 110 College Now sites: This year, the program undertook significant conversations about the looming HLC deadline for credentialing of high school instructors working in the College Now program. While progress is being made, not all our sites will be able to (or even have a desire to) meet the credentialing requirements. This means in order to retain this FTE, we need to have an alternative means of delivering instruction to these sites. Various methods of “co-teaching” or offering sections of the course online or via Zoom are under consideration. More work will be done on this during the program’s annual summer retreat.

5: 2020-21 Assessment Work

- 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 continued to use assessment plans (PASLS) for each of the 4 majors in the program based on SLOs that were revised by the program last year. Individual faculty members who teach courses that are flagged for assessment each year in the timeline are responsible for conducting and reporting on assessment in that course. 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. Program Assessment Leaders: This year, the program shifted from one individual being the PAL for all 4 of the majors in the program to having one faculty member become the PAL for the major in their area of expertise. Prior to this year, program coordinator Mark Fokken prepared all 5 of the RASL reports. Going forward, the following individuals will be the PAL for their respective major: Julie Walker; Comm. Studies Public Relations, Dr. Rick Herder; Comm. Arts and Literature-Secondary Education, Dr. Jos Ullian; Comm. Studies Broadcasting and Digital Media; Mark Fokken, Comm. Studies and LEP Goal 1.
3. 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 adjust 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 Communication Studies Seminar Projects and Presentations: Students in this class will be required to complete assignments that will provide artifacts for assessment. This newly revised course will be offered for the first time in the Fall of 2021. The old version of the course (1cr.) was not offered this year as we transition to the new requirements.
 - 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 COMM 288 class will be administered the PRCA-24. This instrument is the most widely used measure of communication apprehension (CA). All students will complete it again in their capstone course.
 - 2) Summative Assessments: This year was a transitional year as the program moved away from one common capstone course (COMM 488) to specific capstone courses for each major. This year, several students completed the COMM 488 requirement via independent studies with their advisors since the course is no longer being offered. Several summative assessments of majors will be embedded in the capstone courses for the majors. These shall include presentations, papers, portfolios, the PRCA-24, and exit surveys.
 - b. Assessment of COMM 110 LEP Goal 1:

- 1) Content Pre- and Post-test: This year, the program transitioned to an OER textbook and this, coupled with the challenges brought by the pandemic, led to a decision to not conduct pre- and post- tests this year. The program determined that with over 9 semesters of data from this instrument, it was time to explore other assessment measures in the course. Given the redesign of the SLOs and course outline, this decision seemed appropriate as further data collection on the old SLOs wouldn't be a good investment of time.
 - 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 2020 and the Spring of 2021. 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).

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: 2020-21 Service Efforts of the Program

1. Hosted the Mustang Stampede Tournament in October 2020: The SMSU Forensics Team, under the direction of DOF Ben Walker, hosted this 6th annual tournament...but this year it was done completely online. This tournament was a sister to the Larry Schnoor Invitational hosted by MSUM on the weekend.
2. Created and managed the Online Asynchronous Tournament Series (OATS). These 7 online forensic tournaments ended up drawing dozens of schools from across the country to compete in college speech throughout the school year.

3. Broadcasting Sporting Events: Typically, throughout the academic year, students of the SMSU Media Club and the Broadcasting and Digital Media Activities class have broadcast Mustang sporting events. Unfortunately, due to COVID-19 restrictions, these broadcasts did not occur.
4. Presenting at the College Now Workshop: Associate Professor Mark Fokken, Ben Walker, Richard Herder and adjunct Jen Goblisch, presented at the sixth annual College Now Workshop and Conference that was held virtually in August of 2020. 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. An additional session was held in December to help those who were teaching the COMM 110 course in the spring term gear up for the class. Around 25 individuals attended that session as well.
5. Videographers for Campus Events: Students of the SMSU Media club have provided videography services for a limited (due to COVID restrictions) number of campus events. One of these events included the modified 2021 Commencement ceremonies that were livestreamed so that friends and family could attend remotely.
6. Media Creation Lab has its inaugural year: 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. Professor Ullian was granted reassigned time to produce videos for instructional use as well as training and promotional applications.
7. Video-Production Services: The SMSU Media Creation Lab and SMSU Media Club produced several videos throughout the year for a variety of purposes.
8. SMSU Homecoming Parade: Associate Professor Mark Fokken teamed up with Emeriti faculty member, Dr. Jan Loft, to announce the socially distanced SMSU Homecoming Parade in October.
9. 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 29-30, 2021 (Moved online due to COVID-19 pandemic.)
 - b. SMSU High School Speech Invitational: March 8-12, 2021 (Moved online due to COVID-19 pandemic.)
 - c. MN State High School League Section IIIA Tournament: April 10, 2021 (Moved online due to COVID-19 pandemic.)

7: 2020-21 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 ADOF Julie Walker, hosted this weeklong online tournament in October 2020. This tournament was a sister to the Larry Schnoor Invitational hosted by MSUM on the weekend.
 - b. Marshall Speech Spectacular: January 29-30, 2021; SMSU Forensics co-hosted this event with Marshall High School Speech by providing competition spaces and assistance; unfortunately, it was moved online this year due to the pandemic.
 - c. SMSU High School Speech Invitational: This annual tournament is hosted by the team as a fundraiser and learning opportunity for students. For the first time, it was held online (March 8-12) due to the COVID-19 pandemic. DOF Ben Walker served as tournament director and student Olivia Smith served as the assistant director.
 - d. Chauvin Watch Room: Paired with the Criminal Justice Club to have a watch room for the Derek Chauvin trial from March 29 to April 9.
 - e. Documentaries: Helped bring the documentaries *Drawn Together* and *A Breath for George* to campus for a screening and discussion in April.
 - f. Poetry Reading: Brought SMSU alum Elizabeth Brown in for a virtual poetry reading and discussion in April.
 - g. National Speech Hosts: From April 23-24, acted as the host for the 2021 Interstate Oratorical Contest, the oldest collegiate public speaking contest in the United States.
 - h. Storytelling Event: Partnered with the Marshall Area Story Tellers (MAST) to host a virtual storytelling event on April 27.
 - i. Spring Forensic Showcase: April 2020; streamed on Facebook due to COVID-19 pandemic.
 - j. 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 conducted online both synchronously and asynchronously.
2. SMSU Media Programming: All programming streams over the SMSU Media livestream on the SMSU website. All programs are produced, staffed and directed by students unless otherwise noted. Due to pandemic restrictions, the normal activity of the SMSU Media Club, which includes broadcasting campus and athletic events, was curtailed significantly. The program looks forward to next year when many of these activities will resume.

3. Annual Commencement Coverage and Recording: The SMSU Media Club students, working under the direction of Dr. Jos Ullian, digitally record and stream SMSU's annual commencement ceremony every year. This year the crew included two alumni **Nick Dahlhoff** and **Mitch Riibe** who did the direction and technical direction on the production. It was also the first time that a four-camera set-up was used. Since guests beyond the faculty were not allowed at this year's event, this service was even more appreciated as it was the only means family and friends could use to experience the event.
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Music Program: FY 2021

Prepared by John Ginocchio, Music Program Coordinator

Section I – Description of Department

C – Activities

This year, the primary collaborative activity of the music program was the annual *Fine Arts Celebration*. Although the series needed to be altered in format due to the pandemic, the program contributed the following recorded events to the celebration using links on the Fine Arts Celebration webpage.

- SMSU Jazz Ensemble Performance with guest artist, Oliver Nelson
- Southwest Minnesota Orchestra Schubertiade
- SMSU Jazz Ensemble and Jazz Combo Performances
- SMSU/Community Concert Band Performance
- Symphonic Chamber Winds Performance
- Southwest Minnesota Orchestra Children's Concert
- SMSU Chorale Virtual Choir Performances

Due to the pandemic other collaborative programs normally completed in conjunction with other programs on and off campus were not possible this year. The program anticipates the return of many of these events in FY 2022.

D – Academic Personnel

The **Music Program** consisted of three tenured, full-time professors, and thirteen 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, Department Chair; all bands, Foundations of Aural Theory, Chromatic, Post-Tonal, & 20th Century Music Theory, Orchestration & Choral Arranging, Secondary Ensemble and Classroom Teaching Methods, Teaching Music in Elementary Schools, Elementary Music Methods and Materials, Public Performance Studies, Applied Instrumental Conducting, Applied Trombone/Euphonium/Tuba, Junior Proficiency, and Junior and Senior Instrumental Recitals.

Professor Stephen Kingsbury: Full-time, tenured; Doctor of Musical Arts; Director of Choral Activities; all choirs, Music Theory I, II, & III, Orchestration and Choral Arranging, Secondary Ensemble and Classroom Teaching Methods, Vocal Diction, 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, Applied Piano, Piano Competency, Music History I & II, Introduction to Music, Survey of World Music, and Junior Keyboard Recital.

Instructor Patricia Arntz: Adjunct, Master of Arts Teaching in Education; Teaching Music in Elementary Schools
 Instructor Thomas Fortner: Adjunct; Master of Music; Applied Cello
 Instructor Scott Horey: Adjunct; Doctor of Musical Arts; Applied Percussion
 Instructor Peter Lothringer: Adjunct; Doctor of Musical Arts; 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 Rudoi: 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; Popular 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:

Teaching Work

Revised courses to be taught effectively during the pandemic

MUS 110, Public Performance Studies- Redesigned course sequence for mix of in-person, online synchronous, and asynchronous instruction; coordinated online Musicians' Health sessions and Student Recitals

MUS 170, Foundations of Aural Theory- Redesigned course sequence for hybrid model with 2 days in-person and 1 day online synchronous each week; Created over 200 new drills and exercises in melodic and rhythmic dictation, sight singing, and error detection. Made them available for student use and synchronous class work over D2L

MUS 274 & Lab, Chromatic, Post-Tonal, & 20th Century Theory- Redesigned course sequence for hybrid model with 2 days in-person and 2 days online

synchronous each week; Created new teaching models for use in online synchronous instruction

MUS 333, Jazz Ensemble- Re-programmed for the year in order to successfully accommodate the revision of rehearsals for smaller groups of students; took advantage of the revision to introduce more jazz combo playing by all students; Hosted two guest artists with the Jazz Ensemble

MUS 339, SMSU/Community Concert Band- Re-programmed for the year to accommodate small group work rather than full-band work; used the revision to introduce percussionists to percussion ensemble music; coordinated rehearsals with three students taking Applied Instrumental Conducting to provide ample experiences for these students while creating additional small groups within the Concert Band

MUS 377, Orchestration and Choral Arranging (co-taught with Dr. Kingsbury)- revised instruction, exercises, and assignments for online synchronous instruction

MUS 391, Teaching Music in Elementary Schools (stacked WITH)

MUS 392, Elementary Music Methods and Materials- Redesigned course sequence for hybrid model with 2 days in-person and 1 day online synchronous each week

Scholarly Activity

Presented online synchronous clinics on "Composition in the Rehearsal Classroom" for the Wisconsin Music Educators Association Conference in October, 2020 and the Maine Music Educators Association Conference in May, 2020.

