Tuesday, May 25 Notes:


Agenda preview and ground rules – Jody Horntvedt
Faculty chose a student from whose eyes they might view and shared the name of the student and why they chose that particular student.

Connect-the-dots activity.
Many of us are “inside the box” thinkers. People stay inside the box because of tradition, comfort, safety, conservative, lack of imagination, efficiency, expectations, criticism, fear, and the “rules”.

What is it like on the outside the box: free, vision, outsider, joy, lonely, frustrating, imaginative, risk, pioneer, uncertain, productive, perspective, innovative, scary, chaotic.

If you are outside looking in, it looks stifling.
Challenge you to be outside the box. You might have to go in to reflect on things. Let’s be creative.

Think about what we should focus on.

Theme: innovative ways. Doing things and focusing on things in new ways.

Video – “Everyday Creativity” Dewitt Jones, photojournalist for National Geographic

What resonates? Always be self evaluating and looking for something better, optimism, seeing the possibilities, there is more than one right answer, anyone can do it, “the point of most potential” – greatest opportunity, have to care about what you do, sense of patience, Zen-like – it comes to you, how many times is it there and we don’t see it, perspective: what was it that excited you that made you want to run and get your camera, every student has different perspective, opportunity to try a different lens, what lens are you using, trying a new lens.
Encourage each other to see opportunities and possibilities. What do you care about what do I care about.

Companion handout to the video – “The Nine Key Concepts” (taken from Everyday Creativity Workbook)
- Creativity is the ability to look at the ordinary and see the ... extraordinary
- Every act can be a creative one
- Creativity is a matter of perspective
- There’s always more than one right answer
- Reframe problems into opportunities
- Don’t be afraid to make mistakes
- Break the pattern
- Train your technique
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- You’ve got to really care
  We often don’t frame things as an opportunity.

Foundation for the future – Andrew Svec PowerPoint presentation
Looking at years 2000 – 2010 - sit back watch and take notes. Craft a slogan or statement… a then and now kind of focus.

Three key years: 2000, 2005, 2010 – overview and trends

Jack Geller reviewed the state of the Minnesota budget - PowerPoint Presentation
How can we reframe the budget forecast even when it doesn’t seem like there is any good news? Take away message: Sharpen our focus on what is really working. We can’t assume. Are we looking for the right things, the right measures, what might we be overlooking?

What will success look like as we look at the big picture and focus in?

What is different from then and now? Write a statement about the difference between 2000 and now gleaned from presentation overview. (See Table 1, below.)

Framing the retreat – remarks by Chancellor Casey – PowerPoint slides
A Sense of Urgency book by John Kotter

Retreat objectives:
Identify innovative ways to do our work
Align assets (intellectual, physical, human, financial) to maximize efficiency
Agree to indicators of success
Draft action plan for the future (2015)

Then and now statements will become part of the strategic planning document that comes from this work.

<table>
<thead>
<tr>
<th>THEN we... (2000)</th>
<th>NOW we... (2010)</th>
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</thead>
<tbody>
<tr>
<td>Then we were “small campus, big degree” with students from the region</td>
<td>Now we are “small campus, big degree” with students from 40 states, 27 countries, and online</td>
</tr>
<tr>
<td>Then we were mostly local students (Larger percentage of our students came from “greater” Minnesota)</td>
<td>Now we have many national and global students (Larger percentage from the metro)</td>
</tr>
<tr>
<td>Then we were less diverse</td>
<td>Now we are more diverse (7-8% international)</td>
</tr>
<tr>
<td>Then we were less dependent on tuition $$ (Tuition was lower percentage of total revenue)</td>
<td>Now we are more dependent on tuition $$ - what effect does that have on decision making? (Tuition is higher percentage of total revenue)</td>
</tr>
<tr>
<td>Then we had declining student enrollment</td>
<td>Now we have increasing student enrollment</td>
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<tr>
<td>Then</td>
<td>Now</td>
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<tr>
<td>Then we had administrative instability</td>
<td>Now we have stable leadership</td>
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<tr>
<td>Then we lacked or used less clearly defined enrollment strategies</td>
<td>Now we have clearly defined enrollment strategies for students (i.e. athletes, international programs, and online)</td>
</tr>
<tr>
<td>Then we were NAIA</td>
<td>Now we are NSIC with increased marketing enrollment prestige</td>
</tr>
<tr>
<td>Then our students found us primarily through printed publications and admissions counselors (written recruitment materials)</td>
<td>Now our students primarily find us on the Web and through faculty contact (Web-based)</td>
</tr>
<tr>
<td>Then we were student-education driven (More prominent place in the state budget. Less accountable to the state for financial resources, Shift in perception of higher education by the population over the years. Students paid less and state supported more)</td>
<td>Now we are $$$ driven (Inflation in tuition cost. More accountable to the state for financial resources. Students pay more and state funding less. Social compact changing. Shift in awareness of the value of each student. Changed expectations.)</td>
</tr>
<tr>
<td>Then a college education was optional (Benefit was more focused on the good of society. Large financial support came in form of large $$$ allocation with more focus on programming and the needs of society.)</td>
<td>Now a college education is considered a necessity (Focused on good of the individual. More emphasis on tuition revenue resulting in requiring more focus on the number of students to secure tuition revenue and needs of individual students.)</td>
</tr>
<tr>
<td>Then the state paid 2/3 regardless, we had money for great ideas. (They paid for buildings.)</td>
<td>Now our students have more “power” since they pay more than ever before, students have higher expectations. We must consider $$$ before ideas. (Tuition pays for buildings.)</td>
</tr>
<tr>
<td>Then educating was the primary focus</td>
<td>Now we are an economic engine for the state. (Draws attention away from students. Government placing more demands on universities than just education.)</td>
</tr>
<tr>
<td>Then we offered a good student experience</td>
<td>Now we offer a much-improved student experience (facilities)</td>
</tr>
<tr>
<td>Then we were less accountable and had less competition</td>
<td>Now we are more accountable and have more competition</td>
</tr>
<tr>
<td>Then our existing programs were mostly level or slightly declining</td>
<td>Now we have new programs experiencing growth</td>
</tr>
<tr>
<td>Then we had some sub-par facilities and many needs</td>
<td>Now we are fairly well-positioned with facilities and selected/fewer needs</td>
</tr>
<tr>
<td>Then we offered classes on-site only (Little online – little revenue)</td>
<td>Now we offer classes that are hybrid or online as well as on-site (Larger online impact - much higher revenue)</td>
</tr>
</tbody>
</table>
Then our students’ aspirations were for associate and bachelor’s degrees (local faculty).

