

`Vision Statement:

To be a creative community recognized for preparing leaders with a creative approach who contribute ideas and solutions to the community and beyond.

I. Why Creativity

The call for the growth of creative economies to fuel the 21st century economic engine and sustain our democratic values has been sounded by a number of scholars. Experts like Richard Florida, Ken Robinson, Daniel Pink, Keith Sawyer, and Tom Friedman report that to stay competitive, the U.S. will need to come up with new ways to organize and synthesize information and invent programs and businesses to solve complicated social problems.

Just what is “creativity” and why is this important? Creativity is often defined as a collaborative effort to solve problems, improvise, and experience new ways of thinking and learning. The process of creativity is to turn new and creative ideas into reality and is a two stop process: 1) thinking/creating a new idea; and 2) producing/turning the idea into reality. Creativity is different from innovation. Innovation is the production or implementation of an idea. An idea with no action is imaginative but not creative.

A number of studies have shown the increasing importance of creativity and successful business enterprises. A recent IBM poll of global CEO’s ranked creativity as the most important factor for future success. (Lingo and Tepper, 2010). Tepper and Kuh (2011) stated: “America cannot maintain a competitive position in the world order unless we better understand how to nurture creative talent and put in policies and practices to do so.” (Mount Mary University, Art and Design Visioning Summit, January, 2012). In another IBM study, researchers reported that more than rigor, management discipline, or even vision, creativity is required to successfully navigate an increasingly complex world (IBM Global CEO Study 2010). Christine Harris, in her report “Creative Community Engagement for the New Center for Arts and Design (September, 2012) reported that CEOs around the world identified creativity and innovation as the most important leadership qualities for the future, and success demands creative-minded leaders, managers, and employees.”

Milwaukee has made a commitment to the creative economy. A recent study found that the creative industries are the fourth largest industry segment in the region. The design segment alone accounts for 46% of the region’s creative sector (others are culture and heritage, media and film, performing arts, visual arts and craft). But the creative class also includes professionals who are engaged in creative work in technology, financial services, the legal and health care professions, journalism and entertainment, education, and business management,

for example. And all kinds of research tell us that it's a creative environment that attracts new business, new ideas and the talent base that makes it all happen.

In order to respond to the challenges of the new economy and of preparing its graduates to be competitive in the new way, Mount Mary, during the past two years, has engaged in a significant amount of activity investigating the importance of becoming a creative campus. Numerous Mount Mary administrators, faculty, staff, trustees, and community members have focused on transitioning Mount Mary to become a creative campus. These activities produced a number of different reports which have served to provide a compelling rationale and foundation for Mount Mary becoming a creative campus.

II. Why Should Mount Mary University become a Creative Campus?

The creative campus is a multidisciplinary effort to infuse creative thinking and doing in curricular and co-curricular activities of the university. This is a fairly new way of thinking about what and, particularly, how we teach our students. The creative campus movement nationally includes such institutions as Vanderbilt, Middlebury, and Parsons in New York City. These institutions provide examples of best practices and can help guide Mount Mary's efforts.

Becoming a Creative Campus is a natural for Mount Mary University. As the first four-year Catholic women's college in the state of Wisconsin, over the decades, Mount Mary's particular focus and strengths have contributed distinctive- -and nationally recognized –components to southeastern Wisconsin's higher education landscape. In the arts, Mount Mary initiated the first four-year fashion design program in the nation and most recently, the nation's first professional doctorate in art therapy. Currently, new concentrations in entrepreneurship and health systems leadership are being introduced. These initiatives will provide a platform for cross disciplinary work that uses creative enterprise as a "pivotal construct." In line with its concern for social justice, the university offers a nationally recognized service learning program. In partnership with the Milwaukee Achievers Literary Services, the University in the Community received a national award recognizing its community contributions. The MA in English with concentrations in Creative Writing, Professional Writing, and Writing for Children and Young Adults provides unique opportunities for students to partner with criminal justice leadership, cultural healing and arts leadership within the community. Today, Mount Mary is poised to elevate its programs and presence in the region in ways that bring energy to Milwaukee creative enterprises.

