SW Planning Committee for the Social Sciences, Arts and Humanities (SSAH)

This summary covers the first two meetings of the system wide planning committee for the SSAH group appointed pursuant to directives from the President’s Cabinet and Statewide Academic Council. (See SAC summary of April 7, 2009, item VI, reproduced below).

SAC reaffirmed its support for a system wide group comprised of up to three individuals from each MAU to discuss a variety of questions and issues related to: the educational attributes (broadly construed) UA graduates should be able to demonstrate; how the arts, humanities and social sciences might intersect with UA budget priorities, what UA graduates should know in regard to citizenship, leadership qualities and other intellectual and behavioral outcomes of education. The issues being discussed are also addressed in the summaries of prior SAC meetings. Nominations for the committee are to be made to VP Julius. It is expected the committee will keep SAC apprised of its work.

Membership of the committee is set forth below:

James Everett, Vice Provost and Acting Dean, School of Arts and Science, UAS  
Susan Henrichs, Provost and Executive Vice Chancellor for Academic Affairs, UAF  
Eric Heyne, Interim Dean, College of Liberal Arts, UAF  
Daniel J. Julius, Vice President for Academic Affairs, UA System (chair)  
Kevin Krein, Associate Professor of Philosophy/Academic Director of Outdoor Studies, UAS  
Patty Linton, Associate Dean, College of Arts and Sciences, UAA  
James Liszka, Dean, College of Arts and Sciences, UAA  
John Petraitis, Professor of Psychology, UAA  
Carol Swartz, Campus Director, Kachemak Bay

The following summarizes the meetings held on November 3, 2009 and December 11, 2009. The next meeting is scheduled for January 20, 2010. A complete listing of future meetings of the Committee is also appended.

November 3, 2009

Attending in person; D. Julius, P. Linton, J. Liszka, J. Petraitis,  
Attending via audio; J. Everett, E. Heyne, C. Swartz, K. Krein  
Unable to attend; S. Henrichs

Committee members were introduced. The charge, directions, plans and purpose of the committee were discussed pursuant to the charge set forth in the April 2009 SAC summary. A general discussion revolved around the following themes and issues;
a) How (what approach should the Committee take) to determine core outcomes as such pertain to “what should UA students know.”
b) The possibility of integrating SSAH Committee recommendations into budgetary requests associated with workforce development and other high priority budget items.
c) Whether it is feasible to look at core curriculum outcomes across the UA.
d) How, if appropriate, the work of the SSAH will be incorporated into the Academic Master Plan.
e) The relevance of SSAH in undergraduate education and the relationship to economic development and productivity in the workplace.
f) How the SSAH contribute to the development of positive attributes in students; e.g., those associated with what it means to be a “good citizen” which includes participation in Democratic processes.

The Committee believes that a productive approach to meet its objectives would be to agree upon universal but straightforward themes.

In order to assess the validity of themes selected by the Committee, it was decided to subject each “theme” to the following three criteria. In other words, given agreement on a particular theme can the committee determine;

a) What should the UA student know (what knowledge) in regard to a particular theme area,
b) Can the Committee explain why this particular knowledge (what students should know) is important,
c) What can be done, if anything, to shape a particular theme into concrete budget recommendations that would resonate with non-academic and legislative constituencies.

Initial themes selected by the Committee were;

a) Civic Awareness/Citizenship
b) Internationalization of Campuses
c) Ethics
d) Critical Thinking skills
e) Understanding the Arts and their relationship to diverse cultures represented at UA
f) Campuses as facilitators of public discourses and democratic processes
g) Campuses as centers of the Arts in order to enhance community engagement and appreciation of native expression and economic development

The Committee felt that essential learning outcomes as set forth in “Liberal Education and America’s Promise” (LEAP) initiated and promulgated by the Association of American Colleges and Universities (AACU) are appropriate for UA. (Information of LEAP is attached.) It was felt that LEAP outcomes might be sufficient to address the question of “What should a UA student know?” It was agreed the Committee would need to “translate” and “market” LEAP outcomes if they were to be incorporated into budgetary requests.
December 11, 2009

Attending in person; D. Julius, S. Henrichs, J. Liszka, P. Linton, J. Petraitis, C. Swartz,
Audio; J. Everett, E. Heyne, K. Krein

The Committee reviewed what was accomplished on November 3, 2009 and agreed with the themes
outlined. Particular attention was addressed to LEAP and the translation of essential learning outcomes
to budgetary proposals (that may, as proposals, be considered as priority items).

The Committee recommended that LEAP outcomes be considered for adoption by all MAUs in UA (UAA
and UAF have adopted LEAP outcomes with modifications) and UAS will consider adoption.

Difficulties associated with the adoption of specific learning outcomes were discussed as was whether or
not particular MAUs should focus on specialized programs in the SSAH. Lastly, the committee discussed
how to marshal internal MAU support around core themes identified by the Committee on November 3.

