

Strategic Planning Committee and Fine Arts Division Meeting

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Members of the Strategic Planning Committee met with members of the Fine Arts Division who had an opportunity to participate in a SWOT analysis where they could identify strengths, weaknesses, opportunities and threats of both the college as a whole as well as their division. Below are suggestions and discussion topics generated from this exercise. Numbers in parentheses represent agreement with the suggestion listed.

Strengths

<i>College</i>	<i>Fine Arts Division</i>
<ul style="list-style-type: none"> • Small class size; faculty know student's names 	<ul style="list-style-type: none"> • High quality art (liberal)
<ul style="list-style-type: none"> • Cost for students 	<ul style="list-style-type: none"> • Positivity with direction and focus
<ul style="list-style-type: none"> • Location 	<ul style="list-style-type: none"> • Major programing; forensics (2), art (BFA) (3), commercial music (BM) (2), Juilliard collaboration (3), face of Snow (2)
<ul style="list-style-type: none"> • Parents feel comfortable 	<ul style="list-style-type: none"> • Passion
<ul style="list-style-type: none"> • High quality education 	<ul style="list-style-type: none"> • Publicity
<ul style="list-style-type: none"> • Safety 	<ul style="list-style-type: none"> • Alternative to athletics
<ul style="list-style-type: none"> • Small college size = opportunity (4) 	<ul style="list-style-type: none"> • Awesome facilities (fine arts studios) (4)
<ul style="list-style-type: none"> • Adjustments are possible due to size (2) 	<ul style="list-style-type: none"> • Outstanding faculty due to passion and genuine enjoyment (5)
<ul style="list-style-type: none"> • Our division (4) 	<ul style="list-style-type: none"> • Great division
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Great art
<ul style="list-style-type: none"> • Location – residential focus = No travel to and from campus = learning environment 	<ul style="list-style-type: none"> • Innovative
<ul style="list-style-type: none"> • We can recruit great faculty and students [not reality] 	<ul style="list-style-type: none"> • Most diverse students
<ul style="list-style-type: none"> • Passion across campus for what is taught in each division [not reality] (we compete too much) 	<ul style="list-style-type: none"> • Good marketing
	<ul style="list-style-type: none"> • Good outreach to the community
	<ul style="list-style-type: none"> • We are growing
	<ul style="list-style-type: none"> • Good facilities in music
	<ul style="list-style-type: none"> • Good reputation/interaction with high schools
	<ul style="list-style-type: none"> • Recruiting

Weaknesses

College	Fine Arts Division
<ul style="list-style-type: none"> • Location – rural (4) 	<ul style="list-style-type: none"> • Small budgets for programs (4)
<ul style="list-style-type: none"> • Draw from small student pool (2) 	<ul style="list-style-type: none"> • Faculty and staff tension re: budgets and p-cards; FLAC (4)
<ul style="list-style-type: none"> • Low salary (2) 	<ul style="list-style-type: none"> • Faculty development limits; p-cards (4)
<ul style="list-style-type: none"> • Low employment opportunities for students, especially off campus (3) 	<ul style="list-style-type: none"> • Money for innovation (3)
<ul style="list-style-type: none"> • Small budgets for programs (4); competition for resources 	<ul style="list-style-type: none"> • Limited faculty in theatre, dance, art and communications (2)
<ul style="list-style-type: none"> • Faculty morale (3) 	<ul style="list-style-type: none"> • Equipment/technology
<ul style="list-style-type: none"> • Low tolerance for error (3) 	<ul style="list-style-type: none"> • Communication within division (2)
<ul style="list-style-type: none"> • Resistant to change (3) 	<ul style="list-style-type: none"> • Secretarial support to help connect students to multiple emphasis and administrative responsibility and know hoe
<ul style="list-style-type: none"> • Limited faculty (3) 	<ul style="list-style-type: none"> • FLAC and p-card
<ul style="list-style-type: none"> • Mainly LDS student body, faculty and staff; and culture (2) 	<ul style="list-style-type: none"> • Resource competition which harms genuine cohesiveness
<ul style="list-style-type: none"> • Divided camps for change (2) 	
<ul style="list-style-type: none"> • Higher academic standards 	
<ul style="list-style-type: none"> • Not enough interdisciplinary course options (2) 	
<ul style="list-style-type: none"> • Administration doesn't understand how individual programs are run (2) 	
<ul style="list-style-type: none"> • Too much GE (2) 	
<ul style="list-style-type: none"> • No diversity in faculty or staff 	
<ul style="list-style-type: none"> • Communication and self-governance from "ivory tower" 	