Now our students have aspirations for bachelor’s and beyond - faculty credentials mirror those aspirations (global faculty).

Then we offered a modest number of scholarships

Now we offer a much larger number of scholarships

Table 1: THEN we... NOW we... statements (2000-2010)

What do we want more of?
What do students want?

Bridging differences – bridging generations by Jody Horntvedt – PowerPoint slides

At what point do we adjust for the students and when do they adjust to us?

Promise of the individual to the institution and promise of the institution to the individual

After break:
We are going to describe the student of the future. Trends.
Engagement principles – the way the learners are part of the learning experience. Learners as instructors. How do we learn from the learners? What are the principles we need to follow to fully engage individuals?

Foundation for the future: Then we... Now we...

Vision, mission, goals: which of these items gets your attention inspires or motivates you?

Innovation, entrepreneurship, regional sustainability and technology– Lyle Westrom, Andrew Svec, Stephanie Helgeson, Bill Peterson, Amber Evans-Dailey, Lynne Mullins, Learner centered – Peter Phaiah
Respecting differences and ideas – Les Johnson
Leadership development – Tim Norton, Kenneth Johnson
Regional hub – Jack Geller
Diversity – Michelle Christopherson
Serve the public good – Marsha Odom, Adel Ali
Critical thinking – Kevin Cooper, Corby Kemmer,
Integrity – Tricia Sanders, Tom Baldwin, Ron Del Vecchio, Chuck Casey, Jeff Sperling, Chris Winjum,
Applied learning – Phil Baird, Paul Aakre
Global and diverse cultural experience – Kim Gillette

Looking to the future

Claim our identity

Graduates of the future
Ten years from now- describe those graduates; what are they prepared for
Emerging trends in education, industry, and society
   Trends are telling us what? What is the world going to look like? What are the jobs?
   What will graduates need?
Engagement principles
   How do we engage everyone? How do we acknowledge and honor people’s gifts? How
   will we engage with other campuses? How will we make it real? How are learners
   engaged in co-creating?

Development of ten talking points to share with others in the room.

Trends in education, society, and industry – presenter Jeff Sperling
   · Growth in online and “blended” learning

“The promises (and, hopefully, the benefits) of blended learning are extensive. For instance, some
   promote increased learning, others point to the reduction in the need for brick and mortar, and still
   others allude to engagement, collaboration, success, ownership, and higher quality learning.” From
   Future directions of blended learning in higher education and workplace learning in settings by Curtis J.
   Bonk, Kyong-Jee Kim, Indiana University

   · Technology will drive change
   · Economic climate will influence re-training and new career opportunities
   · Math and technology jobs are fastest growing
   · Inclusive learning
   · Globalization of education
   · Outsourcing between universities

Brian Hawkins, president of EDUCAUSE, makes the controversial case for new models in delivering
   higher ed services. “We in the higher education community need to “get over” our traditions, our
   histories, and our many excuses for why we should try to replicate each other’s resources.... The times
   and the conditions call for new models and innovative means for facilitating collaboration.... colleges
   and universities need to outsource to.... other higher education institutions--similar to the arrangement
   among Cabrini and Neumann colleges.” January/February 2005 EDUCAUSE Review.