Two possible priorities for budgetary proposals are;
1. Campuses as centers of the Arts in order to enhance community engagement and appreciation
   of Native expression and economic developments
2. Essential learning outcomes in the area of strategic language training and the relationship of
   training to productivity in the workplace and in the military.

It was agreed that committee representatives from each MAU would prepare one or two budget
recommendations for discussion at the meeting scheduled for January 20, 2010. It was also agreed to
endeavor to identify alternative funding sources for select themes and priorities identified by the
Committee.

Attachments to SSAH Summary
1. LEAP documents
2. Arts & Economic Prosperity, report by Americans for the Art
3. Email of November 5, 2009
4. SSAH meeting dates for 2010
Liberal Education and America's Promise (LEAP)

Essential Learning Outcomes

The LEAP campaign is organized around a robust set of "Essential Learning Outcomes" (pdf) — all of which are best developed by a contemporary liberal education. Described in College Learning for the New Global Century (pdf), these essential learning outcomes and a set of "Principles of Excellence" (pdf) provide a new framework to guide students' cumulative progress through college. Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
- Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems
Liberal Education and America’s Promise (LEAP)

Liberal Education and America’s Promise (LEAP) is an initiative that champions the value of a liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. The initiative focuses campus practice on fostering essential learning outcomes for all students, whatever their chosen field of study.

LEAP is AAC&U’s primary vehicle for advancing and communicating about the importance of undergraduate liberal education for all students. LEAP seeks to engage the public with core questions about what really matters in college, to give students a compass to guide their learning, and to make a set of essential learning outcomes the preferred framework for educational excellence, assessment of learning, and new alignments between school and college.

Upcoming LEAP Public Forums

College Learning and Oregon’s Future
Portland, OR
January 7, 2010

Utah LEAP Public Forum
Salt Lake City, UT
April 14, 2010

More LEAP forums

LEAP Public Forums are supported by generous grants from The Charles Engelhard Foundation, the John Templeton Foundation, the Fund for the Improvement of Postsecondary Education, and by contributions from participating and hosting institutions.

AAC&U Launches LEAP Utah

AAC&U announced on October 30, 2009 that Utah has become the fifth official state partner in its Liberal Education and America’s Promise (LEAP) initiative. Public and private colleges and universities in Utah have already been working on improving learning outcomes for all undergraduate students and developing new approaches to teaching, learning, and assessment using resources and guidance from the LEAP initiative. This new statewide effort will bring institutions together throughout Utah to accelerate existing campus-based projects designed to clarify, improve, and assess student learning outcomes essential for success in the twenty-first century. The effort will build on existing Utah efforts including the statewide “What is an Educated Person?” conference held each fall, the annual faculty discipline majors’ meetings, and the Tuning Process sponsored and supported by the Lumina Foundation for Education through which institutions in the Utah System of Higher Education are clarifying credential requirements at different levels of learning in two fields—history and physics. The first event of LEAP Utah will be a public forum in April in Salt Lake City cosponsored with the Utah System of Higher Education and the Salt Lake City Chamber of Commerce. For more information, read the press release and the LEAP Utah Initiative web page.

AAC&U Launches New Blog on Liberal Education
As part of its signature initiative, Liberal Education and America's Promise (LEAP), AAC&U has launched a new multi-authored blog that will feature postings and perspectives on "liberal education" - how it is changing, why it is so important in today's world, and what people are saying about it around the country and the world. With weekly commentary by Blog Contributing Editor, Debra Humphreys, along with guest bloggers representing a variety of perspectives, the forum will introduce readers to issues in the news important to all those who care about liberal education and its future. Visit the blog, sign up to receive postings via RSS, and add your perspectives to the expanding national dialogue on the future of higher education.

The LEAP Essential Learning Outcomes Become a Widely Shared Priority on Many Campuses and Systems

A new survey finds that four out of five AAC&U member institutions have defined learning outcomes for their students; with campus learning outcomes mirroring the LEAP recommended "essential learning outcomes." See results of AAC&U's survey of member chief academic officers in two reports on "learning and assessment" and "general education trends."

Signature LEAP Report—Read the latest version of The Executive Summary

AAC&U has released a new version of the executive summary (pdf) of College Learning for the New Global Century which now includes summaries of findings from our surveys of business leaders released in 2007 and 2008. The findings detail the skills and knowledge areas on which employers want colleges and universities to place more emphasis and how and why they value a liberal education. They also highlight employers' views on various approaches to outcomes assessment and reveal their clear support for more qualitative forms of assessment and rejection of multiple choice testing at the undergraduate level. It is ideal for initiating discussions with trustees, boards of regents, business advisory councils, and other campus or community groups.

The LEAP campaign includes three primary and concurrent strands of activity:

A Public Advocacy initiative for liberal education, which is being carried out nationally by the LEAP National Leadership Council and regionally through advocacy initiatives in a series of partner states;

A Campus Action Network which works with colleges and universities of every kind from across the country and in selected partner states to articulate high expectations for liberal education and to transparently connect their educational practices and assessments to these expectations;

A research initiative detailing Evidence on Learning Outcomes, designed to provide evidence on selected outcomes of a liberal education and periodic public reports on progress in helping students meet twenty-first century educational standards.