Created an asynchronous workshop session on "Ensemble Seating" for the Band Director's Institute hosted by the University of South Dakota.

Received an Arts in the Schools Grant through the Southwest Minnesota Arts Council for the Jazz Artist Residency of Oliver Nelson. Completed the Jazz Artist Residency of William Huber initiated in FY2020 that had to be rescheduled due to the pandemic.

Professional Growth Activities

Participated in many online professional development workshops:

Jazz Masterclass with Regina Carter (LiveCast) (New Jersey Performing Arts Center)—Inspirational Albums/Pieces that Impacted Careers of Listeners (Panel with: Regina Carter, violin; Carla Cook, vocal; Marion Hayden, bass; Allison Miller, drums; Ellen Rowe, piano; Bruce Williams, sax)

CBDNA Small Band Discussion—May 14, 2020

COVID-19 Webinar through the University of Colorado: "How can airborne transmission of CoV-2 indoors be minimized?" by Dr. Shelly Miller

Online Learning Consortium, Innovate 2020 Conference

"Leading With Your Eyes Closed: Developing Your Intuitive Leadership Skills"

"D.I.Y. OER: So You've Been Tasked with Making Your Course OER, Now What?"

"Open Broadcast Software: Your Secret to High Quality Videos and Streaming"

Discussion for Chairs & Heads: Fine and Performing Arts Disciplines in the Time of COVID-19 and Planning for Fall (Council of Colleges of Arts and Sciences)

WASBE Repertoire Roundtable No. 1 (with the composers of the Blue Dot Collective: David Biedenbender, Viet Cuong, Jennifer Jolley, Benjamin Taylor, Omar Thomas, Jess Langston Turner, and Roger Zare)

CBDNA COVID Study Preliminary Results Presentation

Jazz at Lincoln Center, Summer Jazz Academy—July 20 through Aug. 1

Master Class with Yannick Nézet-Séguin (Music Director, Philadelphia Orchestra & Metropolitan Opera) (Philadelphia International Music Festival)

Ibram X. Kendi on "How to Be an Antiracist" (Prince George's County Memorial Library System)

Recorded session: Using the COVID-19 Estimator (Dr. Jose L. Jimenez)

International Society for Music Education, 34th World Conference Presidential Session: "Disrupting Systems of Oppression: Using Critical Pedagogy Tools in Music Education"

International Society for Music Education, 34th World Conference Thought Leader Session w/ Deborah Cheetham (Australian indigenous music)

Minnesota Music Educators Association Back-to-School Virtual Clinic

The Miseducation of Antiracism

Ethical Song Research

Quality Music IS Diverse

Striving for an Antiracist General Music Classroom

***SMSU Music Program Sponsored this session*

Strategies for Online Jazz and Instrumental Performance

Decolonizing the Music Classroom

Service to University, Community, & Profession

Coordinated all COVID-19 mitigation efforts for the SMSU Music Program including: creating social distancing markers in classrooms; creating equipment cleaning plans and finding appropriate cleaning supplies for instruments; creating room us plans for each instructional and practice space

Served on the Academic Appeals Committee and Commencement Committee. Chaired the William Whipple Scholarship Committee.

With Stephen Kingsbury, Co-presented a session on Student Recruitment for the fall SMSU Professional Development Day.

Served on two grant review panels for the Southwest Minnesota Arts Council

Served on the grant review panel for the new MN CARES ACT grant program through the Minnesota State Arts Council.

Professor Stephen Kingsbury

Teaching Work

Prepared and taught two courses for the first time

MUS 272 Music Theory III & Lab

AE 592 ACDA-MN State Conference

- Revised courses to be effectively taught in alternate formats due to the pandemic
- MUS 172: Music Theory I- Created New Audio/Visual Aids for online instruction
 - MUS 174: Music Theory II & Lab- Created New Audio/Visual Aids for online instruction
 - MUS 352: Vocal Ensemble- Since we weren't able to sing in person, as a group, this involved the creation of an entire course sequence along with accompanying assignments.
 - MUS 355: Chorale- Since we weren't able to sing in person, as a group, this involved the creation of an entire course sequence along with accompanying assignments.
 - MUS 377: Orchestration and Choral Arranging- Created New Audio/Visual Aids for online instruction, Used a New Textbook, Created New Assignments
 - MUS 393: Secondary Methods- Created New Audio/Visual Aids for online instruction
 - MUS 455: Vocal Diction and Literature- Created New Audio/Visual Aids for online instruction

Scholarly Activity

Presentations

- Presentation on Recruitment Strategies with Dr. John Ginocchio, SMSU Professional Development Day- August 18

Invited Performances

- Participation in the ACDA of Minnesota Virtual Concert Hall for the Fall Conference- 9/20-11/21/20

Peer Reviews

- Served as a peer reviewer for the Journal of the Royal Musical Association (Great Britain)- Summer 2020

Professional Growth Activities

Conferences Attended

- Minnesota Music Educators Back To School Virtual Clinic- August 11-13
- American Choral Directors Association of Minnesota Fall Virtual Conference- 9/20-11/21/20
- Minnesota Mid-Winter Inservice Virtual Clinic- February 11-13

MinnState Short Courses Completed

- Culturally Responsive Pedagogy: June 1-June 21

SMSU Webinars and Other Learning Opportunities

- Webinar on Microsoft Bookings- July 27
- Professional Development Day- August 18
- Diversity and Inclusion Reading Group- All year
- Professional Development Day- January 7

Other

- ACDA of MN Leadership Diversity, Equity and Inclusion Training- March 13

Student Growth

Provided student leadership in the context of the SMSU Choirs in leading discussions to examine the philosophical underpinnings of choral music performance and choral music education in order to compose a statement of belief that will serve to remind us of our fundamental purpose and guide the actions and activities of the SMSU Choirs moving forward.

Advised all Voice Majors and Minors.

Mentored a student in applied conducting as they worked with a vocal quartet in preparation for a video recorded performance.

Facilitated the purchase of 50 new Wenger posture chairs with fold-down desks for the Choir Room.

Service to University, Community, & Profession

Served as a peer reviewer for a colleague at USD who is going up for Promotion and Tenure

Serve as Youth and Student Services Repertoire and Resources Chair for ACDA of Minnesota

In addition to providing leadership to the overall organization, I was asked to deliver the “Monday Message” on the August 24th for ACDA-MN. The “Monday Message” is a video message that went out to all of the ACDA-MN members across the state. Mine was about the struggles that I went through deciding how to proceed with the SMSU Choirs this fall and how amazing our profession’s overall response to the pandemic has been.

I am currently helping to plan, and will host, the student conducting workshop, which will take place at the ACDA Summer Dialogue in August.

I also helped to plan, and will host, the student activities at the Fall Conference, which will take place in November of 2021

I act as the “for credit” liaison between SMSU and ACDA-MN as we provide an option for people to receive credit as they attend the ACDA-MN Fall Conference and Summer Dialogue

Served as a grants reviewer for the Minnesota Arts Council, reviewing Creative Support for Individuals- August-September 2020

Served on the IFO Diversity, Equity and Inclusion Working Group in order to help develop SMSUFA DEI Plan

Adjudications-

Virtual Solo and Ensemble Contest at Tracy Area High School- March 24

Virtual Solo and Ensemble Contest at Martin County West High School- April 9

Attended IFO Delegate Assembly- April 16-17

Will serve as a grants reviewer for the Southwest Minnesota Arts Council, reviewing Arts in Schools Grants- May 2021

Professor Daniel Rieppel

Teaching Work

Taught a normal bevy of classes including the very time-intensive Music History sequence (I during Fall Semester, II during Spring Semester). Continued to lead the Southwest Minnesota Orchestra, albeit in drastically reduced scope. Recorded pieces

for a Schubertiade as part of chamber groups formed from the ranks of orchestra members (Trout Quintet, Schubert's Octet, etc.) as well as a Children's Concert with members of SMO's new Youth Chamber Orchestra, made up high school students from around the SW Minnesota region.

Scholarly Activity

- 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.
- Pianist for the New York Premiere of Eugene O'Brien's song cycle "Algebra of Night" at the National Opera Center in New York City, March 2020.
- Performed a chamber recital with noted Panamanian/NYC violinist Luis Casal on a program of Panamanian music, including the Narciso Garay sonata, May 2021.
- Commissioned SW Minnesota native Martha Helen Schmidt to compose a song cycle for Alum of the Decade Ryan Hugh Ross (SMSU Music graduate, 2005) and myself based on Bill Holm's epic poem cycle, "Playing Hadyn for the Angel of Death"—premiere in 2022 with the help of Milkweed Press, Minneapolis.
- Continued work on series of lectures and recitals on late style in Beethoven.

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**, taught as a sabbatical replacement at the Universidad de Ciencias y Artes de Chiapas in Mexico. He used this as an opportunity to create a cultural exchange program between his percussions students in Mexico and those at SMSU. Scotty also continues to be an Endorsing Artist for Sabian, Vic Firth, Mapex, and Majestic Companies.

Section II – Current Year's Activities

A – Teaching and Learning

The teaching of majors and non-majors in the Music Program is 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. The list is considerably shorter than normal due to the pandemic, and it most notably lacks "in-person" concerts. However, the adjusted activities proved to be valuable musical and educational opportunities for those involved.