Fostering creativity is something it has done for over 100 years as evidenced by the many alumnae who have brought their creative talents to their families, communities, and professions as artists, teachers, business persons, and scientists. However, as the need for

creative thinking is greater in our community and in the wider world than in the past, the goal is to do this more intentionally.

With a curriculum based in the liberal arts, the university offers students the opportunities and resources for them to become more aware of their own creativity and to develop the knowledge base, the skills, and the attitudes necessary for implementing the creative process. There is the expectation that students will be able to draw on their breadth and depth of knowledge to identify problems and come up with innovative solutions and ultimately use their creative energies to give greater meaning to their own lives as well as to those they serve.

III. How does the Creative Campus relate to our Mission and Who Mount Mary is and has been?

As a Catholic university, Mount Mary is committed to developing graduates with a deep sense of social justice. As indicated in its mission and vision, the university serves as a living example of transforming lives in pursuit of social justice, and is recognized as producing leaders in many fields. To continue to impact the community and actively contribute to the greater Milwaukee's social and economic renaissance, future graduates need the highest level of thinking skills.

That "Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically" has long been a part of its mission statement. However as more theorists and researchers studying the learning process focus on creativity as the culminating thinking skill, it is essential that faculty are mindful of this in the way they teach and in the goals they have for their students.

Mount Mary recognizes that being a creative individual who can think innovatively is key to meeting the challenges facing us in the 21st century. The core of Mount Mary's curriculum will stay the same but its approach will shift. Faculty and students will be encouraged to step outside the traditional learning approach. Mount Mary students will exhibit five attributes that can be taught and assessed that characterize a creative campus. Our community and our world need persons who exhibit the following attributes of creativity:

- 1) **Recognizing Complexity:** the ability to identify the separate components of a situation and to understand the connections and potential relationships between those components.
- 2) **Experimenting/Exploring:** To attempt something new and different; embarking into unknown areas for purposes of understanding and enlightenment.
- 3) **Imagination:** The ability to create form for something new, connecting ideas to develop new creations, insights, patterns, solutions that pose counterfactuals and reason through their implications.

- 4) **Open-mindedness:** While maintaining personal beliefs and perspectives, the willingness to incorporate and apply outside frameworks into thought and practice.
- 5) **Agility:** the ability to change course or direction in thought and/or action in response to sometimes unpredictable circumstances.

For these attributes to become actively carried out in our students' lives, there must be a culture of creativity across campus. It must permeate the curriculum across disciplines as well as co-curricular activities; it must be a part of the lives of not only students, but faculty, staff and administration. In particular, the University wants to ensure that collaborative work is the norm across campus activities and programs. Because of the size of the institution, Mount Mary is in an especially good position to carry this out.

Mount Mary University, as it begins its second hundred years, is poised to establish a leadership position in building a creative community. Specifically, Mount Mary University is positioning itself to play a pivotal role in fostering creativity in learning, using and promoting creativity capacities to address community problem solving, and forging community-wide partnerships designed to foster sustainable talent development – thereby assuming a significant role in individual and community transformation.

IV. The Creative Campus Initiative

As noted earlier, during the past year, a number of events, discussions, and activities have taken place exploring what it might mean to be a creative campus. Emerging from the exploration and discussion of being a creative campus is that Mount Mary University is ideally positioned to transition to becoming a creative campus. As President Schwalbach stated “Now it is time to develop a plan that will lead us forward as Mount Mary University, a creative campus.”