LEAP Staff Contacts at AAC&U

Coordinating Director: Bethany Zecher Sutton
Senior Director for LEAP State Initiatives: Susan Albright
Advocacy and Public Outreach: Debra Humphreys
Campus Action Network: Alma Clayton-Pedersen
Administrative Assistant: Christina Bell
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High-Impact Educational Practices

A Brief Overview


Part 1 - High-Impact Educational Practices: A Brief Overview

The following teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices’ contribution to students’ cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement. The rest of this publication will explore in more detail why these types of practices are effective, which students have access to them, and, finally, what effect they might have on different cohorts of students.

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

Common Intellectual Experiences

The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.
Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.
The Principles of Excellence

Principle One
★ Aim High—and Make Excellence Inclusive
Make the Essential Learning Outcomes a Framework for the Entire Educational Experience, Connecting School, College, Work, and Life

Principle Two
★ Give Students a Compass
Focus Each Student's Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress

Principle Three
★ Teach the Arts of Inquiry and Innovation
Immerse All Students in Analysis, Discovery, Problem Solving, and Communication, Beginning in School and Advancing in College

Principle Four
★ Engage the Big Questions
Teach through the Curriculum to Far-Reaching Issues—Contemporary and Enduring—in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom

Principle Five
★ Connect Knowledge with Choices and Action
Prepare Students for Citizenship and Work through Engaged and Guided Learning on “Real-World” Problems

Principle Six
★ Foster Civic, Intercultural, and Ethical Learning
Emphasize Personal and Social Responsibility, in Every Field of Study

Principle Seven
★ Assess Students' Ability to Apply Learning to Complex Problems
Use Assessment to Deepen Learning and to Establish a Culture of Shared Purpose and Continuous Improvement
Liberal Education and America’s Promise

Public Opinion Research

AAC&U commissions and analyzes research studies that explore public attitudes toward liberal education and key outcomes of college in the 21st century.

The LEAP Essential Learning Outcomes Become a Widely Shared Priority on Many Campuses and Systems

New survey of chief academic officers finds that four out of five AAC&U member institutions have defined learning outcomes for their students; with campus learning outcomes mirroring the LEAP recommended “essential learning outcomes.”

National Polls & Focus Groups With Employers


- Full 2008 report
- powerpoint presentation on 2008 results.


- Chart of what business leaders want colleges to “place more emphasis” on (from 2007 survey results)
- Full 2007 report (pdf)
- powerpoint presentation on 2007 findings

Findings from Focus Groups with Private Employers

- Milwaukee/Alexandria/Atlanta—January, 2006 (pdf)

Findings from Focus Groups with Students

- Findings from Focus Groups with Current College Students and Rising High School Seniors (Indianapolis/Portland/Alexandria—Summer 2004) (pdf)
- Findings from Focus Groups with Current College Students and High School Seniors (Milwaukee, Wisconsin—March, 2005) (pdf)
- AAC&U’s Focus Group Discussion Guide and Handouts prepared for use on campuses (pdf)

Other Public Opinion Research

- National Survey of AAC&U Members (2009)
- Squeeze Play 2009: The Public’s Views on College Costs Today
- Survey of High-School Students Finds They Are Spending More Time on Homework (Chronicle of Higher Education, subscription needed)
- Article about a report exploring Generation Y’s views on work-life balance and other job attributes, from the National Association of Colleges and Employers
- Summary of Prior Research on Liberal Education Outcomes (pdf)
- Study of Young People’s Attitudes About Life After High School and
Their Preparation for and Pathways to College
- Study on Americans' Views of Political Bias in the Academy and Academic Freedom
- Poll done by the Partnership for 21st Century Skills about preparing young people with the skills they need to compete in the global economy
Arts & Economic Prosperity
The Economic Impact of Nonprofit Arts Organizations and Their Audiences
Arts & Economic Prosperity
was conducted by Americans
for the Arts, the nation's leading
nonprofit organization for
advancing the arts in America.
With a 40-year record of service,
it is dedicated to representing and
serving local communities and
creating opportunities for every
American to participate in and
appreciate all forms of the arts.

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the National Endowment for the Arts, and
the 91 Community Partners.

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Printed in the United States.
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A1. Appendix A: Data Tables

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"Understanding and acknowledging the incredible economic impact of the nonprofit arts, we must always remember the fundamental value of the arts. They foster beauty, creativity, originality, and vitality. The arts inspire us, soothe us, provoke us, involve us, and connect us...but they also create jobs and contribute to the economy."

—Robert L. Lynch, President and CEO, Americans for the Arts
The Arts Mean Business
Robert L. Lynch, President and CEO, Americans for the Arts

The Arts & Economic Prosperity study documents in unprecedented scope and detail the key role played by the nonprofit arts industry in strengthening our nation’s economy. It dramatically alters the perception that the arts are luxuries—worth supporting in prosperous times but hard to justify when the economy is struggling. At a time when governments at all levels are making tough budget choices, this study sends an important message—that support for the arts does not come at the expense of economic development.