   · Students will take control of their own learning
   · Average age of students will rise
   · A more diverse student population
   · Accountability and assessment
   · Greater competition for students
   · Societal trend toward value / thrift

“More and more people are leaving corporate life - by choice or as a result of disappearing jobs - to
   search for careers that fit their personal and political values.” Kenny Ausubel, Bioneers Letter: Visionary
   Solutions for Restoring the Earth, Spring 2003.

Fastest growing jobs for college graduates in the year 2020
   · Business
   · Financial planning
   · Information technology
Themes: technology, diversity, aging population, outsourcing, value, students are involved in their education, changing/evolving skill set.

High school students are not at the same level as high school students from around the world and they are starting to compete with them. Balance between career prep and liberal arts. Opportunity to find that balance.

Non-credit training for teachers possible for U of M, Crookston to offer?


Among ethnic groups, persons of Hispanic origin are projected to increase their share of the labor force from 14.3 percent to 17.6 percent, reflecting 33.1 percent growth.

The number of women in the labor force will grow at a slightly faster rate than the number of men. The male labor force is projected to grow by 7.5 percent from 2008 to 2018, compared with 9.0 percent for the female labor force.

Service-providing industries. The shift in the U.S. economy away from goods-producing in favor of service-providing is expected to continue. Service-providing industries are anticipated to generate approximately 14.5 million new wage and salary jobs. As with goods-producing industries, growth among service-providing industries will vary (Chart 5).

Professional, scientific, and technical services. Employment in professional, scientific, and technical services is projected to grow by 34 percent, adding about 2.7 million new jobs by 2018. Employment in computer systems design and related services is expected to increase by 45 percent, accounting for nearly one-fourth of all new jobs in this industry sector. Employment growth will be driven by growing demand for the design and integration of sophisticated networks and Internet and intranet sites. Employment in management, scientific, and technical consulting services is anticipated to expand at a staggering 83 percent, making up about 31 percent of job growth in this sector. Demand for these services will be spurred by businesses’ continued need for advice on planning and logistics, the implementation of new technologies, and compliance with workplace safety, environmental, and employment regulations.

Healthcare and social assistance. About 26 percent of all new jobs created in the U.S. economy will be in the healthcare and social assistance industry. This industry—which includes public and private hospitals, nursing and residential care facilities, and individual and family services—is expected to grow by 24 percent, or 4 million new jobs. Employment growth will be driven by an aging population and longer life expectancies.

Computer and mathematical science occupations are projected to add almost 785,700 new jobs from 2008 to 2018. As a group, these occupations are expected to grow more than twice as fast as the average for all occupations in the economy. Demand for workers in computer and mathematical
occupations will be driven by the continuing need for businesses, government agencies, and other organizations to adopt and utilize the latest technologies.

**Engagement in Learning** - National Association Sec. School Principals

“Meaningful Engaged Learning” - presenter Andrew Svec

- Expectations – clarify them for all
- Nurturing – especially self-motivation
- Goal Oriented – here’s why you are here - transparent
- Active Learning
- Guiding, Mentoring, Facilitating – discover vs. dictate
- Excellence – encourage it across the board
- Mutual Agreement – create buy-in
- Example and Personal Experience Enriched
- NOT just in the classroom – Experiential Learning
- Thinking Critically
- Technology - make use of it in all way

**Engagement Principles** – presenter Kim Gillette

- Living & Learning Communities (in residence halls)
- Student Community Based Learning (example: Evergreen Hall/Grill)
- Faculty presence in Residence Halls
- Real & Authentic Learning
- Service learning as a part of the core curriculum
- Getting to know members of the campus community and treating them with respect
- Continuous quality improvement (students set their own goals, they drive what they want to learn)
- Connect learning to the students world
- Faculty/students partnership in learning and assessment
- Clearly communicate expectations

**Graduates of 2020** – presenter Amber Evans-Dailey

- Diversity to the Max
- Environmentally Sustainability
- Technology by Nature
- Balanced career preparation and liberal arts education
- Products of flexible educational opportunities- more online, more hybrids, more evening, more weekend....
- Demographically more diverse
- Globalization
- Our graduates will need to be able to synergize and work well with people from all backgrounds
- Graduates will be naturally concerned about our environment and our impact on the environment
- Technology use will be nearly by instinct for 2020 graduates

**Trends in industry and society** – presenter Stephanie Helgeson

- Women earning as much or more than men
- Direct Selling (elimination of middleman)
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- Service industries are growing faster than goods producing industries
- Computer and Mathematics jobs are the fastest growing
- Outsourcing
- Networking (Locally, Nationally, Globally)
  “Unless you are networking, you will soon be not working”
- Diversification of Population
- Affordability, Thrifty, value shopping
- Aging population
- Increased use of technology (social media, email, internet)
- Increase in urbanization of population and increase in people living alone