To move the process forward, President Schwalbach established the Creative Campus Initiative Task Force and appointed twenty-three administrators, faculty, and staff (see Appendix A for membership). Leadership of the Task Force was provided by co-chairs. The Task Force was further organized into a Steering Committee of seven members and four sub-committees:

- 1) Academic Excellence-Curriculum and Instruction
- 2) Student Life/Experiences
- 3) Faculty Excellence-Professional Development
- 4) Community Engagement

President Schwalbach met with the Task Force at its first meeting on March 20, 2013 and charged the Task Force with the following tasks:

- 1) Develop a Vision Statement
- 2) Construct a contextual narrative for a creative campus

- 3) Identify broad strategic goals/directions
- 4) Specify objectives and strategies/activities within each of the strategic goals/directions

Between April 10 and May 10, the Steering Committee met three times and the sub-committees met regularly. Each sub-committee met over the course of four-six weeks. Reports were submitted to the co-chairs who edited the drafts and presented to the Steering Committee for final review. Sub-committee chairs shared the work of the Steering Committee with members of their committees.

On May 11, 2013, the Creative Campus Initiative Task Force met to consider a draft of the final report. The purpose of the meeting was to review the draft report and to identify the top three priorities for implementation during 2013-2014. The Committee members considered the question: "What are the top three priorities for the first year?"

The results of our efforts follow. The report contains three sections:

- 1) Strategic Goals/Directives and Objectives
- 2) The Top Three Priorities for Year One of Implementing the Creative Campus Initiative.
- 3) The action document; Goals/Directives, Objectives, and Strategies/Activities

Strategic Goals/Directives and Objectives

- 1. Develop expertise across campus in research relative to creativity, creative thinking, and their application to problem-finding and problem solving.**
 - *Develop a common understanding of creativity (creativity itself, creativity within discipline, teaching creativity.)*
 - *Provide on-going professional development programs to examine current research and develop authentic creative pedagogies/practice.*
 - *Support campus and community professional development opportunities in creativity.*
 - *Educate and involve student leaders in the ongoing creative campus process.*
- 2. Foster a campus-wide culture dedicated to creativity in all areas of campus life.**
 - *Integrate the creative attributes campus-wide into daily operations.*
 - *Support collaborative creative projects that include students, faculty, and community members.*
 - *Offer opportunities and time for play, fun, self-exploration, and other activities connected to creativity.*
 - *Regularly celebrate and showcase creativity and innovation.*
- 3. Design curriculum, instruction, and assessment models to develop students' creative thinking skills to enhance their personal lives, careers, and service to the community.**

- *Thread clusters of creative skills within and among academic disciplines and courses.*
 - *Design curriculum and co-curriculum learning experiences that encourage the development of creative thinking skills.*
 - *Develop course assignments/assessments that generate authentic creative thinking.*
 - *Develop mission-based assessment and discipline-related criteria for individual instruction and institutional review.*
 - *Increase the flexibility of the curriculum to promote intra- and inter- disciplinary discourse and collaboration.*
- 4. Establish time and space to encourage self-reflection, discussion, collaboration, and play.**
- *Develop physical structures that evoke creative thinking and activities.*
 - *Foster mindful opportunities for creative and spiritual growth.*
 - *Provide classroom environments that fulfill space needs that promote academic success.*
 - *Create communal spaces.*
 - *Create areas to congregate that welcome sporadic exchange and/or planned interaction.*
 - *Streamline faculty efforts in order to generate more time for the community to engage in Creative Campus Initiative activities.*
- 5. Become a catalyst for creative thought within the University and the surrounding community.**
- *Establish and define a senior leadership position who will serve as Facilitator of the Creative Campus Initiative.*
 - *Develop marketing and recruitment strategies to situate Mount Mary as a Creative Campus within the Milwaukee community.*
 - *Support a faculty research agenda related to creative thinking and the application to the classroom and the workplace.*
 - *Support student initiatives related to creative thinking and the application to the campus community and beyond.*

Top Three Priorities for Year I Recommendations of the Task Force

During the four-six weeks that the various sub-committees met, members were unanimous in agreeing that certain initiatives had to be implemented during the first year to launch the creative campus initiative. With their implementation, the membership believes that the Creative Campus Initiative would have a solid foundation. The Task Force identified the following top three priorities to be implemented during 2013-2014:

PRIORITY ONE

Goal 5. Become a catalyst for creative thought within the University and the surrounding community.