In 1994, Americans for the Arts published its first economic impact study. Those results became the most frequently used statistics in Congress and other arenas to demonstrate the value of the arts to our communities, our states, and our nation. In 2000, we set out to update those numbers with a new and larger study. Not only did we want to measure the impact of spending by nonprofit arts organizations, but also to quantify the economic impact of event-related spending by their audiences.

By all measures, the results are impressive! The nonprofit arts industry generates $134 billion in total economic activity by arts organizations and their audiences. That’s more than the gross domestic product of most nations in the world. This spending supports 4.9 million full-time equivalent jobs—a greater percentage of the U.S. workforce than is employed as accountants, lawyers, physicians, or computer programmers.

Our industry also generates $24.4 billion in federal, state, and local government revenues annually. By comparison, federal, state, and local governments collectively spend less than $3 billion on support for the arts each year—a financial return of more than 8-to-1.

When governments reduce their support for the arts, they need to understand that they are not cutting frills. They are undercutting a nonprofit industry that is a cornerstone of tourism and downtown revitalization. When governments increase their support for the arts, they are generating tax revenues, jobs, and the creative energies that underlie much of what makes America so extraordinary.

This message is equally important for the private sector to hear. The nonprofit arts, unlike most industries, leverage significant event-related spending by their audiences, with non-local audiences spending 75 percent more than their local counterparts. The arts attract visitors downtown and extend the business day: restaurants add dinner service, garages stay open until midnight, and stores draw more customers.

When we hear talk about reducing support for the arts, we should ask: Who will make up for the lost economic activity? Who will attract tourists to our community? Who will vitalize our downtowns seven nights per week? Who will provide the 8-to-1 return on investment that the arts provide to federal, state, and local treasuries? Who will replace the jobs that the arts support? The expression, “the arts mean business,” is not just a slogan; it’s an economic reality that can no longer be dismissed.
The State of Alaska Local Findings

Arts & Economic Prosperity provides compelling new evidence that the nonprofit arts are a significant industry in Alaska—one that generates $43.8 million in local economic activity. This spending—$23.9 million by nonprofit arts organizations and an additional $19.9 million in event-related spending by their audiences—supports 1,115 full-time jobs, generates $27.9 million in household income to local residents, and delivers $4.3 million in local and state government revenue. This economic impact study sends a strong signal that when we support the arts, we not only enhance our quality of life, but also invest in Alaska’s economic well-being.

The State of Alaska participated in Arts & Economic Prosperity, the most comprehensive study of its kind ever conducted. Detailed expenditure data were collected from 3,000 arts organizations and 40,000 arts attendees in 91 communities across 34 states (including Anchorage, Fairbanks, Homer, Juneau, and Ketchikan). Project economists customized input/output models for each of the 91 communities to provide specific and reliable data about the impact of the arts in each community. The study focused solely on the economic impact of the nonprofit arts organizations and event-related spending by their audiences. Not included in the study was spending by individual artists, the for-profit arts and entertainment sector (e.g., Broadway or the motion picture industry), and arts produced by non-arts organizations (e.g., schools or community centers). The objective of this study was to document the experience of a cross-section of American communities and demonstrate what is gained economically from investing in the arts.

Defining Economic Impact

Full-Time Equivalent (FTE) Jobs describes the total amount of labor employed. Economists measure FTE jobs, not the total number of employees, because it is a more accurate measure and accounts for part-time employment.

Resident Household Income (often called Personal Income) includes salaries, wages, and entrepreneurial income paid to local residents. It is the money residents earn and use to pay for food, mortgages, and other living expenses.

Revenue to Local and State Government includes funds to city, county, and state governments, schools, and special districts. It’s not exclusively taxes (e.g., income, property or sales) and also includes license fees, utility fees, filing fees, etc.
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**Economic Impact of Nonprofit Arts Organizations in Alaska**

Arts organizations are responsible members of the business community. They are employers, consumers, members of the chamber of commerce, and key participants in the marketing and promotion of their cities and regions. Spending by nonprofit arts organizations in Alaska was $23.9 million during fiscal 2000. The impact of this spending is far reaching: arts organizations pay their employees, purchase supplies, contract for services, and acquire assets within the local community. These actions, in turn, support local jobs, create household income, and generate revenue to the local, state, and federal governments.

Data were collected from 67 nonprofit arts organizations in Alaska. Each provided detailed budget information about more than 40 expenditure categories for fiscal 2000 (e.g., labor, local and non-local artists, operations, materials, facilities, and asset acquisition) as well as their total attendance figures.
Total Economic Impact of Spending by Nonprofit Arts Organizations in the State of Alaska

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Economic Impact of Nonprofit Arts Audiences in Alaska

The nonprofit arts, unlike most industries, leverage significant amounts of event-related spending by their audiences. Attendance at arts events generates related commerce for local businesses such as hotels, restaurants, and retail stores. For example, when patrons attend a performing arts event, they may park their car in a toll garage, purchase dinner at a restaurant, eat dessert after the show, and return home and pay the babysitter.