Music Program			
Activity	Date & Location (Special Audiences)	Classes/Organizations Involved	Participants
SMSU Homecoming Parade	10/10 downtown Marshall	Chorale	Music majors; Non-majors; Community members
SMSU/Community Concert Band Recording Session	11/5 FA Theatre	SMSU/Community Concert Band	Music majors; Non-majors; Community members
SMSU Music Program & Scholarship Auditions (Virtual and in-person)	11/14 Fine Arts building		Prospective students
Virtual Student Recital	11/18 FA Theatre	Public Performance Studies; Applied Lessons	Music majors
William Huber Jazz Residency	11/18-21 FA Theatre; Zoom sessions with area schools	SMSU Jazz Ensemble; Marshall High School Band; Springfield High School Band	Music majors; Non-majors; Community members; area high school students
Virtual Choir Recording Release "The Road Home"	November	Chorale	Music majors; Non-majors
Virtual Student Recital	12/2 FA Theatre	Public Performance Studies; Applied Lessons	Music majors
Virtual Student Recital	12/9 FA Theatre	Public Performance Studies; Applied Lessons	Music majors
Virtual Juries	12/14-15	Applied Lessons	Music majors & minors
Junior Proficiency Performance Exams	12/14 FA 132 & 135	Junior Proficiency	Music majors
Junior Proficiency Oral Exams	12/15 via Zoom	Junior Proficiency	Music majors
SMSU Music Program & Scholarship Auditions (Virtual and in-person)	2/27 Fine Arts building		Prospective Students
Virtual Choir Recording Release SMSU Alma Mater	February	Chorale	Music majors; Non-majors

Symphonic Chamber Winds Recording Session	3/1 FA Theatre	Symphonic Chamber Winds	Music majors; non-majors
SMSU/Community Concert Band Recording Session	3/4 FA Theatre	Concert Band	Music majors; Non-majors; Community members
Oliver Nelson Jazz Residency	3/21-24 Fine Arts Theatre; Zoom session with Hendricks students; Minneota High School; Marshall High School	Jazz Ensemble; Marshall High School Band; Minneota High School Band & Choir; Hendricks Public School music students	Music majors; Non-majors; Community members; area music students
Virtual Choir Recording Release "Requiem"	March	Chorale	Music majors; Non-majors
Virtual Student Recital	4/7 Whipple Gallery	Public Performance Studies; Applied Lessons	Music majors
Southwest Minnesota Orchestra Recording Session	4/13 Black Box Theatre	Southwest Minnesota Orchestra	Music majors; non-majors; Community members
SMSU Jazz Ensemble Recording Session	4/19 FA Theatre	Jazz Ensemble	Music majors; Non-majors; Community members
Virtual Student Recital	4/21 Whipple Gallery	Public Performance Studies; Applied Lessons	Music majors
SMSU/Community Concert Band Recording Session	4/22 FA Theatre	Concert Band	Music majors; Non-majors; Community members
Symphonic Chamber Winds Recording Session	4/26 FA Theatre	Symphonic Chamber Winds	Music majors; Non-majors
Virtual Student Recital	4/28 Whipple Gallery	Public Performance Studies; Applied Lessons	Music majors
Southwest Minnesota Orchestra Recording Session	5/1 Fine Arts Theatre	Southwest Minnesota Orchestra	Music majors; non-majors; Community members
Virtual Juries	5/3-4	Applied Lessons	Music majors & minors
Junior Proficiency Performance Exams	5/3 FA 132 & 135	Junior Proficiency	Music majors
Junior Proficiency Oral Exams	5/4 via Zoom	Junior Proficiency	Music majors

Virtual Choir Recording Release "Hallelujah"	June	Chorale	Music majors; Non- majors
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No changes were made to the music curriculum over the past year, largely because the faculty was already making significant changes to course delivery formats, content sequencing, and assessment in response to the pandemic. This has required instructors to explore new technologies for instruction and create new content/exercises/instructional aids that can be effectively used in online synchronous and asynchronous ways. While the faculty anticipates returning largely to in-person instruction in the fall, several of the adjustments made and new materials created over the past year have yielded positive results, and will likely be continued and refined for inclusion next year.

While the program made no formal curriculum changes, the faculty spent considerable time exploring ways to further our efforts in Diversity, Equity, and Inclusion (DEI). This has included participation and sponsoring of clinic sessions and workshops on this topic in educational and musical settings; exploring new performance and teaching materials that reflect these ideals; as well as examining models created and utilized by other educators and institutions. While all of this work cannot be accomplished in a single year, the faculty has targeted three areas in which to focus these efforts in the fall with the hopes of expanding on these efforts in subsequent years.

1. Listening Requirements: Music majors are required to complete MUS 110, Public Performance Studies up to seven times in order to complete their degrees. This course covers a broad range of topics including: college readiness in music, musicians' health, effective methods of musical critique and evaluation, and performance experience. Three years ago, the faculty chose to add 15 hours of guided listening to this course as a way of expanding students' exposure to non-popular types of music. Over the course of this year, these Listening Requirements have been expanded in order address our DEI goals. This includes the addition of 1 hour of required listening of World Music (music from around the world, including traditional music, quasi-traditional music, and music where more than one cultural tradition intermingles). Additionally, the 15 hours of listening will also include no fewer than 4 hours of music written by composers from marginalized groups. (These could include female; non-white; LGBTQA+; and other composers who were marginalized during their careers due to social, political, or religious reasons.) The four hours of listening will include representative examples from at least three different marginalized populations. The Listening Guides that are completed by students in order to document their listening experiences were also adapted to gauge student understanding of these concepts in the music they choose.
2. Music Theory Instruction: During his research, Dr. Kingsbury discovered a new music theory textbook that is more intentional in the inclusion of musical examples from a wide range of music of all styles and periods and by diverse composers. As the main instructor of Music Theory courses in the program, students will use this text for Music Theory I, II, and III moving forward. Additionally, the content of

MUS 274 (and 274L), Chromatic, Post-Tonal, & 20th Century Music will also be examined for opportunities to introduce students to a more diverse repertoire of contemporary music. This work will take place over the next 18 months as the course isn't offered again until the spring of 2023.

3. Concert Programming: While the inclusion of music of diverse origins isn't new to any of the SMSU ensembles, the faculty is exploring how this programming can be more intentional and focused in sharing this music with students and audiences.

Notable Accomplishments of Music Students

Rachael Blake successfully completed student teaching in the fall of 2020 and was hired to teach music for the Russell-Tyler-Ruthton schools.

Ryan Ohm completed his Senior Recital on voice and alto saxophone. He worked with small groups from the SMSU/Community Concert Band as a student conductor preparing and conducting four pieces of music for recording sessions in March and April. Ryan will complete student teaching in the fall.

Maria Callens completed her Junior Keyboard Recital in the fall while also serving as a student conductor for two groups in the SMSU/Community Concert Band. Maria will complete student teaching in the fall.

LauraLee Johnson also served as a student conductor for two groups from the SMSU/Community Concert Band in the fall.

Alexis Christensen completed her Junior Vocal Recital and her Junior Instrumental Recital on flute in April.

E – Service to University

Recruiting efforts through participation in: campus-wide visit days; registration days; Admitted Student Day; individual student meetings; school visits by faculty; individual student calls and emails; state music conference virtual exhibits and clinic session sponsorships; and advertising in the Minnesota Choral Directors Association “Star of the North” newsletter.

F – Services to the Community at Large

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

The program hosted guest artists, William Huber (trombone) and Oliver Nelson (flute), and made recordings available to the public for viewing. Additionally, clinics were set up with Marshall, Springfield, Minnesota, and Hendricks school bands/choirs.

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 continues to collect and review assessment data. The next Report on the Assessment of Student Learning (RASL) is due in the fall of 2021.

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 and spring semesters of FY 2021. Due to the pandemic, students were asked to complete and submit the form digitally. The lack of an "in-person" venue in which to complete the summary resulted in reduced number of submissions this year. *(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=13

Goal	Took courses?	Courses Named	Responses C=Considerable A=Adequate P=Poor A to C=approximately equal responses in each level
1	Y—12 N—1	PPS; Ensembles; Lessons; Theory; recital	My progress—C Text/materials—C Course Content—C
2	Y—13 N—0	Aural Theory; Music Theory I and III; Orchestration & Choral Arranging	My progress—C Text/materials—C Course Content—C
3	Y—6 N—7	Music History I; Music Theory III; Orchestration & Choral Arranging	My progress—A Text/materials—P to A Course Content—P to A
4	Y—5 N—8	lessons; ensembles; Secondary Methods	My progress—C Text/materials—A to C Course Content—C

5	Y—1 N—12	Applied Conducting	My progress—C Text/materials—C Course Content—C
6	Y—5 N—8	Orchestration & Choral Arranging; Secondary Methods; Music Theory III; Chorale	My progress—A to C Text/materials—A to C Course Content—C

Spring Student Semester Summaries *N=8*

Goal	Took courses?	Courses Named	Responses C=Considerable A=Adequate P=Poor A to C=approximately equal responses in each level
1	Y—7 N—1	PPS; Ensembles; Lessons; Junior Proficiency; Piano competency	My progress—C Text/materials—C Course Content—C
2	Y—7 N—1	Music Theory II; 20th Century Theory; applied conducting (instr. & choral)	My progress—C Text/materials—A to C Course Content—C
3	Y—5 N—3	Music History II; 20th Century Theory; applied conducting	My progress—P to C Text/materials—A to C Course Content—A
4	Y—3 N—5	Elementary Music Methods & Methods; applied conducting; applied piano teaching methods; ED 304	My progress—C Text/materials—C Course Content—C
5	Y—2 N—6	Applied Conducting; ED 304	My progress—C Text/materials—C Course Content—C
6	Y—3 N—5	20th Century Theory; applied conducting; Chorale	My progress—A to C Text/materials—A to C Course Content—A to 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 pleased with their own progress in Goal 1 (Performance Skills), with the majority of students ranking their progress as Considerable. 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. Student growth in the area of Music History continues to be an area where students believe things can be improved. Student responses range from Poor to Considerable in all areas. The program faculty will discuss issues related to this goal.
 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.
 5. In FY21 the only courses designed to address conducting skills (Goal 5) were 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) and they are only required for music education majors, so it is expected that few students will have taken these courses this year. However, the students who did complete these courses expressed considerable pride in the progress that they made.
 6. Two of the courses that utilize the technology to the greatest extent (Orchestration and Choral Arranging and Secondary Methods) were taught in the fall of 2020. Students who took these courses described their progress toward this goal as Adequate or Considerable. The portions of these courses devoted to technology are primarily focused on learning through the completion of specific assignments. Student work on the arranging assignments reflected strong use of technology and sufficient master of the programs used. Student work in Secondary Methods was inconsistent as not all students completed the assignment. Chorale students, particularly upperclassmen, were also required to use technology to complete small group "virtual" recordings. This was new, due to the pandemic.
 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.
 9. Most feedback from students involving suggestions for improvement reflected adjustments that were necessitated by the COVID-19 pandemic. It is hoped that as class formats and activities return to normal, that few issues will arise.

