

Strategic Planning Committee and Humanities Division Meeting

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Members of the Strategic Planning Committee met with members of the Humanities 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>Humanities Division</i>
<ul style="list-style-type: none"> • Personalized attention to students (6) 	<ul style="list-style-type: none"> • Faculty who are dedicated to continuous improvement (6)
<ul style="list-style-type: none"> • Generous support for faculty development 	<ul style="list-style-type: none"> • Campus presence on administrative committees – workload (2)
<ul style="list-style-type: none"> • Recent push for new initiatives (engagement, innovations) (3) 	<ul style="list-style-type: none"> • The best division: Collegiality (7), independence (4), good dressers, deep expertise (6), go getters (2), relatively diverse (3), broad experience (7)
<ul style="list-style-type: none"> • International connections (students, schools) (6) 	<ul style="list-style-type: none"> • Strong GE mission
<ul style="list-style-type: none"> • Facilities (Library, Eccles, Noyes) (7) 	<ul style="list-style-type: none"> • Strong campus presence
<ul style="list-style-type: none"> • Cost – tuitions (3) 	<ul style="list-style-type: none"> • Integrates with other divisions
<ul style="list-style-type: none"> • Small student : teacher ratio – adaptable (3) 	<ul style="list-style-type: none"> • Not afraid to speak openly or criticize
<ul style="list-style-type: none"> • Value (3) 	<ul style="list-style-type: none"> • Gothic lit
<ul style="list-style-type: none"> • Community 	
<ul style="list-style-type: none"> • Room to grow 	

Weaknesses

<i>College</i>	<i>Humanities Division</i>
<ul style="list-style-type: none"> • Student homogeneity (7) 	<ul style="list-style-type: none"> • Insufficient writing remediation (2)
<ul style="list-style-type: none"> • \$ budget (7) 	<ul style="list-style-type: none"> • “Free placement tool” is weak and sets the bar too low
<ul style="list-style-type: none"> • What is our new role? (2) 	<ul style="list-style-type: none"> • Communication
<ul style="list-style-type: none"> • Salary stagnation (8) 	<ul style="list-style-type: none"> • Limited foreign language options (5)
<ul style="list-style-type: none"> • Isolation (3) 	<ul style="list-style-type: none"> • Want to be more than GE
<ul style="list-style-type: none"> • Geographic/cultural challenges (3) 	<ul style="list-style-type: none"> • No vision at division level (2)
<ul style="list-style-type: none"> • Underutilizing geographic potential (3) 	<ul style="list-style-type: none"> • No trained philosopher
<ul style="list-style-type: none"> • Communication (5) 	<ul style="list-style-type: none"> • Judgmental

• Morale (7)	• Need for money for opportunities
• No sabbatical opportunity (3)	
• Too many committee assignments (2)	
• Student employment (2)	
• Lack of diversity – student/faculty/staff (2)	
• Too territorial	
• Resistant to change	
• Travel/study abroad (resources) as part of global “engagement” and otherwise	
• Remediation	
• A&T scholarship	

Opportunities

College	Humanities Division
• Collaborative efforts to redefine GE (interdisciplinary)	• Emphasize/increase diversity (thought, culture, students, faculty, course offerings)
• Collaboration with colleagues at other institutions	• Community engagement and retention (Global) (2)
• Explore and welcome diversity (students, faculty, staff)	• Interdisciplinary learning, communities (3)
• Redefine who we are – our niche (5)	• Use technology to reach a wider audience, offer more courses(2)
• Meeting existing definitions/goals themselves	• 4-year degrees/certificates
• Other 4-year degrees/certificates (4)	
• Location – day trips, field trips (3)	
• GE – Redefine (7)	
• Exploit faculty uniqueness, strengths (5)	
• Compete with other Utah high ed institutions	

Threats

College	Humanities Division
• Too many “golden” children/programs (2)	• Crystal ball approach to staffing and enrollments (5)
• Practical enrollment issues (2)	• Salaries / workload (2)
• \$\$ issues: funding (3), salaries (6)	• Business model doesn’t equate with humanities at times
• Ill-informed legislature; education in general-specifically Snow	• Lack of trust
• Location	• Devaluation of the humanities
• No jobs – community, students, spouses	• Rosetta Stone
• Rural	•
• Over-digitizing/“Ednet-ing” course delivery	•
• MOOCs	

• President is not an academic	
• Changing role of higher education/2-year schools, high schools, colleges	
• Community support for a changing model/vision	
• Resistance to change	

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 4-year liberal arts college -- (humanities programs) (4)
- Less emphasis on employment as goal: more emphasis on self-improvement and citizenship (5)
- Niche connected to dream (catch-up) (3)
- Cultural opportunities; engagement/travel (4)
- “Specialized” unique “arts”
- Interdisciplinary GE – purposeful – cool (2)
- Inverted pyramid model (3)
- Environment of “love of learning” – faculty, staff and students
- Student choice and ownership of learning plan
- Outcomes based

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

- Less emphasis on employment as goal: more emphasis on self-improvement and citizenship (5)
- Cultural opportunities; engagement/travel (4)
- Niche connected to dream (catch-up) (3)
- Small 4-year liberal arts college -- (humanities programs) (4)