To measure the impact of nonprofit arts audiences in Alaska, data were collected from 881 event attendees during 2001. Researchers used an audience-intercept methodology, a standard technique in which the interviewer asks a patron to complete a written survey about their event-related spending while attending the arts event. To ensure reliability of the data, surveys were collected at a diverse sample of events in each community—ranging from museum exhibitions and arts festivals to opera performances and children’s theater productions.

The 67 nonprofit arts organizations that participated in the study reported that their total attendance to nonprofit arts events during 2000 was 909,125. These 909,125 attendees spent a total of $19.9 million—an average of $18.21 per person, per event, not including the cost of admission. The following table shows the economic impact of this spending.
### Economic Impact of Spending by Nonprofit Arts Audiences in the State of Alaska

<table>
<thead>
<tr>
<th></th>
<th>State of Alaska</th>
<th>Population of 500,000 to 999,999 (Similar Communities)</th>
<th>Average of All 75 Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditures</td>
<td>$19,898,927</td>
<td>$99,588,925</td>
<td>$41,404,149</td>
</tr>
<tr>
<td>Full-Time Equivalent Jobs</td>
<td>501</td>
<td>3,305</td>
<td>1,380</td>
</tr>
<tr>
<td>Resident Household Income</td>
<td>$10,251,000</td>
<td>$62,312,889</td>
<td>$24,849,040</td>
</tr>
<tr>
<td>Local Government Revenue</td>
<td>$656,000</td>
<td>$3,622,000</td>
<td>$1,761,653</td>
</tr>
<tr>
<td>State Government Revenue</td>
<td>$1,378,000</td>
<td>$7,799,667</td>
<td>$3,006,649</td>
</tr>
</tbody>
</table>

### Out-of-Towners Spend More

In addition to spending data, survey respondents were asked to provide their home zip codes, enabling researchers to determine which attendees were local (i.e., reside within the county in which the event occurred) and which were non-local (reside outside the county). In Alaska, 95.6 percent of the 909,125 nonprofit arts attendees were local; 4.4 percent were non-local.

Non-local arts attendees spent an average of 57 percent more than local attendees ($27.89 vs. $17.75). As would be expected from a traveler, higher spending was found in the categories of lodging, meals, retail, and transportation. These data demonstrate that when a community attracts cultural tourists, it stands to harness significant economic rewards.
Event-Related Spending by Arts Audiences Totaled $19.9 million in the State of Alaska (not including the Cost of Event Admission)

<table>
<thead>
<tr>
<th></th>
<th>Resident Arts Attendees</th>
<th>Non-Resident Arts Attendees</th>
<th>All Alaska Arts Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Nonprofit Arts Events</td>
<td>866,170</td>
<td>42,955</td>
<td>909,125</td>
</tr>
<tr>
<td>Percentage of Attendees Resident/Non-Resident</td>
<td>95.6%</td>
<td>4.4%</td>
<td>100%</td>
</tr>
<tr>
<td>Average Dollars Spent Per Attendee</td>
<td>$17.75</td>
<td>$27.89</td>
<td>$18.21</td>
</tr>
<tr>
<td>Total Event-Related Spending</td>
<td>$18,636,020</td>
<td>$1,262,907</td>
<td>$19,898,927</td>
</tr>
</tbody>
</table>

Nonprofit Arts Event Attendees Spend an Average of $18.21 Per Person in the State of Alaska (not including the Cost of Event Admission)

<table>
<thead>
<tr>
<th></th>
<th>Resident Arts Attendees</th>
<th>Non-Resident Arts Attendees</th>
<th>All Alaska Arts Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refreshments/Snacks During Event</td>
<td>$2.09</td>
<td>$1.71</td>
<td>$2.08</td>
</tr>
<tr>
<td>Meals Before/After Event</td>
<td>$7.39</td>
<td>$8.58</td>
<td>$7.44</td>
</tr>
<tr>
<td>Souvenirs and Gifts</td>
<td>$1.60</td>
<td>$2.27</td>
<td>$1.63</td>
</tr>
<tr>
<td>Clothing/Accessories</td>
<td>$3.33</td>
<td>$3.17</td>
<td>$3.32</td>
</tr>
<tr>
<td>Ground Transportation</td>
<td>$1.66</td>
<td>$5.09</td>
<td>$1.81</td>
</tr>
<tr>
<td>Event-Related Child Care</td>
<td>$0.55</td>
<td>$1.62</td>
<td>$0.60</td>
</tr>
<tr>
<td>Overnight Lodging (one night only)</td>
<td>$0.62</td>
<td>$4.75</td>
<td>$0.81</td>
</tr>
<tr>
<td>Other</td>
<td>$0.51</td>
<td>$0.70</td>
<td>$0.52</td>
</tr>
<tr>
<td>Average Event-Related Spending (Per Person)</td>
<td>$17.75</td>
<td>$27.89</td>
<td>$18.21</td>
</tr>
</tbody>
</table>
Estimating Your Local Economic Impact

Economic Impact Per $100,000 of Spending by Nonprofit Arts Organizations

To make it easier to compare the economic impacts of different organizations and communities, the project researchers calculated the economic impact per $100,000 of local spending by nonprofit arts organizations. Thus, for every $100,000 in spending by a nonprofit arts organization, there was the following total economic impact in Alaska.