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

Theatre Program: FY 2021

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 fourth year of our Theatre BA Partnership. One student graduated at the end of fall semester, and another at the end of spring semester. Two more were admitted to officially begin the program, one in Spring '21 and one to start in Fall '21. Two more continued making progress toward their degrees, and four Normandale students took SMSU courses in Special Student status in anticipation entering the BA Partnership Program.
 - Partnered with Marshall Community Services and Marshall Area Stage Company to offer the fourth annual SMSU Children's Theatre and High School Musical Theatre Workshop June 7-19, 2021. (Tabaka)
 - Theatre students in Professor Tabaka's Theatre History I class participated in the multidisciplinary Undergraduate Research Conference.
 - 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)
 - Partnered with the SMSU Social Justice Club, Women's Center, LGBTQ+ Center, Access Opportunity Success, the Office of Diversity and Inclusion, the HR Club, Forensics, Student Activities Committee, Sociology Club, and the Chemistry Club, to sponsor a virtual showing of New Dawn Theatre's *A Breath for George* and discussion with artistic director and producer Austene Van. Emceed and moderated this event (Schmidt)
 - Offered a series of virtual theatre workshops in Summer '20 for Minnesota 4-H youth (Tabaka, Schmidt, Lenz)

2. Faculty Individual Notable Accomplishments.

Nadine Schmidt

Teaching Work

LEP 101 First Year Seminar: Discover. Engage. Lead. – Created and taught the only section of this new course for students in the online degree programs.

Participated in biweekly meetings with all LEP 101 faculty.

Reconfigured THTR 230 & 330 Script Analysis I & II and THTR 440 Theatre History II for hyflex delivery.

Reconfigured THTR 100 Theatre Appreciation for blended/hybrid delivery, which turned out to be more hyflex when many students started attending via Zoom when that option was available for students in quarantine.

Independent Studies:

Fall 2020 through Spring 2021 – Claudia Wahl, Movement (Viewpoints, Suzuki, Laban)

Spring 2021 – Raxson Rax, Professional and life skills prep

Scholarly Activity

- Auditioned, cast, and performed the lead role of Barabara in TheatreMidwest's rehearsed virtual reading of *Nickel and Dimed*, Dec. 28, 2020-Jan. 31, 2021
- Prepared and submitted self-tape audition for feature film *End of the Rope*, Mar. 21-23, 2021
- Conducted virtual KCACTF production responses to 9 theatre productions from colleges and universities in 4 states (IA, KS, MO, MN), Oct. 18, 2020-Apr. 2, 2021
- Directed *Peter and the Starcatcher*, rescheduled and recast from Spring 2020, rehearsed and performed with COVID safety protocols

Professional Growth Activities

- Laban in Performance movement workshop series, Jul. 29-Aug. 19, 2020
- Hypothes.is workshops Nov. 4, 2020 and Jan. 6, 2021; Hypothes.is subsequently used in Fall and Spring courses
- KCACTF virtual Region 5 Festival:
 - Climate Change Theatre Action workshop, Jan. 17, 2021
 - Anti-Racist Theatre training – 3 sessions, Jan. 22-23, 2021

Student Growth

- Coached student Alex Duus, who made it to the finals of the KCACTF Region 5 Irene Ryan Acting Scholarship Audition (only 16 finalists in the region)
- Independent Studies for students who had scheduling issues with required Theatre courses:
 - Spring 2020 – Sariah Cheadle, Script Analysis (was studying abroad when regular course was offered)
 - Summer 2020 – Paul Ragan, Theatre History II (added Theatre major late)

Service to University, Community, & Profession

- Workshops for Minnesota 4H youth:
 - Creating a Character Physically and Vocally, Jun. 25, 2020
 - Accents and Dialects, Jul. 23, 2020
 - Improv, Jan. 9, 2021
- Professional Development Day workshop, How to Stop Worrying and Love Being On-camera, 28 participants, Jan. 7 2021
- Minnesota Poetry Out Loud training and competition judging, Feb. 5-11, 2021
- Minnesota State Theatre Transfer Pathway Community of Practice workshop, Mar. 22-23, 2021
- Inaugural member of the SAGE (Study Abroad Global Education) committee
- Hosted and moderated virtual showing of *A Breath for George*; event coordinated by Julie Walker

Sheila Tabaka

Teaching Work

We have revised LEP100 and created LEP101. The new class has stricter guidelines across all sections, but has made the class much more cohesive between cohorts and sections.

I taught this with a synchronous cohort in the fall and again this spring with non-synchronous sections. The spring class allowed me to put some of our fall assessments into practice.

Scholarly Activity

With the COVID restrictions many of our industry discussions moved online. So I took advantage of them.

I attended KCACT (Kennedy Center American College Theatre Festival.)

I attended USITT (United States Institute of Theatre Technology)

I joined JASNA (Jane Austen Society of North America) and attended many of their online sessions.

Professional Growth Activities

I ran the costume shop and built costumes for *Peter and the Star Catcher*.

I designed costumes and built the costumes for *An American House*.

I oversaw the costume shop activities, which requires me to go from student to student and explain elements they are working on, sometimes explaining several different styles of garments and patterns consecutively.

Student Growth

The above work in the costume shop.

Advising students.

Helping students cope with COVID issues (large and small).

Service to University, Community, & Profession

Committees (Faculty Improvement; Inter Collegiate Athletic Advisory; Nutrition Network; Wellness Workgroup)

Professional Dress Closet

Oversee rentals of costumes for area theatre, church and school groups.

3. Notable accomplishments by students to be highlighted.

KCACTF National recognition:

- Vonny (Kavon) Wilborn (SMSU-Normandale BA Partnership) – Special Achievement in Performance – *In This Together*

KCACTF Region 5 recognitions:

- Mary Jean Porter – Stage Directors and Choreographers Society Special Recognition for Script Analysis and Directorial Concept Realization
- Alex Duus, finalist for the Irene Ryan Acting Scholarship
- Cat Schmidt – Certificate of Merit for Costume, Scenic, and Lighting Design – *Peter and the Starcatcher*
- Raxson Rax – Certificate of Merit for Performance as Black Stache – *Peter and the Starcatcher*

- The Cast – Certificate of Merit for Ensemble Performance – SMSU Drama Club’s *Firebringer*
 - Michael Torsch (SMSU-Normandale BA Partnership) – Certificate of Merit for Directing – *Antlia Pneumatica*
4. Curriculum work (and how it relates to the upcoming HLC accreditation AND/OR in what way is it guided by previous assessment)

Theatre had no curriculum changes this year. One of the changes made last year – changing Field Experience from a separate requirement into an option in the same category with Master Class and The KCACTF Experience – has had the desired effect in removing a barrier to student graduation, especially for students with financial, transportation, and disability issues.

5. Assessment
- a. Progress of Program Assessment Plan development--The Assessment Plan is on a two-year cycle, so this year theatre undertook their second round of assessing Outcomes 1-Communication and 4-Foundational Knowledge. Complete reporting from this round, and the first round of assessing Outcomes 2-Problem-Solving and 3-Teamwork, will be done in our RASL due September 15, 2021.
 - b. Brief summaries of assessments from this past year
 - A day was set aside at the end of the Fall 2020 semester and Assessment Day in Spring was used to complete the following tasks:
 - For Outcome 1, the VALUE Rubrics for Written and Oral Communication were used to score selected assignments from THTR 230 Script Analysis and THTR 435 Theatre History I courses to collect data for program SLOs.
 - For Outcome 4, student work on THTR 243 Costume Construction I, THTR 245 Scenic Design I, Theatre History I, and THTR 440 Theatre History II was evaluated.
 - Assignments from THTR 100 Theatre Appreciation and THTR 220 Film and TV Appreciation were scored in support of LEP SLO assessment.
 - Theatre faculty met occasionally to discuss courses, and how students overall, and each of the majors and minors individually, were progressing towards the learning outcomes.
 - c. How do the results of these assessments relate to your program goals?
The Theatre faculty have chosen rubrics, designed scoring grids, and selected courses and assignments to score based on their correlation with the program SLOs and aligned LEP SLOs. The full results of the FY 2020 and FY 2021 assessments will be tallied and analyzed later this summer in preparation for the September 2021 RASL submission. Analysis of the results will be used to make changes in curriculum and instruction, as the data indicates.
 - d. Further comments

The assessment plan continues to work as intended. The work is manageable, and it provides valuable insights into student learning and progress.

6. Service provided by the program to the students, university, or community
 - 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
7. 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)

SMSU Children's Theatre and High School Workshop

June 7-19, 2021, SMSU Theatre facilities

Professor Tabaka, area K-12 students

Preparation, rehearsal, performance, and videorecording that will air on public access and Studio One's YouTube channel.

Theatre Banquet

May 5, 2021, Black Box

Approximately 25 attendees, including students (Theatre and non), faculty, staff, alumni, and community members.

***A Breath for George* and discussion with artistic director and producer Austene Van**

April 28, 2021 via Zoom

Sponsored by SMSU Theatre, SMSU Social Justice Club, Women's Center, LGBTQ+ Center, Access Opportunity Success, the Office of Diversity and Inclusion, the HR Club, Forensics, Student Activities Committee, Sociology Club, and the Chemistry Club

Approximately 35 participants, including students, faculty, staff, alumni, and community members.

***An American House*, Production, Post Mortem, and virtual KCACTF Response**

Auditions February 7-8, rehearsals February 14-April 7, performances April 8-18, post mortem April 20, response April 27, 2021, SMSU Theatre facilities

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 included students (Theatre and non). Public performances attended by students, faculty, staff, administrators, alumni, and community members. Post Mortem and virtual KCACTF Response attended by cast, crew, and Theatre faculty.

Student Academy Awards

April 13, 2021, FA Theatre

Professor Tabaka coordinated and students (Theatre and non) participated to view award-winning student films.

12th Annual Fashion Runway

April 12, 2021, FA Theatre lobby

Professor Tabaka coordinated and there were ten participants, including SMSU students (Theatre and non) and Marshall High School students.

Drama Club's production of *The Wind in the Willows*, Post Mortem, and virtual KCACTF Response

Virtual and in-person auditions December 2, 2020-January 14, 2021, rehearsals January 15-February 24, performances February 25-28, post mortem March 2, response March 8, 2021, SMSU Theatre facilities

Director, designers, cast and crew of students (Theatre and non); audiences included students, faculty, staff, community members. Post Mortem (March 2) and virtual KCACTF response (March 8) attended by cast, crew, and Theatre faculty.