- *Establish and define the position of a facilitator who will serve as the facilitator of the Creative Campus Initiative.*

PRIORITY TWO

Goal 1. Develop expertise across campus in research relative to creativity, creative thinking, and their application to problem-finding and problem solving.

- *Provide on-going professional development programs to examine current research and develop authentic creative pedagogies/practice.*

PRIORITY THREE

Goal 4. Establish time and space to encourage self-reflection, discussion, collaboration, and play.

- *Develop physical structures that evoke creative thinking and activities.*

For clarity and structural ease of reporting, we did not report the four sub-committees' activities. The activities of each of the four areas are contained within each of the objectives.

Strategic Goals, Objectives, and Strategies/Activities

1. Develop expertise across campus in research relative to creativity, creative thinking, and their application to problem-finding and problem solving.

- *Develop a common understanding of creativity (creativity itself, creativity within discipline, teaching creativity).*
 - Conduct a needs assessment to ascertain most effective approaches to professional development.
 - Conduct a series of short presentations at faculty assembly, starting with Bloom's Taxonomy Pyramid with Creativity at the top.
 - ✓ Provide Student Affairs more opportunities for professional association memberships and to attend professional conferences to keep update on latest student development trends.
 - ✓ Escape Adulthood Summit –focus on ways to defeat stress and bring more fun and creativity to your life.

- *Provide on-going professional development programs to examine current research and develop authentic creative pedagogies/practice.*
 - Expand availability of internal resources on creative pedagogy (wiki/pool of resources, updated regularly) to faculty.
 - Revitalize coach a colleague.
 - Host a symposium on creative thinking.
 - Clarify our use of terms for professional development (faculty development?) vs professional development.
 - Teach through experiential learning.
 - Build imagination, explore creatively, and provide innovative forums to promote imaginative ideas.
 - Disseminate definition, attributes, and terms at faculty assembly and other required events.
 - Establish a creative campus committee/group responsible for space, communication, etc. that will assist departments/individuals.

- *Support campus and community professional development opportunities in creativity..*
 - Provide experiential training offered by internal and/or external experts (interdisciplinary/within schools/within departments) for continued reflection and processing.
 - Continue to increase money for professional development activities.
 - Ongoing book club with books selected by faculty.

- Conduct an All College Workshop at the end of the academic year to focus on incubation and application of creative activities in the fall.
- *Educate and involve Student Leaders in the ongoing creative campus process.*
 - Address the tension between what practices lead to good study habits and what practices lead to creativity.
 - Emphasize the need to build foundational skills that lead to creativity.
 - Conduct a student session on the Creative Campus Initiative at New Student Orientation.
 - Create opportunities for student input on their perspective of the creative campus and how they believe the Creative Campus Initiative would be most impactful.
 - Establish visits to other colleges for student leaders to explore what other campuses are doing.
 - Expand opportunities for student leaders to attend a variety of conferences to learn more about creative ideas, i.e. Athletics Leadership Conference; ASGA (America Student Government Conference); NACA (National Association for Campus Activities).

2. Foster a campus-wide culture dedicated to creativity in all areas of campus life.

- *Integrate the creative attributes campus-wide into daily operations.*
 - Collaborate with Human Relations to review and determine opportunities to apply creativity and risk to job functionality and evaluation.
 - Offer opportunities to continuously learn how to work in a more creative, entrepreneurial capacity.
- *Support collaborative creative projects that include students, faculty, and community members.*
 - Provide overnight experience that gives students the opportunity to work with others on various community service projects (urban plunge).
 - Offer alternate Spring Break opportunities for students to engage in service work.
 - Celebrate different cultures by offering Multicultural Fairs
 - Identify an individual who will coordinate cross-disciplinary projects.
- *Offer opportunities and time for play, fun, self-exploration, and other activities connected to creativity.*
 - Link creativity to the Mission to demonstrate that creativity is a means for achieving and living out the Mission successfully.
 - Relate elements of Creativity to what attributes employers' desire.