Profile of Graduate of UMC in 2020 – presenter Kenneth Johnson

- Female
- Minority
- SOTA
- Meta-skills
- Proficient with written, oral, and presentation/media communication
- Efficiency with communication via technology, yet still can communicate with peers using tech talk
- Facts were less important as how to find them
- Acquisition of facts and data were critical
- Self-directed learning
- Embraced challenges meaningful to her
- Leveraged resources around her
- Prepared for subsequent hard-skill training on the job
- She learned needed critical thinking and problem solving skills at UMC
- Technologically-proficient
- Technological is a natural part of her of life
- Evidence-based decision making
- Filtering through an abundance of information to create knowledge
- Can locate and evaluate information critically
- Part-time student
- 60% of courses taken online
- Classroom discussions, office hours with professor, lectures, study groups, and papers will all be online
- She partnered in the crafting of her learning experience at UMC
- Faculty-members were her facilitators

We need a new perspective. Look at what is here with a new view and see what we already have in a new way. Perspective is really important. A sense of urgency exists.

Wednesday, May 26 Notes:
Continuation of discussions from yesterday afternoon on Collaborations, Curriculum, Online, Student Services, Sustainability, Technology.

Revisiting the Then and Now statements (2000-2010)
Invent yourself; identify yourself.

Create no more than three Then and Now statements, which will help us construct goal statements.

<table>
<thead>
<tr>
<th>THEN we... (2010)</th>
<th>NOW we... (2020)</th>
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<tbody>
<tr>
<td><strong>Collaborations</strong></td>
<td></td>
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<tr>
<td>Had a limited number of formal articulation agreements with other institutions of higher education</td>
<td>Have a larger number of articulation agreements with improved processes/communication with other higher education institutions</td>
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<tr>
<td>Had some faculty - student collaborations</td>
<td>Have increased number of faculty - student collaborative experiences</td>
</tr>
<tr>
<td>Had some faculty and student services collaborative initiatives</td>
<td>Have expanded opportunities for faculty and student services collaborations.</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
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<tr>
<td>Had few interdisciplinary programs/courses</td>
<td>Have many interdisciplinary programs/courses</td>
</tr>
<tr>
<td>Had no agreed upon measures of program viability</td>
<td>Have a clear consensus on the measures of program viability</td>
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<tr>
<td>Hoped our students were finding employment in their field of study</td>
<td>Know and measure the extent that our students find success</td>
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<tr>
<td><strong>Online</strong></td>
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<tr>
<td>Were growing online learning without a strategic plan</td>
<td>Are working according to a strong strategic plan – a plan implemented in 2012 (the plan includes Enrollment- we are meeting planned goals in online/on campus enrollment, we are meeting planned retention and graduation rates. Leading in online quality control – we are a leader in technology and online course delivery and quality of academic rigor. Financially Fit – determined effective budget model and compensation plan. Student Experience Online – we have now figured out how to offer a strong student experience and connection to campus for the online student.)</td>
</tr>
<tr>
<td><strong>Student Services</strong></td>
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<tr>
<td>Had a weight room and intramurals</td>
<td>Have a wellness center and encourage the 7 habits of wellness (emotional, physical, intellectual, social, spiritual, occupational and environmental)</td>
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<tr>
<td>Had academic assistance center and support units</td>
<td>Have expanded support units trained to/accommodate diverse audiences</td>
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<tr>
<td>Had academic and administrative support</td>
<td>Academic and administrative support bridging and collaborating</td>
</tr>
<tr>
<td>Had adequate service</td>
<td>Have exceptional service and customer service that is more than Minnesota nice</td>
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<tr>
<td><strong>Sustainability</strong></td>
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<table>
<thead>
<tr>
<th>Were not known for leading sustainability initiatives</th>
<th>Are renowned for being a hub of sustainability innovations</th>
</tr>
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<tbody>
<tr>
<td>Had energy conservation as a concept</td>
<td>Have energy conservation as a way of life</td>
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<tr>
<td>Were highly dependent upon state funding</td>
<td>Are greatly self-sustaining</td>
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<thead>
<tr>
<th><strong>Technology</strong></th>
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<tr>
<td>Had within our faculty and staff an investment in</td>
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<tr>
<td>human and physical infrastructure to support</td>
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<tr>
<td>technology integration</td>
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<tr>
<td>Had students graduating with good basic computer</td>
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<tr>
<td>and technology skills</td>
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<td></td>
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<tr>
<td>Had a solid basic technology infrastructure that</td>
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<tr>
<td>provides students with a competitive advantage</td>
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 Missing:  
 Collaborations with the outside (an external focus).  
 Engagement beyond students/campus (NW Minnesota hub)  