An Example of How to Use this Table

An administrator from a nonprofit arts organization in Alaska that has total expenditures of $1 million wants to determine the organization's economic impact on full-time equivalent employment on Alaska. The administrator would:

- Determine the amount spent by the arts organization;
- Divide the expenditure by 100,000; and
- Multiply that figure by the economic impact results for Alaska per $100,000.

Thus, $1,000,000 divided by 100,000 equals ten; ten times 2.57 (from the table below) equals a total of 25.7 full-time equivalent jobs supported within Alaska by that nonprofit arts organization. The same estimate can be made for household income and revenues to local and state government.

<table>
<thead>
<tr>
<th>Economic Impact Per $100,000 of Spending by Nonprofit Arts Organizations in the State of Alaska</th>
<th>Population of 500,000 to 999,999 (Similar Communities)</th>
<th>Average of All 91 Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Equivalent Jobs</td>
<td>2.57</td>
<td>2.87</td>
</tr>
<tr>
<td>Resident Household Income</td>
<td>$73,694</td>
<td>$77,887</td>
</tr>
<tr>
<td>Local Government Revenue</td>
<td>$3,633</td>
<td>$3,791</td>
</tr>
<tr>
<td>State Government Revenue</td>
<td>$5,945</td>
<td>$4,897</td>
</tr>
</tbody>
</table>
Economic Impact Per $100,000 of Spending by Nonprofit Arts Audiences

The impact of event-related spending by arts audiences can be derived similarly to the calculation of economic impact for nonprofit arts organizations. The first step is to determine the total event-related spending by attendees to arts events (excluding the cost of admission).

To derive this figure, multiply the average per person event-related expenditure (found in the table below) by the total attendance to your organization’s arts events. Using this total dollar figure, the table on the next page—Economic Impact Per $100,000 of Spending by Nonprofit Arts Audiences—can be used to determine the total economic impact of audience spending, based on every $100,000 of event-related spending.

<table>
<thead>
<tr>
<th>Refreshments/Snacks During Event</th>
<th>State of Alaska</th>
<th>Population of 500,000 to 999,999 Similar Communities</th>
<th>Average of All 75 Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meals Before/After Event</td>
<td>$2.68</td>
<td>$2.76</td>
<td>$2.44</td>
</tr>
<tr>
<td>Souvenirs and Gifts</td>
<td>$7.44</td>
<td>$8.18</td>
<td>$7.89</td>
</tr>
<tr>
<td>Clothing/Accessories</td>
<td>$1.63</td>
<td>$4.17</td>
<td>$3.51</td>
</tr>
<tr>
<td>Ground Transportation</td>
<td>$3.32</td>
<td>$2.03</td>
<td>$2.19</td>
</tr>
<tr>
<td>Event-Related Child Care</td>
<td>$1.81</td>
<td>$2.83</td>
<td>$2.63</td>
</tr>
<tr>
<td>Overnight Lodging (one night only)</td>
<td>$0.60</td>
<td>$0.28</td>
<td>$0.33</td>
</tr>
<tr>
<td>Other</td>
<td>$0.52</td>
<td>$1.10</td>
<td>$1.33</td>
</tr>
<tr>
<td>Average Event-Related Spending</td>
<td>$18.21</td>
<td>$23.61</td>
<td>$22.87</td>
</tr>
</tbody>
</table>

Average Event-Related Spending Per Person by Arts Event Attendees in the State of Alaska (not including the Cost of Event Admission)
### Economic Impact Per $100,000 of Spending by Nonprofit Arts Audiences in the State of Alaska

<table>
<thead>
<tr>
<th></th>
<th>State of Alaska</th>
<th>Population of 500,000 to 999,999 (Similar Communities)</th>
<th>Average of All 75 Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Equivalent Jobs</td>
<td>2.52</td>
<td>3.24</td>
<td>3.38</td>
</tr>
<tr>
<td>Resident Household Income</td>
<td>$51,515</td>
<td>$60,709</td>
<td>$55,795</td>
</tr>
<tr>
<td>Local Government Revenue</td>
<td>$3,297</td>
<td>$3,991</td>
<td>$3,997</td>
</tr>
<tr>
<td>State Government Revenue</td>
<td>$6,925</td>
<td>$8,014</td>
<td>$7,334</td>
</tr>
</tbody>
</table>

**An Example of How to Use this Table**

An administrator wants to determine the economic impact of his organization’s 25,000 arts event attendees on full-time equivalent employment in Alaska. The administrator would:

- Determine the total audience spending by multiplying the average per person expenditure for Alaska by the total attendance;
- Divide the total audience spending amount by 100,000; and
- Multiply that figure by the economic impact results for Alaska per $100,000.