Opportunities

College	Fine Arts Division
<ul style="list-style-type: none"> • Engage across disciplines 	<ul style="list-style-type: none"> • 4-year degree (2)
<ul style="list-style-type: none"> • Innovation across disciplines 	<ul style="list-style-type: none"> • BIS (Bachelor of Integrated Studies) – Especially so we can focus on strengths and appeal to big audience (2)
<ul style="list-style-type: none"> • Diverse student body 	<ul style="list-style-type: none"> • BFA (Bachelor of Fine Arts) visual studies (2)
<ul style="list-style-type: none"> • Exciting classes 	<ul style="list-style-type: none"> • Enrollment growth (3)
<ul style="list-style-type: none"> • 4-year degree (5) 	<ul style="list-style-type: none"> • NASAD
<ul style="list-style-type: none"> • Enrollment growth (5) 	<ul style="list-style-type: none"> • Outreach
<ul style="list-style-type: none"> • Better remediation (3) 	<ul style="list-style-type: none"> • Dual admissions in and out of state (2)
<ul style="list-style-type: none"> • Outreach – global (3) and local (4) 	<ul style="list-style-type: none"> • Economic growth in Sanpete County – Arts (2)
<ul style="list-style-type: none"> • Engage community – visible 	<ul style="list-style-type: none"> • Connect with other art schools -- collaboration

<ul style="list-style-type: none"> • Development employment for students in the community (2) 	<ul style="list-style-type: none"> • Expand Juilliard collaboration to include classical music [Not possible; Juilliard doesn't offer]
<ul style="list-style-type: none"> • Expand honors throughout GE and into major 	<ul style="list-style-type: none"> • Broadcast concerts/master classes online
<ul style="list-style-type: none"> • BIS is for entire school also 	<ul style="list-style-type: none"> • Innovative
<ul style="list-style-type: none"> • Community engagement – linked to school 	<ul style="list-style-type: none"> • Synergy through collaboration with new media center and speech lab

Threats

<i>College</i>	<i>Fine Arts Division</i>
<ul style="list-style-type: none"> • Reduced state support with high education (2) 	<ul style="list-style-type: none"> • Larger scholarship at other schools (4)
<ul style="list-style-type: none"> • Big schools with big budgets (2) 	<ul style="list-style-type: none"> • Limited budget (5)
<ul style="list-style-type: none"> • Perception that we don't need 4-year degree (legislature, Board of Regents, etc.) (5) 	<ul style="list-style-type: none"> • Accreditation requirements with theatre
<ul style="list-style-type: none"> • Low faculty resources (2) 	<ul style="list-style-type: none"> • GE requirement not conducive to our major needs (3)
<ul style="list-style-type: none"> • Concurrent enrollment (6) 	<ul style="list-style-type: none"> • Concurrent enrollment harms program participation and selling of what we really do (4)
<ul style="list-style-type: none"> • Business model is outdated and gone due to Black Saturday 	<ul style="list-style-type: none"> • Online focus doesn't work for our rigor and consistency – no hands on! (2)
<ul style="list-style-type: none"> • GE is awkward (3); reinvent GE 	<ul style="list-style-type: none"> • BA threatened by other institutions who are mad, resentful, harm with publicity (3)
<ul style="list-style-type: none"> • Reform is threatened with fear of resource allocation (FTEs) 	<ul style="list-style-type: none"> • Salary in relationship to time allocated day-to-day
<ul style="list-style-type: none"> • p-cards 	<ul style="list-style-type: none"> • Low budget
<ul style="list-style-type: none"> • Morale 	<ul style="list-style-type: none"> • Workload
<ul style="list-style-type: none"> • Fear of change (3); protection during change; Snow has changed lots of times 	<ul style="list-style-type: none"> • NAST accreditation; will lose without more faculty
<ul style="list-style-type: none"> • Non-resident scholarships (2) 	
<ul style="list-style-type: none"> • Employment rates (2) 	

Those in attendance were then asked to identify their “hopes and aspirations for Snow College five years from now.” The following suggestions were made:

- Small specialized niche-based 4-year college – Liberal Arts
- College where faculty/staff/students feel valued
- Vibrant learning environment
- Salary increase – perks
- Integrated learning – students should understand why they are taking what they are taking
- Concurrent enrollment doesn't help
- We can change GE due to our size
- If we don't go to a 4-year college we are dead

- Resistance to change – be more willing to recruit out of Utah – diversify
- Open enrollment is an issue
- Art and culture prevalent in this area – create new 4-year program/niche in creative arts
- We have a responsibility to those in the six-county area – Need to keep technical areas
- Meet employment/growth needs of the local communities
- Every students leaves with a marketable portfolio/skill set
- Destination school
- Diversity in outreach – global engagement
- Entrepreneurial focus
- Give up desire to serve everyone
- Embrace diversity/change – Need diversity strategic plan
- Good quality students

After considerable discussion of the above topics the following were identified as the top four priorities:

- Small specialized niche-based 4-year college – Liberal Arts (10)
- Vibrant learning environment (5)
- Salary and perks – increased (5)
- Integrated learning (5)