Drama Club's production of *Clue: The Musical* and Production Post Mortem

Auditions October 1-2, rehearsals October 5, 2020-January 27, 2021 (with COVID interruptions and delays), performances (postponed from December 2020) January 28-31, 2021, post mortem February 2, 2021, SMSU Theatre facilities

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

Kennedy Center American College Theatre Festival (KCACTF) Region 5 virtual festival

January 16-24, 2021 via Zoom, YouTube, Discord, etc.

9 Theatre students, 3 faculty

Students participated virtually in competitions, workshops, auditions, interviews, and other events. Students and faculty watched numerous streaming productions from around the region. Five students won regional awards as noted previously.

40th Annual Holiday Bacchanal (virtual)

December 10, 2020 via Zoom

Approximately 42 participants and audience members, including students (Theatre and non), faculty (Theatre and non), staff, alumni, and retirees

***Peter and the Starcatcher* Production, Post Mortem, and KCACTF Response**

Auditions September 1-2, performances November 6-8 (second weekend canceled), post mortem November 17, response December 1, 2020, SMSU Theatre facilities

THTR 100 students worked in the Scene Shop and Costume Shop and on various crews. Professor Schmidt directed a cast of (Theatre and non) and community members. Designed by Class of 2020 alum Cat Schmidt and 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.

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/Thanksgiving, Spring Break, End-of-year, etc.)
- Weekly production meetings for Drama Club productions, in addition to weekly club meetings

Typical events that did not occur or were postponed due to COVID-19:

- Second Grade workshops for Park Side Elementary
- Events in conjunction with SMSU McFarland Library and Marshall-Lyon County Library for National Library Week and the Fine Arts Celebration
- Dinner theatre events in conjunction with Student Hospitality Opportunities (SHO) club
- THTR 310 London Theatre Experience and trip – postponed to Fall 2021

Annual Report 2020-2021

Department of Mathematics and Computer Science

August 7, 2021

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, Bachelor of Science in Data Science, and 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. Data Science Major provides Mathematics, Statistics, and Computer Science knowledge to satisfy industry needs. It was designed with consultation of an expertise panel from greater Minnesota industries, and Math and Computer Science faculty. All four majors provide an excellent mathematics background for postgraduate education.

The Computer Science Program offers a Bachelor of Science degree, a minor in Computer Science, a Graduate certificate in Cyber Security, and a Master degree in Cyber Security. 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. Cyber Security Master and certificate was designed with consultation of an expert panel from area industries and Computer Science faculty.

Beginning in Fall 2021, the Computer Science and Mathematics programs are jointly offering a Bachelor of Science in Data Science.

Beginning in Fall 2021 Computer Science program is offering Certificate in Cyber Security and Master of Science in Cyber security.

Mathematics and Computer Science department conducted a national search and hired Dr. Don Heier to develop and implement the Cyber security Masters program. He was appointed as an adjunct faculty during the 2021 Spring semester. He will be starting as a full time faculty member starting Fall 2021 teaching Cybersecurity courses and Computer Science course.

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 Statue 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
 Heier, Don
 Huang, Mu-wan
 Kaiser, Daniel
 Man, Shushuang
 Moreland, Heather
 Mortezapour, Kourosch
 Shahin, Sami
 Wijesiri, Undupitiya - Chair
 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.

FY : 2021			ORIGINAL	Current Budget	Encumbrance	Current Month	Year-to-Date	Budget Balance
G/L #	Center	CC/Object	BUDGET			Activity	Activity	Available
210430 MATHEMATICS								
		0999 Budget	3,040.00	3,277.85	0.00	0.00	0.00	1,773.15
		1030 Equipment Rental (copier lease)			0.00	0.00	100.80	
		1412 Service Center Chrg (printing/duplicating)			0.00	0.00	136.31	
		1910 Public Speakers & Entertainmnet			0.00	0.00	500.00	
		2011 Service Center Charges (Printing/Postage)			0.00	0.00	76.30	
		2222 Registration Fees			0.00	0.00	60.00	
		3000 Supplies & Materials			0.00	0.00	2.97	
		3002 Equipment Purchased			0.00	0.00	561.31	
		3006 Sensitive Equipmnt (technology items)			0.00	0.00	67.01	
		210430 Total Expenses	3,040.00	3,277.85	0.00	0.00	1,504.70	1,773.15
210431 COMPUTER SCIENCE								
		0999 Budget	2,090.00	2,090.00	0.00	0.00	0.00	807.85
		1030 Equipment Rental (copier lease)			0.00	0.00	100.80	
		1412 Service Center Chrg (printing/duplicating)			0.00	0.00	12.89	
		2011 Service Center Chrg (printing/postage)			0.00	0.00	5.30	
		3000 Supplies & Materials			0.00	0.00	684.09	
		3002 Equipment Purchased			0.00	0.00	174.07	
		3008 Furniture			305.00	0.00	0.00	
		210431 Total Expenses	2,090.00	2,090.00	305.00	0.00	977.15	807.85
210433 MATH LEARNING CENTER								
		0999 Budget	9,500.00	9,500.00	0.00	0.00	0.00	787.32
		0910 Student Salary (math tutors, MLC)			0.00	0.00	8,712.68	
		210433 Total Expenses	9,500.00	9,500.00	0.00	0.00	8,712.68	787.32
140507 COMPUTER SCIENCE PROGRAMMATIC TUITION								
		0999 Budget		37,922.57	0.00	0.00	0.00	37,901.57
		3000 Supplies & Materials			0.00	0.00	400.48-	
		3006 Sensitive Equipmnt P			0.00	0.00	400.48	
		7043 Tuition Waiver			0.00	0.00	21.00	
		Total	0.00	37,922.57	0.00	0.00	21.00	37,901.57

Current Year Activities

- Mathematics and Computer Science programs jointly developed the Data Science Major. This program was created in consultation with an expert panel from Greater Minnesota businesses and the faculty. We will be offering courses starting Fall of 2021.
- Computer Science program developed the Cyber Security Certificate and the Cyber Security Masters program. Computer Science faculty designed the curriculum for the Cyber Security certificate in consultation with an expert panel form area businesses. Department hired Dr. Don Heier in the spring 2021 to develop the Cyber security Masters program. The department will be offering courses for certificate and the Masters program starting Fall 2021.
- Dr. Heather Moreland organized the Math in the Northern plain conference. It was successfully held virtually on April, 10 2021. Dr. Frank Lynch, Associate Professor of

Applied Mathematics Department of Mathematics Eastern Washington University, was the keynote speaker. There were ten undergraduate student presenters from different universities. Cora Engles, a SMSU math major gave a presentation on A Mathematical Model of Chemical Kinetics and Rachel Engles, another Math major gave a presentation on The Axioms of Topology.

- NCUWM, Nebraska Conference for Undergraduate Women in Mathematics, was held virtually in January 22-24, 2021. Three students: Ellie Anselment, Rachel Engels, and Ble Michela, plus Professor Moreland and Professor Mu-wan Huang participated. The conference had student research presentations, panel discussions on careers and graduate schools, and virtual social events for students to meet one another and talk to professional in the field.
- Due to COVID-19, the department could not hold the annual Math Masters conference this year.

College Now Teachers' Conference

SMSU initiated the university-wide College Now conference in 2021. The tenth meeting was held in August 3, 2021. 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. Dr. Charles Bingen oversees the activities at the Math Learning Center.

ACM & Digi-Key Programming Contests 2020

Due to COVID-19, ACM and Digi-Key programming contests were cancelled.

Math Masters

Since 2016, the department has hosted an average of 250 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 10 2021. The event was held virtually due to COVID. Heather Moreland organized the event. There were ten undergraduate student talks and two of the presenters were SMSU Math majors.

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.

Nathan and Angel Polfliet Scholarship

Donated by Nathan and Angel Polfliet, this scholarship will be awarded to an incoming Freshman who is enrolled full time, majoring in Computer Science, is in good academic standing and is from MN or SD.

Science, Mathematics & Computer Science Scholarship

Donated by Faculty, Alumni and Friends of the University. This scholarship is for a full-time Sophomore, Junior, or Senior majoring in Science, Mathematics, or Computer Science.

Summer School

For Summer 2021, MATH 110 College Algebra, MATH 115 Finite Mathematics, and MATH 200 Introduction to Statistics are being offered as online courses. Math 530 Statistics and Math 510 Advanced Number Theory courses were offered as a part of Masters Degree in Education with Mathematics emphasis.

Scholarly Activity and University Service

Charles Bingen coordinated the Math Learning center activities.

Mu-Wan Huang served on the Academic Affairs Committee. Mu-wan and Heather participated in the *Nebraska Conference for Undergraduate Women in Mathematics* this past January, with a trio of students.

Don Heier worked as an adjunct developing the Cyber Security Masters program During the Spring semester of 2021.

Dan Kaiser was on sabbatical during the Spring semester. However, he participated in department meetings and helped developed the Cyber Security Masters program. Dan also chaired the Cyber Security search committee and helped creating necessary documents for the approval of the program.

Shushuang Man reviewed three research papers on machine learning algorithms and applications for the Journal of Neural Computing and Applications. Shushuang also served in Graduate council and Cyber security search committee. Shushuang also completed following online cyber security graduate courses from Georgia Institute of Technology:

- PUBP 67265 Information Security Strategies and Policies
- CS 6262 Network Security
- INTA 6450 Data Analytics and Security

Heather Moreland served on the Curriculum committee, Academic Appeals committee, Administrative Hearing Committee, Academic Advising & Student Success committee, and Cyber security search committee. Heather also organized the Math in the Northern plain conference. It was successfully held virtually on April, 10 2021. Heather and Mu-wan took a trio of mathematics majors to the *Nebraska Conference for Undergraduate Women in Mathematics* this past January in Lincoln, NE. Heather was selected as a section judge as well as a final round judge for the high school science fair at her former high school, Oregon Episcopal School. Additionally, she was selected to judge the Virtual Regeneron International Science and Engineering Fair. Both of these fairs were held in the spring of 2021.

Kourosch Morteza pour served on Cyber security search committee and advised the Math and Computer Science club.

Sami Shahin chaired the Curriculum Committee, served on the Academic Appeals, Liberal Education, Graduate Council, Graduate Curriculum Committees, and the IFO negotiating team.

Wije Wijesiri served in Graduate Council, Graduate Curriculum, and Physical Plant, and Cyber security search committee. Wije was also elected as the new Chair of Mathematics and Computer Science beginning Fall of 2020. Wije Wijesiri participated in following virtual Webinars.