Advice from others (number of votes) -  
1. Be true to your vision, mission, and core values (21)  
3. Preserve the core function of teaching and learning (20)  
10. When things get complex and confusing, first and foremost always focus on students (17)  
5. Don’t eat your seed corn – support some faculty and staff professional development (13)  
9. Be open and honest with faculty and staff (13)  
8. Fund new initiatives by reducing or eliminating programs that have limited influence on student success (11)  
7. Make decisions based on a three year budget scenario (9)  
4. Avoid across the board cuts (7)  
11. When in doubt always take the high road (3)  
12. Don’t fall prey to a fetish for newness (2)  
6. Avoid layoffs by taking advantage of retirements and resignations (1)  

We need to ramp up communication if we are going to make cuts.  
Some people thought #9 (be open and honest with faculty/staff) was an expectation.  

After we have a cut back for a year to save jobs, we maybe should not do it two and three more years, but rather bite the bullet and make the tough decisions. Cuts are not always a bad thing.  
Finding a way to name success (through the eyes of a student)-

**Success = UMC is recognized as a regional (state?) hub of technology excellence**  
**Discussion Detail**  
**Appendix B**  

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Reestablish technology mini-grant program/ work with outside colleagues</th>
</tr>
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<tbody>
<tr>
<td>Year 2:</td>
<td>Sharing results of mini grant program with entire campus</td>
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<tr>
<td></td>
<td>Encourage UROP grant apps for technology-related projects</td>
</tr>
<tr>
<td>Year 3:</td>
<td>Center for Teaching, Learning, and Technology (CTLT) - enhance, add value, resources</td>
</tr>
</tbody>
</table>
Write at least one “outside” technology grant (outside UMC)

Year 4: Present at national conference
Host a regional/peer best practices technology conference

Center for teaching technology or through Center for Teaching Learning and Technology – To cluster grants and help move us to becoming a hub.
Bring in someone from the Visual Media Center at TC to help generate some excitement and interest.

Success = Students are fully capable of using current technology and specialized applications relating to their career/field - Discussion detail Appendix B

| Year 1: | High-end technology application lab established |
| Year 2: | Seminar series showcasing high-level technology applications PIAC input on technology for each degree |
| Year 3: | Integrate high-level technology apps into degree programs Utilize high-level technology lab to spur interdisciplinary research |
| Year 4: | PIAC review of technology apps by program for all programs |

Success = *UMC is renowned for being a hub (outreach, regional sustainability)of sustainability/innovations - Discussion detail Appendix C

| Year 1: | Dan Svedarsky changes his name to Dan Sustainability Integrate sustainability into curriculum Add academic programming in area of sustainability |
| Year 2: | New research opportunities centered around sustainability |
| Year 3: | Plan for sustainability – U of M system wide sustainability goals, outcomes, measures, process report (Strategies for) synergy with industry and other academic institutions (i.e. Morris) |
| Year 4: | All buildings LEED certified |

Success = Strategic plan for clear direction for online - Discussion detail Appendix D

| Year 1: | Strategic planning committee becomes operational Identified numeric recruitment/retention goals for online/on-campus mix. |
| Year 2: | Strategic plan is completed and operational |
| Year 3: | Financially fit – determine compensation model of online (inloading, variable rate model) Determine budget model for collaborations with other universities Improved retention for online students (Leading all online courses of higher ed in quality and technologically advanced course delivery) Increased accessibility to online learning |
| Year 4: | Online students are seeing an increased connection to UMC and the student experience Increased flexibility for online options to learning |

Success = *Each UMC graduate will have had the opportunity to interact with at least one faculty on a research, teaching, service, personal project, or similar activity outside of the classroom (mentoring?) (Small campus, big degree) (collaborations with outside partners. – Discussion detail Appendix E

| Year 1: | Explain it to all new freshmen |
| Year 2: | Invite all sophomores to visit with faculty about opportunities |
| Year 3: | Have all junior participants report to fellow students about their accomplishment |
### Success = Program offerings that meet student needs and employer demands – Discussion detail Appendix A

| Year 1 | Establish criteria program viability  
|        | Review all programs passed established criteria |
| Year 2 | Develop strategies for new program development, program enhancement, program termination  
|        | Reallocation of resources |
| Year 3 | |
| Year 4 | |

### Success = Economically sustainable campus with less dependence on state funding – Discussion detail Appendix C

| Year 1 | Increasing faculty success obtaining external funding (grants) |
| Year 2 | Expand summer programming – course offerings?, international programs |
| Year 3 | Increase endowment/donor contribution  
|        | Corporate donations/support |
| Year 4 | Increase enrollment (more than per year) |