- Leverage external relationships (internships, corporate sponsors, community partners, other schools, charter schools, donors, alumnae), better organize and understand this.
- Expand service learning fair.
- Organize annual projects that serve local (or global with community ties) non-profit needs.
- Establish a punch card for staff where they could “punch out” of a limited amount of meetings per semester and utilize that time for reflective time, not just going back to offices to work.
- Schedule a Creativity Day to allow students and staff time for reflection, creativity, play, or self-exploration. This would be a surprise day.
- Play time with upper administration such as a bonfire with the President, Sand Volleyball with the CFO, or Student vs. Staff Athletic Games.
- Display staff profiles in hallways that show their unique and fun qualities.
- Encourage Office rearrangement and paint colors to be more playful.
- Incorporate fun and creative reflections at the beginning of meetings, i.e. color prayer, stories, play dough.
- Schedule Weeks of Welcome: Fall and Spring. During the first two weeks of school in the Fall and Spring, plan events for each day of the school week and weekend to help engage new and current students.
- Plan a number of events throughout the year to promote creativity.
 - ✓ Health Healers: Highly trained dogs and cats brought to the Mount Mary Campus to help relieve the stress of the finals week.
 - ✓ Spirit Week: A week devoted to ramping up school spirit and Blue Angels support. Every day of the week is dedicated to a fun way of showing school spirit, including a pep rally!
 - ✓ Flash Mob – at a random time have students do a surprise cheer, song, sing-a-long, in various locations on campus.
 - ✓ Holiday Door Decoration Competition: Encourage staff on the first floor of Caroline Hall and in Student Success Center to decorate their doors for the holidays. PAC then votes on the doors and chooses a winner. Help to make the halls look more creative and inviting around the holidays.
 - ✓ Provide occasions/time to meet, discuss, and create. Encourage incubation periods.
 - ✓ Build off of Starving Artist’s Show by offering a co-event on Sunday or a kick-off event the evening before. This could be a family friendly art experience or student artist exhibit/event.
 - ✓ Encourage pop-up activities that engage external partners and/or alumnae, e.g. at Alumnae Weekend, Alumnae Association meetings. These activities could be led by Express Yourself Milwaukee).

- *Regularly celebrate and showcase creativity and innovation.*
 - Incorporate performance-based assessments that involve a “public audience” (for e.g. classmates) and provide opportunities for peer assessment and feedback.
 - Work with food service to provide creative meals and themed days (along the same lines as Dietetics).
 - Encourage risk-taking. View mistakes as learning opportunities.
 - Develop an internal communication strategy to collect, document, and showcase student, faculty, and administration creativity and innovation. It should be creative, flexible, and have an external component, e.g. a master calendar, showcase of the day, or big screen in physical space.
 - Plan creative activities for student tours and recruitment (Enrollment Services and Development).
 - Create a new graduation tradition that celebrates creativity and innovation.
 - Establish creativity awards, e.g. a student scholarship or employee newcomer of the year.

3. Design curriculum, instruction, and assessment models to develop students’ creative thinking skills to enhance their personal lives, careers, and service to the community.

- *Thread clusters of creative skills to thread within and among academic disciplines and courses.*
 - Review and revise goals of the core academic realms to reflect creative thinking (see Bloom’s Taxonomy).
 - Review and revise program and course outcomes to incorporate creative thinking (See Bloom’s Taxonomy).
 - Structure work sessions (e.g. Friday afternoons) to discuss departmental and interdisciplinary plans.
- *Design curriculum and co-curriculum learning experiences that encourage the development of creative thinking skills.*
 - Host “brown bag lunches” for faculty to discuss ways to integrate the five attributes into instruction and assessment.
 - Encourage student participation in research and conferences.
 - ✓ Create intentional student leader training to include topics on constructive criticism, the five creative attributes; exercises where students walk away without answers. This can be included in both the current Fall Leadership Summit and Retreat, as well as the Student Leadership Mentoring Program proposal.
 - ✓ Develop and support more student leadership training retreats including retreats for the RA staff, PAC, and SGA.