- Socially Just Design in Digital Learning led by Every Learner Everywhere, July 26, 2021
- Exam integrity Across the Entire Campus, 05/05/2021
- Discussion for Chairs & Heads: STEM Department Chairs on September 16, 2020

Mathew Zabka published the paper “Moduli spaces of morse functions for persistence.” *Journal of Applied and Computational Topology* 4, no. 3 (2020): 353-385. Authors: Catanzaro, Michael J., Justin M. Curry, Brittany Terese Fasy, Jānis Lazovskis, Greg Malen, Hans Riess, Bei Wang, and Matthew Zabka. Matt also presented the talk *Bots, Bock’s, and More* at the Michigan State University Topological Data Analysis seminar. Matt is also served in Committee on Institutional Assessment, Graduate Curriculum, Cyber security search committee, and Graduate Council.

Dan Kaiser(while on Sabbatical) , Shushuang Man, and Kouros Morteza pour 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 third year of a three-year project.

The department launched three new curriculum initiatives. Data Science major, Cyber Security Masters and Cyber Security certificate will start in Fall of 2021.

College Now Program

In 2001 – 2021 the department worked with approximately 90 schools 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 retired faculty members 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
 Zabka, Mathew

Adjunct faculty serving as faculty mentors

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

Infrastructure and Technology

SMSU continues to benefit from the Minnstate license with Maple and Mathematica. The SMSU share for the licensing fee is being covered by the Student Technology Fee Committee. MINTAB and SPSS software are available on SMSU network. Starting Fall 2020, students were able to get free copy of SPSS software on their computers.

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.

1. Due to COVID-19, the Major Field test in Mathematics and Computer Science tests were cancelled.
2. In order to assess the effectiveness of Math 060-Intermediate algebra course data from Math 060, Math 110, and Math 135 were compiled and following cross-tabulations were created.

Math 060 and Math 110 cross tabulations

Grade range in Math 110	Count of Math 110	Grade in Math 060						Grand Total
	Row Labels	B to A+	C-	C to B-	Did Not take	F to D+	W	
C-	2	2	2	3	2			9
C to A+	32	3	14	8	3	2		62
CR			2	1	3			6
F to D	17	7	15	9	7	3		58
NC	1			1				3
W	7	2	11	2	4	2		28
Grand Total	59	14	46	22	17	8		166

Math 060 and Math 135 Data

	Count of Grade135	Math 060 Grade									
Row Labels		A	B	B-	B+	C	C-	D	F	Grand Total	
Math 135 Grade	A		1							1	
	A-		1							1	
	B-			1			1			2	
	C	1			1	1				3	
	C-			1				1		2	
	D				1	1				2	
	F	2						1	1	4	
	FQ									1	
	Grand Total	3	2	2	2	2	2	1	1	16	

Math 110 and Math 135 Data

	Count of Grade135	Math 110 Grade				
Row Labels			A	A-	D	Grand Total
Math 135 Grade	A			1		1
	A-		1			1
	B-		1		1	2
	C		3			3
	C-		2			2
	D		2			2
	F		3			1
	FQ		1			1
Grand Total		13	1	1	1	16

Tally for Discrete Variables: Grade060

Tally

Grade060	Count	Percent
A	29	6.62
A-	14	3.20
A+	13	2.97
B	47	10.73
B-	21	4.79
B+	27	6.16
C	46	10.50
C-	28	6.39
C+	19	4.34
CR	1	0.23
D	26	5.94
D-	3	0.68
D+	10	2.28
F	57	13.01
FQ	15	3.42
NA	1	0.23
NC	2	0.46
W	79	18.04
N=	438	

Based on the information, 438 students took Math 060 but only 144 students took Math 100. We are planning to find out what courses students take in order to satisfy MNTC Goal 4. Math 060 has about 44% DFW rate and Math 110 has about 54% DFW rate.

We are also planning to analyze these further in order to address these DFW rates and equity issues.

3. Based on the data from previous years, we have made several curriculum changes for our lower level LEP courses. We also added several co-requisite courses in the fall of 2020. We have decided to collect complete data in order to assess the effectiveness of these curriculum changes. Since Fall 2020 and Spring 2021 data may skew the results due to COVID-19, we will be collecting and analyzing data starting Spring 2021.
4. The department would also like to request the other advisors to register students in to these LEP math courses as soon as possible and not to wait until their senior year. Some students believe D grade is a passing grade and those who have D grades may not try to improve the grade. We would like to separate D grads and FW grades and analyze the FW rates instead of DFW rate.
5. We believe some students are ill prepared to take college level Math courses. We would like to analyze how High school GPA, high school rank, and ACT scores are related to DFW rates in the future assessment.
6. The department also would like to know students who get lower grade in math course also get lower grade in other courses. In order to analyze this we would like to incorporate academic probation data in our assessment of DFW rates.

SCIENCE DEPARTMENT ANNUAL REPORT 2020-2021

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

Executive summary:

2020-2021 was the year of COVID. Many activities were limited or cancelled. Much of our focus was put into adjusting our teaching to online or hybrid. Admittedly, it wasn't always our best, but we managed to keep our heads above water and survived!

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.S. Biology, 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, Vaughn Gehle, Tony Greenfield (Science Department Chair)

Chemistry Program: Drs. Noelle Beyer, Jay Brown, John Hansen (phased retirement), and Frank Schindler

Environmental Science Program: Drs. Elliot Vaughan (new hire) 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 making it a struggle just to cover the increasing costs of reagents and cryogenics needed for the labs. 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 at the end of the academic year 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 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. 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 cut 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.

Most years, over 4000 people visit the planetarium for school visits and various special events such as the annual Christmas show. However, due to COVID restrictions within schools and at SMSU, the number of visitors was very low this past year.

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. However, due to COVID restrictions, the greenhouse was closed to visitors this past year. **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 Dilley** 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. Last summer the museum was emptied for installation of new carpeting and painting. Cabinets were repainted Summer 2021 and returned to the museum so that displays can be setup this coming fall semester.

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 (Retired, Environmental Science), and Kandy Noles-Stevens (Education)** submitted a grant proposal for funds to create an outdoor learning area in the SMSU Wildlife Area that was completed in 2019. Funding from SMSU’s Investments, Incentives, and Innovations program was used to purchase benches, an outdoor chalkboard, a teaching table, and multiple game cameras.

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. The EXSC program continues to work in collaboration with CJ Schwan, Cygnus and the RALCO companies to offer their employees fitness testing and training as a benefit. Not only does this programming provide a valuable service learning component 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. Faculty Professional Development Reports (PDRs) provide a more exhaustive list of activities in which faculty are involved.

II. A. Teaching and Learning

All Science faculty taught full loads and occasionally overloads to accommodate the needs of 1) the science programs and science related programs such as culinology and agronomy, 2) to assist with teaching LEP101; 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 6300 student credit hours. This number does not include college now, independent study, directed study, practicum, or internship credits. Unfortunately, this is about 2700 below what was generated five years ago, or a 30% reduction in credits generated. This decrease is not unique to the sciences as it mimics the overall enrollment trend on campus.

Student Credit hours generated by Science department			
	Fall	Spring	Total
Biol			2028
Chem	699	353	1052
ENVS	535	415	950
EXSC (on campus and Twin Cities)	1155	737	1892
Phys	268	94	362
total			6284
*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. Fortunately, faculty were a little more comfortable with online or hybrid after the rapid shift to completely online last March. However, this still presented an enormous challenge to both faculty and students. Most faculty have elaborate reflections on their teachings during this time in their professional development reports (PDRs). Many of these faculty reflections are more course specific and more for the benefit of the individual faculty member. Below is just a quick summary of the overall experience.

Many faculty attempted hyflex or hybrid offerings to provide options for those students wanting in person class while still maintaining social distancing in the classroom. Several faculty commented that they may continue this method of teaching as it provides more flexibility for students that may have family emergencies, work issues, or participation in athletics or other university events. Others viewed this as a great opportunity to try different pedagogical methods such as a “flipped classroom” design. However, the hybrid teaching was met with problems as well. Many faculty reported increased issues of academic dishonesty; particularly on online

exams. Faculty also reported an increase in students slowly disengaging from class. Students would start in person, move to attending via zoom, eventually switch to viewing recorded lectures, and then fall behind in their studies.

Science labs were the biggest challenge last spring when we went to a completely online format. Science labs consist of “hands-on” activities and many of the student learning outcomes are associated with properly using scientific equipment for data collection. This simply cannot be replicated in an online format. We were fortunate that administration allowed labs to be in person so long as social distancing and masking guidelines were met. Most of the time this meant opening up more sections with less students per section. Faculty and students were grateful to administration for permitting this arrangement as it allowed students to get experience using lab instrumentation. Some faculty attempted teaching a lab in hybrid manner in which students were split into groups. Students would only come at their assigned time to use instrumentation and collect data, but prelab talks, data analysis, and questions were moved into an online format. Some faculty noted that a few of these changes were positive and might be retained after labs return to “normal”, but mostly, there were complaints related to the quarantine rules. Generally, labs are set up and taken down each week with reagents lasting for only a short time. When students had to quarantine, faculty often had to provide lab makeups which required extra time in lab setup and monitoring students.

EXSC program working on external accreditation

One positive note for the year. The Exercise Science program is working on accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). This is required for students to be able to sit for certifications through the American College of Sports Medicine. The second accreditation will be the Education Recognition Program (ERP) through the National Strength and Conditioning Association. These external accreditations should be a positive for our program; improving the employability of our graduates and hopefully attracting more students.

II. B. Scholarly/Creative Activity

Dr. Jeff Bell (EXSC) was a coauthor on the following publications

- Herbert Wagner, Marc Abplanalp, Serge P. von Duvillard, **Jeffrey W. Bell**, Wolfgang Taube, Martin Keller. The relationship between on-ice and off-ice performance in elite male adolescent ice hockey players. *Applied Sciences*. **2021**, 11(6), 2724; <https://doi.org/10.3390/app11062724> Special Issue: Biomechanical and Physiological Performance in Sports.
- Fuchs PX, Mitteregger J, Hoelbling D, Menzel H-JK, **Bell JW**, von Duvillard SP, Wagner H. Relationship between General Jump Types and Spike Jump Performance in Elite Female and Male Volleyball Players. *Applied Sciences*. 2021; 11(3):1105. <https://doi.org/10.3390/app11031105>
- Fuchs, P. X., Fusco, A., **Bell, J. W.**, von Duvillard, S. P., Cortis, C., & Wagner, H. (2020). Effect of Differential Training on Female Volleyball Spike-Jump Technique and Performance. *International Journal of Sports Physiology and Performance* 15(7). <https://doi.org/10.1123/ijsp.2019-0488>.