Thus, 25,000 times $18.21 (from the table on the preceding page—*Average Event-Related Spending Per Person by Arts Event Attendees*) equals $455,250; $455,250 divided by 100,000 equals 4.5525; 4.5525 times 2.52 FTE Jobs (from the table above) equals a total of 11.5 full-time equivalent jobs supported within Alaska. The same estimates can be made for household income and revenue to local and state government.
Arts Volunteerism and In-Kind Contributions: An Economic Impact Beyond Dollars

*Arts & Economic Prosperity* reveals a significant contribution to nonprofit arts organizations as a result of volunteerism. In 2000, 4,150 arts volunteers donated 111,216 hours to Alaska’s nonprofit arts organizations. This represents a donation of time with an estimated value of $1,712,726 (Independent Sector values the average 2000 volunteer hour at $15.40). While these arts volunteers may not have an economic impact as defined in this study, they clearly have an enormous impact on their communities by assisting in keeping arts organizations functioning as a viable industry.

The nonprofit arts organizations surveyed for this study were also asked about the sources and value of their in-kind support (i.e., donated assets and services, such as office space). The 67 responding nonprofit arts organizations in Alaska received in-kind contributions with a total value of $1,702,146 during 2000 from corporations, local government, local arts agencies, the state arts agency, individuals, and other sources.

**Surveys of Arts Organizations**

Each of the 91 communities identified their local universe of eligible nonprofit arts organizations and coded those organizations using the Urban Institute’s National Taxonomy of Exempt Entities coding system. The eligible organizations received a survey during calendar year 2001 to collect detailed information about their fiscal 2000 expenditures (labor, local and non-local artists, operations, materials, facilities, and asset acquisition) as well as their attendance figures. Additionally, public arts councils, public presenting facilities or institutions, and embedded organizations that have their own budget were included where they play a substantial role in the cultural life of the community. The responding organizations—ranging from opera, public radio stations, and historical museums to weaving societies and arts service organizations—had annual budgets ranging from $0 to $76.6 million. Response rates for the 91 communities averaged 47.4 percent, and ranged from below 20 percent to a full 100 percent. Each community’s results are based solely on the actual survey data collected from nonprofit arts organizations, not on fiscal projections. The sub-100 percent response rates in 87 of the 91 communities strongly indicate an understatement of the economic impact findings in most of the communities that are documented in this report.

In Alaska, 67 of the 200 eligible organizations identified by the Alaska State Council on the Arts responded to the survey, a response rate of 34 percent. The responding organizations had a range of budgets from $0 to $3,303,814.

**Surveys of Arts Audiences**

An audience-intercept methodology (patrons at nonprofit arts events are asked to complete a survey while attending the event) was used to measure spending by audiences at nonprofit arts events during 2001. Seventy-five of the 91 participating communities collected data about audience spending. An average of 527 surveys was
collected in each of the 75 communities at events ranging from museum exhibitions and arts festivals to opera performances and children’s theater productions. The randomly selected respondents detailed spending on attendance-related activities such as meals, souvenirs, transportation, and lodging. Using total audience data for 2000 (collected from the participating nonprofit arts organizations), standard statistical methods were then used to derive a reliable estimate of total expenditures by attendees. The 40,000 audience-survey respondents were asked to provide information about the entire party with whom they were attending. With an average of more than three individuals per survey reported on, these data actually represent the spending patterns of more than 100,000 attendees to nonprofit arts organizations—significantly increasing the reliability of the data.

Three steps were used to calculate the total spending by arts audiences in Alaska: (1) audience spending was calculated separately for the four communities that collected audience surveys (Anchorage, Homer, Juneau, and Ketchikan), (2) an average statewide per person expenditure was calculated and applied to the attendance figures for the two study areas that did not collect audience surveys (Fairbanks and the remainder of the state), and (3) the results were summed.

Studying Economic Impact Using Input/Output Analysis

To derive the most reliable economic impact data, economists used the method of input/output analysis to measure the impact of expenditures by the local nonprofit arts industry and their audiences. This method is a standard procedure for demonstrating the impact of expenditures on communities (and has also been the basis for two Nobel Prize awards in economics). It is well suited for this study because the models can be customized specifically to each community to measure the industry directly and through the commerce that the industry creates. An input/output model is a system of mathematical equations that combines statistical methods and economic theory. It traces how many times a dollar is “re-spent” within the local economy and the economic impact of each of those rounds of spending. How can a dollar be re-spent? Consider the following example:

A theater company purchases a gallon of paint from the local hardware store for $10 (this generates the “direct economic impact”). The hardware store then uses a portion of the $10 to pay the sales clerk’s salary; the sales clerk re-spends some of the money for groceries; the grocery store in turn uses some of the money to pay its cashier; the cashier then spends some for the utility bill; and so on (these are the “indirect economic impacts”).