### Success = There will be 5-10 (seamless formal articulation agreements and other agreements and relationships) for each UMC Dept. with state or regional institutions  
(Make it broader)  
(Include consortiums)  
(Discussion detail Appendix E)

| Year 1 | Do an inventory of current articulations in each dept.  
|        | Determine which articulations to update and new ones to add “broad input” |
| Year 2 | Promote articulation agreement and track utilization  
|        | Promote through visits with them by faculty and students |
| Year 3 | Assess/evaluate impact and make adjustments as needed (modify, keep as is or drop) (every two years) |
| Year 4 | Out of box idea – ASMU biofuels student taking class from Minnesota West online. Streamline opportunities where UMC delivers classes to sophomores at those campuses 3XXX in major |

### Success = Enhanced articulations with industry corporations and businesses result in a major transformational gifts Discussion detail Appendix E

| Year 1 | Establish goals and plans for specific partnerships |
| Year 2 | Contacts with organizations |
| Year 3 | Provide organizations with professional plan |
| Year 4 | Receive major gifts |

### Success =
- Wellness Center retention and recruitment, occupational, emotional, spiritual, physical, environmental, intellectual and social.  
- Accommodate diverse audiences
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- Collaborative – Thursday commons, faculty/staff social hour, be served... continue learning, improve support of professional development, invest, add value, emerging trends
- Environment – attitude, collegial support, work with one another – not against = best interest of student in mind, We are all responsible = exceptional service – Discussion detail Appendix E

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Use of economic impact study</th>
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<tr>
<td></td>
<td>Accountability with responsibility of “yes we can” = recruitment and retention of students, faculty, and staff</td>
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<tr>
<td></td>
<td>Expand career fairs – opportunity to grow corporate relationships, student involvement</td>
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<td></td>
<td>Building relationships – “aha” moment</td>
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<td></td>
<td>Build community campaign about UMC’s regional impact</td>
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| Year 2:       |                                                                 |
|               |                                                                 |
| Year 3:       |                                                                 |
| Year 4:       |                                                                 |

Need for deeper conversations on sustainability and collaboration. (* on sheets indicate.)

Review of principles to deal with difficult decisions

Professional development / Thursday Commons conversations.

The top five listed below were pieces that consistently came out in the conversations over the course of the retreat. They were items voted on but they were recurring themes throughout the retreat.

- Be true to your vision, mission, and core values (21)
- Preserve the core function of teaching and learning (20)
- When things get complex and confusing, first and foremost always focus on students (17)
- Don’t eat your seed corn – support some faculty and staff professional development (13)
- Be open and honest with faculty and staff (13)

Celebrate What's Right With The World, closing video with Dewitt Jones

Closing comments by Chancellor Casey.

Will be working to generate a document to share with the campus this fall. Take it to students, i.e. CSA.

Appreciation for honest comments and active participation in discussion.

Key concepts from video:

- Believe it and you’ll see it
- Recognize abundance
- Look for possibilities
- Unleash your energy to fix what’s wrong
- Ride the changes
- Take yourself to the edge
- Be your best for the world
Change what you see and what you see changes. - Quote is a paraphrase from author Steven Cady who said “Change the way you look at things, and the things you look at change.”

Appendix A: Notes from discussion on CURRICULUM
Note taker for group discussions – Jack Geller

What do we know about this theme?
We often add without subtracting
We could focus on rebuilding existing courses into new majors and minimize new course development
Many program curricula are too prescriptive – we need more flexibility- sometimes less is more
Student must be a partner in developing personalization in their curriculum
PIACS should be a touch stone for curriculum
We have the expertise but not always the package
Program faculty need to review and scrutinize their program curricula to find courses that no longer need to be taught or updated.
No standardized way of reporting the number of credits required in a major/minor
Many programs have too few open electives
Give students more scheduling flexibility with 8-week on-campus or online courses.
Explore other formats for on-campus/online course delivery (hybrids, etc.)

Where/what are the opportunities for innovation?

<table>
<thead>
<tr>
<th>Introduce something new and/or change from the existing</th>
<th>Synergistic opportunities to support the innovation</th>
<th>How these innovations will contribute to student success</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Interdisciplinary programs for courses. Team teaching</td>
<td>Maximize the faculty resources</td>
<td>Learn difference perspectives/higher end competencies</td>
</tr>
<tr>
<td>More cross listing to find efficiencies (research methods)</td>
<td>Curricular efficiencies</td>
<td>Multiple instructors for same course</td>
</tr>
<tr>
<td>+need a core curriculum for lib. Ed.</td>
<td>Efficiencies</td>
<td>Greater flexibility</td>
</tr>
<tr>
<td>We need a “zero-based” curriculum review for both programs and courses</td>
<td>Curriculum efficiency</td>
<td>Earlier graduation and fewer small classes</td>
</tr>
<tr>
<td>Reduce or eliminate the departments</td>
<td>Less competition / reduce silo mentality</td>
<td>Greater interdisciplinarity</td>
</tr>
<tr>
<td>Change the process for curriculum review process. Make up of committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increasing options in the lib. ed. requirements</td>
<td></td>
<td>More flexibility</td>
</tr>
</tbody>
</table>