Dr. Shelby Flint (Biology) had the following publications

- Published: Flint, Shelby A., Shaw, Ruth G., Jordan, Nicholas R. 2021. Effects of Selection Regime on Invasive Characteristics in an Emerging Biomass Crop, Switchgrass (*Panicum virgatum* L.). *Sustainability* 13(9): 5045. doi:10.3390/su13095045. <https://www.mdpi.com/2071-1050/13/9/5045>
- Accepted, in production: Rushing, Naomi S., Flint, Shelby A., Shaw, Ruth G. Latitude of seed source impacts flowering phenology and fitness in translocated plant populations. *Restoration Ecology*. <https://doi.org/10.1111/rec.13464>

Dr. Shelby Flint (Biology) was also busy installing, maintaining, and collecting phenology data for 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 is 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. Kris Cleveland is completing a study with Dr. Scott Peterson titled “Self Efficacy in Exercise Science utilizing the Experiential Education model”. The data is in second year of analysis. This study has been carried out for 4 semesters, but COVID did impact the 2020 data. They plan to write a paper this summer and look for opportunities to present this research. Dr. Cleveland plans to continue this work as a longitudinal study.

Dr. Elliot Vaughan presented research on forest succession and soil carbon storage during the annual American Geophysical Union (AGU) Fall Meeting entitled “**Soil carbon dynamics following forest succession along a weathering gradient in a tropical karst area**”..

Dr. Elliot Vaughan also continued working as the lead author with collaborators from UW-Madison on several manuscripts on soil carbon cycling in preparation for submission to the journals *Biogeochemistry* and *Geoderma*. He also continued work on a manuscript in preparation for the journal *Course Source* regarding course design for an introductory biology seminar at UW-Madison.

Dr. Sandy Craner became involved in Kate Borowski’s grant “Going Places.” This grant was funded to examine the usefulness of incorporating virtual reality into courses. Unfortunately the grant was interrupted by the pandemic, but feedback from students was gathered in the spring of 2021 to determine whether a virtual reality experience is useful in teaching Anatomy and Physiology. The students loved the experience and Dr. Craner has decided to incorporate the virtual reality experience into her Anatomy and Physiology labs.

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 (2021) will be the 8th year

for the summer research program. This research has focused on antimicrobial properties of various plant essential oils; the impact of metal lactates on gut microbiome of livestock; microbial catalysts in plant rhizosphere, and the use microbial catalysts to improve silage fermentation.

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

Dr. Dilley continues to work on a personal area of research focusing on lichen. Dr. Dilley and retired ENVS professor Dr. Deaver are now preparing a manuscript of this work for submission.

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

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. Unfortunately, COVID had a major impact on the professional development opportunities for faculty. Many discipline specific conferences were cancelled or moved to a smaller virtual format limiting opportunities for many faculty. However, the required move to online teaching due to COVID pushed more faculty to seek out workshops in online course design and delivery to help in their online/hybrid courses.

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), oversight of data collection and analysis, 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 numerous Exercise science projects; **Tom Dilley** and **Elliot Vaughan** 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.

Development of Summer Research Pipeline Program for Rural Undergraduate Students with Mayo. When Alumni Peter Grahn was contacted to speak at the URC in 2019, 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 was set to begin this summer (2021) but COVID restrictions were still in place during the registration period leaving some uncertainty if the program would run. Additionally, we are still looking for financial support to pay for the student stipends.

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

Drs. Dilley and Vaughan co-supervised senior capstone undergraduate research projects that were presented at the 15^h SMSU Undergraduate Research Conference. Two student projects were also presented at the *Mn Undergraduate Scholars Conference* held at St. Cloud State University this spring. Because of the COVID-19 pandemic this event was moved to a virtual platform. Both students, Katherine Knights and Kenny (Oluwaseun) Famakinwa won best of session awards for their presentations. It is satisfying to know that after years of developing the ENVS undergraduate research courses and experiences our students are among the best in the state.

Dr. Dilley also supervised students doing internships:

ENVS student Internships (2019-2020)		
Fall 2020 & Spring 2021	Kenny (Oluwaseun) Famakinwa	Lac qui Parle Soil Water Conservation District (SWCD)
Summer 2021	Jason Turner	Aquatic Invasive Species Watercraft Inspector, Minnesota DNR

Student clubs and organizations

Science faculty and students direct multiple campus clubs and organizations. Due to COVID-19 pandemic most activities were severely limited and we 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.

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

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 and 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 were involved. Unfortunately, the list was much smaller this year due to COVID restrictions.

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 (Alyssa Anderson and Tom Dilley) play a primary role in planning and coordinating the logistics of the conference. The 15th URC was held on December 5th, 2020, with 119 students from 11 different academic programs providing 102 presentations. ***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 50 total presenters, 28 poster presentations, and 3 oral presentations. Due to COVID-19 pandemic, these events were held completely online.

SMSU's 16th 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. Students from regional high schools and SMSU typically 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, science-related events and activities, faculty and student accomplishments, and summer research opportunities for students. This newsletter is coordinated by our OAS Monica Miller. The latest issues of Science Bits are available to view on the Science webpage "news and events" section.

II. G. Assessment

All science programs met to review and revise their assessment plans based on data from the previous years. Since Program Assessment reports (PASL/RASL) for the science program are due in September of odd number years, no new information is currently available at the time of writing this report. Complete assessment reports will be available in Fall of 2021.

The Department of Social Science

2020-2021 Annual Report

Submitted by Tom Williford, 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.

Social Science Building Issues

Adult Basic Education

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. Previous to the pandemic, there were also issues regarding a new program with very young children. It is not altogether clear that very young children belong in a university setting not designed for them. We will see if that program continues in the fall, but would like to be notified ahead of time in order to avoid problems with noise and other distractions.

City of Marshall and Displacement of Faculty

The Department adapted to the move of the City of Marshall to the Social Science Building on a temporary basis; as of June 2021, they were still in the process of moving into their new building on Main Street. The move was made with no meaningful consultation and has had a negative impact on morale—especially among those faculty who had to transfer their offices from the second floor to other buildings—and on the connection of our students to the department and programs—the student club rooms for Justice Administration, Sociology, and History were also displaced. It diminished the coherence of the department. Many of us feel that this decision was taken based solely on budget concerns without consultation with academic affairs, which not only has affected morale, but may also contribute to a decline in enrollments in certain programs.

Still, the city personnel were cordial and open—giving us our own private open house at one point. They were disappointed, it seems, with the fact that they could not share in our academic life—but with our own dispersion and concerns, that was not possible. 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 new GMW this year was awesome, professional, and hardworking, but setback with an injury for several months. Still, other GMWs did fill in the void as best they could.

Future of the Social Science Building/Bonding for New Athletics Facility

We learned, not through consultation, but by seeing the tour in action, that SMSU may rent much of the space modified and left by the City of Marshall to the Southwest Service Cooperative. Again, many of us feel left out of this important discussion—especially those considering moving back to the building in order to reconnect with one another and with our students.

We understand that SMSU cannot get bonding to expand facilities for the Exercise Science and athletics if we do not get more density on campus, and that based on an analysis from years ago, the Social Science building is slated for demolition if a permanent renter (such as SWSC) is not found. Furthermore, we cannot expect funding for the new building for another six years. The new building would include classroom space; as it stands now, classrooms in SS are used by many other disciplines outside of the department, including Exercise Science (which maintains their own facility on the first floor), other sciences, and mathematics (whose faculty, in particular, enjoy the ample chalkboard space in several classrooms). These spaces would still be necessary for academics up until a new building is complete. However, offices, including the department office, and club rooms perhaps can be moved to a new permanent space much sooner, so that faculty and students do not need to yo-yo to-and-fro in the coming years.

SMSU enrollment is up and Social Sciences is a large part of that. Justice Administration continues to expand with its limited faculty, while Sociology, History and

Psychology have all created online degree programs that account for dozens of new students. For this reason, we feel strongly that we should be included in any decisions that need to be made about our building, since it affects continued faculty morale, student success, and interdisciplinary exchange that has made much of this expansion possible.

Social Science Programs

Faculty

The Social Science Department at SMSU is composed of eighteen full-time members in seven disciplines, plus one administrative assistant. This past year, the Psychology program was finally granted permission to add a tenure-track position, after having a full-time fixed-term position for nearly twenty years. The national search resulted in the hiring of Laura Koenig to the department for that position; she had replaced Dr. Bill Pavot upon his retirement in a fixed-term capacity for several years.

The Department was energetic and professional in our pivot to online education in the spring of 2020, and this attitude continued into the pandemic academic year. We continued our biweekly Department meetings via Zoom, where we shared valuable information about what we and our students were experiencing, and we also added meetings over the summer of 2020 as we prepared for the coming academic year. At these meetings, we also made considerable progress in advancing program and departmental goals, solidifying assessment plans, improving/revising courses and curriculum and improving the general student-learning environment. We also worked on a document describing our efforts at Enhanced Access, requested by the Equity 2030 committee of the Minn State system office devoted to that theme. Additionally, despite

the pandemic, the Psychology Program was able to complete its five-year Program Review.

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

Full time or fixed term Faculty (2020-2021)

Cindy Aamlid, Associate Professor of Sociology

Tony Amato, Professor of Geography

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

Laura Koenig, Assistant Professor of Psychology

Jeffrey Kolnick, Professor of History

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, Professor of History and Department Chair, 2020-2023.

Students

In the academic year 2020-2021, 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

All disciplines in the Social Sciences participate in the 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.

In all, the department's 88 sections for strictly online majors in Psychology, History, and Sociology have enrolled nearly 100 students in the past year who would otherwise not be taking classes at SMSU. And this is on top of our robust offerings in online sections without the 88 denomination, even before the pandemic.

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 2021, the Department of Social Sciences graduated some 70 students with majors, a little more than 16.5% of the school's total 422 graduates. It is worth noting that in 2021, Social Science 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

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, although, as noted, with the City of Marshall taking space, several club rooms were relocated. Following is a list of the student clubs and organizations that were advised by faculty during 2020-2021.

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: Cindy Aamlid

The activity of student clubs varies from year to year, and the pandemic enormously affected 2020-2021. Group activities normally include fund raising, hosting guest speakers, traveling and giving poster presentations at academic conferences.