- Incorporate ideas related to creativity into Fall/Spring Orientation.
 - Incorporate ideas related to creativity into Residence Life Programming Model.
 - Develop Athletic-Fashion marketing and promotion.
 - ✓ Create crossover of student athletes in fashion program for marketing strategies.
 - ✓ Create opportunities for fashion students to eventually design/create athletics apparel for either teams or resale.
 - Develop structured experiences within Academic Counseling (i.e. complete goals sheet); create a goals sheet to use when student meetings are conducted.
- *Develop course assignments/assessments that generate authentic creative thinking.*
 - Provide faculty with time and space to discuss opportunities for revision, examine grading practices, share strategies, etc.
 - Intentionally integrate interdisciplinary applications/connections into individual course content.
 - Showcase faculty efforts in a huge and rewarding way: Photos, write-up, strategically located and in a professional and attractive manner. Renew on a regular basis.
- *Develop mission-based assessment and discipline-related criteria for individual instruction and institutional review.*
- *Increase the flexibility of the curriculum to promote intra-and inter-disciplinary discourse and collaboration.*
 - Reconfigure traditional current degree course requirements to reflect changes in each area that are more creative in approach. Review current structure to facilitate collaboration.
 - Allow room for paired courses that promote interdisciplinary learning, e.g. leadership and Comp II.
 - Let faculty know that each faculty member can get “full credit” for interdisciplinary courses as long as enrollment is 12.
 - Add to portfolio process.
 - Promote risk-taking/failure/revision process.
 - Use collaborative, shared instruction for reviewing materials.
 - Revisit department goals and realm goals with creative models.
 - Offer a summer creative syllabus workshop with monetary support.

4. Establish time and space to encourage self-reflection, discussion, collaboration, and play.

- *Develop physical structures that evoke creative thinking and activities.*
 - Analyze space utilization and furniture placement, creating a multitude of creative and reflective spaces, i.e. indoor Zen Gardens, study spaces, re-design locker rooms.
 - ✓ Set up a Creative Committee to help achieve this objective (along the lines of the ambiance committee).
 - Create “Student Union” feel to help students connect and collaborate with one another. Convert Ewens Center into a lounge for clubs and organizations’ work space.
 - Change the feel of the first floor of Caroline Hall to a more vibrant, fun, and colorful space.
 - Designate physical spaces (or rooms) on campus for the creative and play process:
 - ✓ Room #1 Idea – A room that allows for any activity that encourages self-reflection, discussion, and play (fun/creative room). This could include a word wall painted with chalk paint for individuals to express themselves. This room could include a daily thought and creative resources to help spark imagination.
 - ✓ Room #2 Idea – A think tank room where each month there would be a new social issue or global concern (i.e. Homelessness; Oil Prices) where whoever uses the room would explore and work on a solution. Classes could check out the room. The space should feel like you are no longer on campus. Different departments across campus could “own” the room each month, picking the new topic and maintaining its upkeep.
 - Evaluate the use of outdoor space – Consider trails, jogging, ponds, reflective spaces, picnic spaces, sand volleyball courts, creative rock garden along trails.
 - Develop physical spaces that are flexible and encourage interaction; view space as dynamic so it takes on new purposes/structure on an ongoing basis to avoid stagnation.
 - Use pockets of unused space to showcase creativity and make it available to the public. Reimagine spaces like Parkway Place to house a student-run gallery or a space for quiet/undisturbed time.
 - Establish a digital communication lab with video and software available to everyone on campus.