*may cost more  +pushback

What will success look like around this theme?
New efficiently delivered programs. Provides more options for our students.
Enrich the quality and satisfaction for students. Empowering students to help direct their own program of study.
Increased graduation rates. Improved student satisfaction.
Give students a broader perspective.
More programs and courses having a critical mass.
Reduce the silo orientation.
Finally deciding to eliminate programs that need to be eliminated, based upon agreed upon criteria
We should focus on what we are good at
Develop criteria to evaluate program viability
Our graduates have high placement rates in their field of study within a reasonable amount of time

**What else would you like to add to this conversation?**
Better use of UROPs and maybe UTOP?
More field placements or hand on experience for students
Make internships meaningful or delete them
Licensure limits the amount of flexibility
Expand elementary ed or tech ed
### Appendix B: Notes from discussion on TECHNOLOGY

Note taker for group discussions – Andrew Svec

**What do we know about this theme?**

We have successfully integrated current notebook computer technology teaching/learning and other – have we gone far enough? Specifically for individual majors specific

We have a long-term investment in infrastructure/faculty/staff (on and off campus – connect with TC high speed)

Strong reputation as a technological leader but gap has closed with other (42% indicate it as a top 3 reason)

Supporting documentation that our graduates posses strong technology skills

Decision to go with Moodle helped influence University adoption of it (only system support by U in 2013)

Technology changes quickly and sometimes drastically (12-18 months) what next?

As a campus we are wireless where there is a mobility advantage but wired where it is good as well (intermittent wireless in gym – need wireless at the football field – fans – raises a discrepancy)

Students come in with a lot of technology skills- much of which is ***entertainment based (music, video, FB, etc.) – but some cannot do simple computer tasks/get some concepts- there are gaps in knowledge that need filling (i.e. file management, etc.)

In terms of general technology – certain policies coming for OIT – more pressure on current staff – may need additional support

Many instructors integrate technology into the coursework – need more opportunities to learn how (there is a hole in this area currently need investment) and to share best practices and exposure to new technologies. What other tech tools can we get? And training exposure.

Other program –specific software, landscape, GIS/GPS

### Where/what are the opportunities for innovation?

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Something involving touch screens (including tablets and/or iPads, the Slate, etc. – possible tablet/iPad combo</td>
<td>May lead to some version of paperless environment</td>
<td>e-books, class resources challenge: keyboards</td>
</tr>
<tr>
<td>Electronic textbooks iPad? Kindle? Tablet/touch screen combo</td>
<td>Digital Media Center on TC campus</td>
<td>Less expensive for students</td>
</tr>
<tr>
<td>Broad question: using technology for better interaction – clickers, surveying, need to pick one and go with it</td>
<td>Tegrity lecture capture pen class capture solution</td>
<td>More instant polling, quick feedback, test for student understanding</td>
</tr>
<tr>
<td>Utilization of video in courses</td>
<td>Share clips, etc. /personal/microteaching</td>
<td>Need investment in CTLT</td>
</tr>
<tr>
<td>Using technology for data driven decision making and customer service and measuring student satisfaction and rapid response to student issues (probation etc.)</td>
<td>Question: How to expedite/flag student issues (probation, etc.) (Tom Mulvaney is resource)</td>
<td></td>
</tr>
</tbody>
</table>

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*University of Minnesota, Crookston Administrative Retreat*
<table>
<thead>
<tr>
<th>Handheld devices- possible uses Interactive white boards beyond Smart Boards</th>
<th>Quizdom (company)</th>
<th>Improve retention/advising - clarify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information about use of technology classrooms – is Evergreen the right approach</td>
<td>Classroom planning is needed, involvement of faculty and users of classroom space – engaging all Projection screen relocated so it doesn’t cover board. Also discuss lighting issues for projectors.</td>
<td></td>
</tr>
<tr>
<td>Investment opportunities for informatics – informatics lab</td>
<td>Interdisciplinary within academic departments Ag/NatR/Business/Marketing</td>
<td>Showcase for student recruitment - “Wow” factor</td>
</tr>
<tr>
<td>Increasingly have technology use built into course assignments – video, blogs, etc. formally assign it – utilize student expertise</td>
<td>Free workshops for students through CTLT/Library? (or not free) (i.e. statistics, web, video and other types of software per interest)</td>
<td>Professional dvelo9pment dollars and release time for faculty to “sharpen the blade”</td>
</tr>
<tr>
<td>Add tech. ed. Degree. “Project lead the way” in high school. Also Curriculum for Ag Science Education (CASE)</td>
<td>Ag Ed/ Mfg. Mgmt./ ITM/ Software Eng</td>
<td></td>
</tr>
</tbody>
</table>