Program Accomplishments

Geography

The Geography Program creates educational foundations for spatial thinking, geographic thought, the social sciences, and people and environment inquiry. The Geography Program instills, advances, and spreads knowledge of human geography,

physical geography, and geographic tools and technologies, while also promoting, furthering, and expanding knowledge in other areas of the Liberal Education Program.

The Geography program mentors local high school instructors in teaching four sections of GEOG 101 Introduction to Geography classes to 74 qualified high school students for a total of 222 college credits in SMSU's College Now program.

History

The History program offers a major (and a minor), but in most of its classes, non-majors outnumber majors, while only the Senior Seminar is strictly for majors. 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.

Starting in 2020, the major and minor are now offered fully online, which has already attracted nearly a dozen non-traditional students who are excited by the flexibility of the asynchronous classes and the SMSU tuition. There are many students in 88 sections from outside of the region, including one from Florida.

To help secure a successful Spanish Minor, the History Program began collaborating with the Spanish Program by offering a history course in Spanish in the spring semester as part of the Spanish Minor. The course counts for both the History Major and the Spanish Minor. With the addition of a new on-campus position in Spanish, this course was not taught in the spring.

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. We developed what looks to be a long term relationship with the Redwood County Historical Society, although this progress was interrupted by the pandemic.

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. In 2016, the INDS

program had its first graduate since the minor was reinstated. As of spring 2021 there are none enrolled in the minor and no minors awarded.

In 2019, The program had a 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.

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; he has recently taken on an important administrative role at Upper Sioux.

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. Dr. Kline and Professor Franson did significant work on addressing sexual violence on campus and organized several well attended events in the spring. The JA program held a search for a new tenure track member who joined us in the fall of 2019, Amanda Sieling, who is doing a remarkable job and working extremely well with students and other faculty.

Justice Administration faculty take advantage of the small size of SMSU to spend hours with students discussing their dreams, their goals, and their futures to help them plan their courses, choose their electives, and identify the best path to achieving their goals. They do this by making themselves available (both during and beyond office hours) when students have questions about classwork or want to talk about life. Students contact JUAD faculty in various mediums – email and in person but also on social media such as Facebook or Snapchat, phone or text message. When faculty recognize that students are struggling, in the classroom or in life, they meet with them to figure out what kind of assistance they need.

JA was disrupted by the loss of their Club Room, and the move of their offices in the fall of 2019. With the status of the SS Building still being discussed, they have

decided to continue to maintain their offices in BA.

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 online Community Psychology and Health Promotion major is growing fast. Through the work of Professor Christine Olson, it has developed 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. Again, this important investment will need to be taken into consideration as the future status of the building is determined.

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. For instance, every semester up to fifteen social work students complete their senior practicums at a dozen different agencies. Given that the students will complete nearly 400 hours of internship, they will produce at least \$163,200 worth of value to their organizations, using the independent sector's rate of a volunteer hour of \$27.20 per hour. Despite the pandemic conditions, in the past year SMSU Social Work students have worked in organizations from Warren in far northern Minnesota to nearby Worthington to the Flandreau Sisseton Sioux Tribe in Flandreau, South Dakota.

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. The Social Work Program went through its reaccreditation process in 2019-2020 and received a positive outcome. The faculty have also established a fully online degree program, which began in the last academic year.

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. Sociology has also created a fully online degree program and its 88 sections consistently fill.

Political Science

The 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. The faculty foster an empirical understanding of political institutions and processes, and an awareness of the moral and ethical implications of political action.

The Political Science Program has offered credit for local government internships for more than 25 years. The City of Marshall has been especially helpful in providing opportunities to our students for meaningful community service, skills development, and hands-on career experience. Of particular note, the three most recent interns have been overseas students from Africa who were Political Science majors.

The Political Science faculty also mentor more than 20 high school instructors in the delivery of POL 120 (American National Government) to over 400 qualified high school students for nearly 1300 college credit through SMSU's College Now program.

Professor 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.

David Sturrock 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.

College Now Program

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 College Now faculty held a total load of 32.80 credits.

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

Social Science faculty, led by Dr. Christine Olson, have been involved in the Civic Engagement Center since its establishment over a decade ago. In the past year, the Center has continued to reconstruct its 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.

Social Science Scholarships and Budget

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 Nolan Schultz Braedon Kløver Hannah Smith	History Scholarship	History History History History	300.00 300.00 300.00 300.00
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

Program Budgets

Budget Info for AY 2020-2021: 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

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; for the past two years, that has been Social Work major McKenzie Schmeichel.

Social Science Department Five-Year Plan

- Restore and revitalize the Indigenous Nations and Dakota Studies program.
- Strengthen the Justice Administration and other programs that are 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 consider the future of Social Sciences Building and the location of the department office, faculty offices, the statistics center, and discipline club rooms.
- Work to maintain the presence of the Southwest Minnesota Regional Research Center, now permanently housed in the University Library, with skilled staff support.



COLLEGE NOW: SMSU Concurrent Enrollment ANNUAL REPORT

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

2020-2021

Introduction

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

Data

College Now partnered with 111 school districts, offering 545 courses around the state during the FY21 school year. The program experienced a notable increase in credits for the year, generating 38,288 credits (up 1,343 credits) from 5,802 unduplicated students (up 1,161 students). This was the largest number of credits awarded in a year within College Now to date. This resulted in another increase to the tuition revenue for the year. Reflected below is the tuition revenue from the past six years for reference:

- 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
- FY 2021 \$1,920,579

The College Now duplicated students increased from 10,211 in FY20 to 11,733 in FY21. With that, the College Now program was responsible for 1,276 FYE in FY21, equating to 37.4% of the total Undergraduate FYEs.

Operations

- The College Now program had numerous successes in FY21:
 - The initial \$150,468.00 in grant funding from the Minnesota Department of Education rolled over this past year and allowed us to:
 - Offer Introduction to Education and Introduction to Growth & Development courses
 - Provide tuition funding coverage for six new Education courses
 - Develop the Students Aspiring to be Educators club – starts at high schools in FY22
 - Host Future Educators video series – (unable to host on-campus event with COVID)
 - Plan an Aspiring Educators Academy for high school students
 - ***The remaining funds rolled over for FY22. This will allow us to continue our efforts towards growing additional Education courses.
 - We added two additional courses, Math and Economics, to our CPL offerings. We previously had courses in Biology, Chemistry, Communication Studies, English, and Physics. We hope to expand these offerings in FY22.

- We promoted SMSU's CPL offerings both within the MinnState system and through a national Teacher Pipeline webinar. Because of the webinar, we will be included in a national report of different state's approaches to HLC credentialing. We will continue to expand our marketing efforts in FY22.
 - As MnCEP Treasurer, we made significant progress towards attaining a 501c3 status. All paperwork was developed/collected and the final request was submitted to the Federal Government. We are awaiting their decision now.
 - We wrapped up our partnership with Metro ECSU which covered \$300/credit of approved graduate coursework for high school teachers in Minnesota working towards HLC credentialing. Many teachers took advantage of this opportunity to work towards their required credits.
 - SMSU and other MinnState Universities/System Office were awarded a Collaboration Grant. This grant will provide more offerings and better service to teachers needing HLC credentialing, support BIPOC teachers for credentialing, expand graduate CPL credits within MinnState, and implement a culturally responsive pedagogical training sessions for CE instructors. The grant will continue the efforts of Distance MN and their work as a one-stop shop for high school teachers looking to meet their credentialing requirements. We will utilize Distance MN in our efforts to market the CPL credit options as well.
 - Comprehensive fact sheets were developed for each partnering high school from last year and are ready to send out at the beginning of the new school year. These sheets include information about cost savings, # of credits awarded, # of students served, etc. for each of our partnering districts. They will also serve as a marketing tool for additional courses.
- Challenges – Several challenges existed with Concurrent Enrollment this past year:
 - One major challenge we faced was the departure of Kim Guenther as our director. She left mid-year, meaning spring semester was spent getting the interim director and assistant director positions up to speed. We feel we are in a good place now and ready for the start of FY22.
 - Our Aspiring Educators Academy was scheduled for June 20 -24, 2021. Unfortunately, we had to cancel this event due to low enrollment. We did reach our minimum enrollment initially; however, the week prior to the academy, we had two students drop the class. At that time, we made the difficult decision to cancel the academy for this year. We felt the low numbers would prevent us from providing the comprehensive experience intended within the academy. The positive though is that almost all of the students will still be eligible to take the class next year and seemed interested in that possibility.
 - COVID-19 offered up numerous struggles in FY21. Our partnering high schools fluctuated between various forms of delivery throughout the year; some in person, some hybrid, and some completely distance learning. Teachers and faculty worked collaboratively to provide College Now courses to their students in the best format available to allow for student success. As we look to start FY22, some of these struggles will likely continue as the uncertainties around COVID remain for schools around the state. We will continue to listen to faculty and our partnering schools on how best to accommodate the needs of students and staff while maintaining the rigor and expectations of the College Now program as a whole.

- The HLCs expectations for minimum faculty qualifications requires high school teachers to be fully credentialed by Sept. 1, 2023. 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. Our teachers are looking for additional financial assistance as they attempt to reach these credentialing requirements and our schools are looking for alternate options if their teachers are not credentialed by the approaching deadline. This is something our program will be focusing efforts on this year to minimize the potential loss for SMSU. Much of our work will continue to revolve around this policy change and the serious, potential consequences for College Now and SMSU. 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.

Goals

- One-year
 - Continue working on HLC requirements for teachers and finalizing individualized plans for instructors for completion or alternate plans by Sept. 1, 2023.
 - Create a process to keep high school teachers informed of their HLC status as the deadline approaches. Include departments and mentors on this information as well.
 - Generate a clear understanding of the financial implications of the HLC credentialing requirements.
 - Expand, promote, and continue to develop CPL for more opportunities and a more clearly defined process for interested high school instructors.
 - 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.
 - Increase promotional efforts to help students matriculate to SMSU after high school
 - Develop clear directions for processes within the program to minimize student errors.
 - Update the College Now website to be more functional for students, teachers, liaisons, and mentors.
 - Development of online New Teacher Application process
 - Increase discussions on equity for students in regards to College.
 - 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 course offerings and look to include additional disciplines
 - Increase SMSU College Now regional and national involvement and recognition
 - Have high school teachers appropriately credentialed with HLC and have an acceptable pathway for schools unable to reach the credentialing requirements.
- Five-year
 - For SMSU to become and remain the “Minnesota CEP of Choice” for partnering schools
 - Implement multiple initiatives for the conversion of College Now students to on-campus SMSU matriculation