The model for each of the 91 communities is customized based on the local dollar flow between 533 finely detailed industries within that community. This was accomplished by using detailed data on employment, incomes, and government revenues provided by the U.S. Department of Commerce (e.g., County Business Patterns, Regional Economic Information System, Survey of State and Local Finance), local tax data (sales taxes, property taxes, and other local option taxes), as well as the survey data from nonprofit arts organizations and their audiences.
Conclusion

The nonprofit arts are a $43.8 million industry in Alaska—one that supports 1,115 full-time jobs and generates $4.3 million in local and state government revenue. Nonprofit arts organizations in Alaska, which spend $23.9 million annually, leverage a remarkable $19.9 million in additional spending by arts audiences—spending that pumps vital revenue into local restaurants, hotels, retail stores, parking garages, and other businesses. By demonstrating that investing in the arts yields economic benefits, Arts & Economic Prosperity lays to rest a common misconception: that communities support the arts at the expense of local economic development. This report shows conclusively that in Alaska the arts mean business!

End Notes

In Appreciation

Generous funding for this project was provided by the Alaska State Council on the Arts. Additional funding was provided by the American Express Company, the 90 other local study partners, and the National Endowment for the Arts.

Participating Nonprofit Arts Organizations in Alaska

This study could not have been completed without the cooperation of the 67 nonprofit arts organizations in Alaska that provided detailed financial information about their organization:


The 91 Study Partner Communities

Anchorage, AK; Fairbanks, AK; Homer, AK; Juneau, AK; Ketchikan, AK; Chandler, AZ; Flagstaff, AZ; Mesa, AZ; Phoenix, AZ; Scottsdale, AZ; Tempe, AZ; Western Maricopa County, AZ; Glendale, CA; Lodi, CA; Pasadena, CA; Placer County, CA; San Diego County, CA; Santa Clarita, CA; Sonora, CA; Walnut Creek, CA; Boulder, CO; Fort Collins, CO; Washington, DC; Dover, DE; Broward County, FL; Indian River County, FL; Miami-Dade County, FL; St. Petersburg, FL; Fulton County, GA; Honolulu, HI; Boise, ID; Oak Park, IL; Bloomingston, IN; Indianapolis, IN; Tippecanoe County, IN; Lawrence, KS; Baton Rouge, LA; Jefferson Parish, LA; New Orleans, LA; St. Tammany Parish, LA; Gloucester, MA; New Bedford, MA; Worcester, MA; Montgomery County, MD; Prince George's County, MD; Rockland, ME; Detroit, MI; Grand Haven, MI; Lansing, MI; Minneapolis, MN; St. Cloud, MN; St. Joseph, MO; St. Louis, MO; Missoula, MT; Asheville, NC; Forsyth County, NC; Minot, ND; Portsmouth, NH; Monmouth County, NJ; Newark, NJ; Union County, NJ; Santa Fe, NM; Chemung and Schuyler Counties, NY; Niagara County, NY; Steuben County, NY; Westchester County, NY; Columbus, OH; Dayton, OH; Dublin, OH; Springfield, OH; Berks County, PA; Erie County, PA; Lehigh County, PA; Northampton County, PA; Memphis, TN; Harris County, TX; Northeast Tarrant County, TX; Alexandria, VA; Arlington County, VA; Fairfax County, VA; Bellingham, WA; Belling, WI; Chippewa Valley, WI; Door County, WI; Fox Valley, WI; Green Bay, WI; Janesville, WI; Madison, WI; Milwaukee, WI; Waukesha County, WI; and Wausau, WI.
From:     Daniel J. Julius
To:       morgan.dufseth@alaska.edu
Subject:  FW: Arts Humanities and Social Sciences Planning Group
Date:  Thursday, November 05, 2009 10:25:39 PM

Print all

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From: JAMES LISZKA [mailto:afjjl@uaa.alaska.edu]
Sent: Thursday, November 05, 2009 4:50 PM
To: DanielJ. Julius; Carol Swartz; jleverett2@uas.alaska.edu; ffsmh1@uaf.edu; ffefh@uaf.edu;
kevin.krein@uas.alaska.edu; H2FE8DJW01@alaska.edu; 9X7X401801@alaska.edu; JOHN PETRAITIS;
Susan Henrichs; Patricia Linton
Subject: RE: Arts Humanities and Social Sciences Planning Group

Everyone,
Please refer to the following websites for information about LEAP (Liberal Education
and America’s Promise), initiated and promulgated by AACU (the Association of
American Colleges and Universities). The first and last link will be of particular interest.

On LEAP learning outcomes:
http://www.aacu.org/leap/vision.cfm

overview of LEAP initiative
http://www.aacu.org/leap/index.cfm

literature on LEAP
https://secure.aacu.org/source/Orders/AACUBrowse.cfm?
section=unknown&ETask=1&Task=1&SEARCH_TYPE=FIND&Topic=LEAP&x=10&y=12
High impact practices
http://www.aacu.org/leap/hip.cfm

Principles of Excellence
Employer opinion research on liberal education
http://www.aacu.org/leap/public_opinion_research.cfm#employers

Please note that I’ve added Patty and John’s email to this list. Some emails have them, others do not.