- *Foster mindful opportunities for creative and spiritual growth.*
 - Introduce campus-wide “play day”, no classes, planned event that is unscripted (Doane College as example, Stop Day) for students/faculty/administration/staff.
 - Reserve one day per week for faculty to gather for lunch and discussion.
 - Host Leadership Summit/Retreat by Student Engagement and Campus Ministry.
 - Send more than one faculty at a time to Collegium.
 - Continue offering Spiritual Direction opportunity.
- *Provide classroom environments that fulfill space needs that promote academic success.*
- *Create communal spaces.*
 - Request space in Fidelis Hall.
- *Create areas to congregate that welcome sporadic exchange or planned interaction.*
 - Faculty Dining Room
- *Streamline faculty efforts in order to generate more time for faculty to engage in Creative Campus Initiative activities.*

5. Become a catalyst for creative thought within the University and the surrounding community.

- *Establish and define the position of a facilitator who will serve as the facilitator of the Creative Campus Initiative.*
 - Write the job description for a person who is already connected to the community, has a deep sense of Mount Mary today, and is visionary in understanding the power of a creative campus.
 - This role helps manage the implementation of creative campus, both externally and internally.
- *Develop marketing and recruitment strategies to situate Mount Mary as a Creative Campus within the Milwaukee community.*
 - Identify influential industry partners for each of the key academic areas (healthcare sciences, business, art/design, education, etc.).
 - Co-develop Mount Mary curriculum and solutions for employers.
 - Consistently link our Creativity Attributes to those desired in the business world. Many are the same attributes.

- Use alums to share success stories, particularly alums who demonstrate entrepreneurial abilities, creativity, and innovation.
 - ✓ Identify influential external partners and build on the relationships.
- *Support a faculty research agenda related to creative thinking and the application to the classroom and the workplace.*
 - Give priority to mini-grants, sabbaticals, and course release requests related to Creative Campus Initiatives (but also to those involving other aspects of our Mission, like Social Justice.)
 - Establish a speaker’s forum open to the entire campus and outside community. Bring in “big name” speaker.
- *Support student initiatives related to creative thinking and the application to the campus community and beyond.*
 - Give out “Create Initiative” awards similar to other types of awards, like writing awards.
 - Develop student leadership conference for Mount Mary students and once established, open it up to other surrounding colleges.
 - Continue incorporating creativity into the Welcoming Community Campaign (WCC).
 - ✓ Demolition Hate Wall: There will be a traveling piece of dry wall where anyone can write something hurtful or discouraging that someone has said to them. This wall will travel around for a week and then at the end of the week there will be a demolition event. All who wrote on it and who want to make a welcoming community may come and help break down the wall.
 - ✓ Diversity Photo Contest – Students will be able to submit photos that express what Diversity means to them.
 - ✓ Video Campaign – To help spread a positive message on campus, students will create a ‘music video’ with an empowering message.
 - Continue incorporating creativity into the International Women’s Day Photo Shoot.
 - Continue incorporating creativity into the Student Athlete Advisory Committee (SAAC) Leadership Activities:
 - ✓ Participate in several sportsmanship activities throughout school year with Special Olympics.
 - ✓ National Student Athlete Day - Celebrate student athletes and their achievements.

APPENDIX A

Creative Campus Task Force Members

Co-Chairs: Doug Mickelson, S. Ellen Lorenz

Steering Committee: Deb Dosemagen, Laurel End, Kristen Roche, Jordan Anderson, Amy Danielson

Sub-committees:

Academic Excellence – Curriculum & Instruction

Deb Dosemagen, Education

Wendy Weaver, English

Roxanne Back, Mathematics

Jordan Anderson, Art

Eric Robinson, Library

Student Life/Experience

Amy Danielson, Student Engagement

Lea Rosenberg, Campus Ministry

Michelle Guyant-Holloway, Athletics

Beth Schoenwetter, Residence Life

Jennifer Looyen, Academic Advising

S. Joan Penzenstadler, Mission and Identity

Faculty Excellence – Professional Development

Laurel End, Behavioral Sciences

Sandi Keiser, Fashion

Chris Belkofer, Art Therapy

Melissa Kraemer-Smothers, Counseling

Lynn Diener, Sciences

Community Engagement.

Kristen Roche, Business Administration

Susan Shimshak, College Communications

Melody Todd, Art Therapy

Judy Borawski, Graduate Admissions

Sue Nieberle, Alumnae and Parent Relations