**What will success look like around this theme?**
Educause technology survey - major institutions- UMC comes out higher.
Measures tradition use of technology than TC/Duluth/Morris. UMC should continue participation in this survey.
At or higher than 42% of students a new student survey saying use of tech was a stop reason they chose UMC
Measure of employee satisfaction with graduates’ technology skills
Increase in the number of ITM and software engineering students? Have we done any analysis as to why the ITM program has had a steep enrollment decline? Measure enrollment: Is it in need of redesign of curriculum? Has it grown with new technologies? Investment in software engineering? Are there other suppliers – 2 year programs at a lower cost that are competing with us?
Possible launch of “new media” aspect of communication degree program
Some measurement/national recognition of technology yet-to-be-identified achievement
Be known as the campus with “the next big thing” – feature in Chronicle
Lists of companies that could document students’ technology skills – promotional efforts/features
Greater percentage of our students with more software than just MS Office Suite
Every class includes applications of technology – more than just PowerPoint
Better use of PIAC groups to get ideas of what is happening in each degree program’s industry as it applies to technology

**What else would you like to add to this conversation?**
Visits with school superintendents may indicate potential for UMC
Providing technology training for regional K-12 training (some is done through CIHS conference that takes place a couple of times a year - could it expand?) – would make a statement to regional educators about UMC and its technology use.
Potential to host a best practices conference for peers such as VCSU, DSU, etc.
Do we want to continue to provide the same laptop to everyone or more to a model where students by a recommended model or something else?
Opportunities for innovation for specialized applications that are specific to degree programs/ specific industries (i.e. simulations, GPS/GIS, informatics, animal science, biology investments in faculty professional development
Hoe that with Dr. Ali and other IT we can do more research related to IT – we can get more involved – hope for support – we’ll find new populations – could we do some cool things with robot, video game design?
Could a tech. ed. be a possible new degree? Fits the mission Ag Ed/ Technology/ Mfg. Mgmt.
Training on use of social media for wider campus audiences
Academic transformation will require investment/ support in CTLT to assist faculty (also opportunities and time for professional development and integration of technology) need help in various labs and devices – again more program specific
Thursday Commons opportunities to showcase new/emerging technologies or students using technology– faculty examples
Many people on campus don’t know about the potential for informatics lab or even what it is
Youngquist Auditorium lecture
Centralize IT is emerging norm – UMC is leveraging more common –good services – housed on the TC campus. System admins. will need to shift resources.
Some tech support positions central recognition of the need for ed tech support but may take time.
Shift to “cloud computing” using Google – Moodle has cloud capabilities, web tools, and related apps.
Setting up paper measuring accounts for students rather than free “unlimited” printing
Issue: licensing of specific software to larger groups of students – site licensing
Appendix C: Notes from discussion on SUSTAINABILITY
Note taker for group discussions – Kenneth Johnson

What do we know about this theme (in the current context)?
Appears to be a dichotomy between ecological/economic sustainability but there isn’t.
We are setting the bar for the region....need to make the campus more economically feasible.
There is a sense of responsibility; need to educate as to how that responsibility can be addressed.
“Buzzword”, doesn’t “run deep” yet, short-sighted, superficial.
70’s-like (eco-movement)...drive fuel-efficient cars, turn off lights, etc. “Same stuff”
No real seriousness by the students coming here....not from lack of willingness but lack of knowing what
to do; ”recycling”.
Not fully defined....students not coming to UMC understanding what it is, but the potential is definitely there.
Summer education on campus program (introduction/promotion of more campus).
Customized training initiative is an example of “green” ...teacher goes to students; efficiencies.
Definition is so diverse; moving in too many different directions. Need to focus.
So many things that we can do that cost little or nothing; get overwhelmed by the big things.
The definition of sustainability is so diverse that everyone can find a place for it; too hard to focus.
Focus on sustainability of natural resources; for example.
Is there something we can do that will be really visible and give us potential for research
“It’s a big can of worms”; many think of environmental sustainability, but when we incorporate
economic stability it affects everything.
We have to document that we are incorporating sustainability into “teaching, research, and outreach
and the operations that support them: (Board of Regents)
A strategic plan is needed for sustainability so each person knows how to contribute.
Each department needs to take ownership for what it means for their area.
Needs to be interdisciplinary.
Need to analyze what other institutions are doing; see what is applicable/leveragable here
Is there an opportunity to build a “PIAC” for sustainability?....pull together professionals, students,
others, etc. , what are others doing?
What is doable on a short, mid, long-term basis?
Original discussion was on energy consumption but is applicable to the university and its programs.
Level of productivity needed to meet payroll.
Sustainability of campus is producing enough student credit hours to maintain a balanced budget; look
at programs that way. Is there a sustainability level for programs? Can it be measured?
Identifying programs with the greatest growth potential and investing in them. Applying business
principles to higher education.
Sustainability is not just about environmental issues; it is about survival of the campus.
Environmental Scanning...
If we know what to do then we’ll do it...need an action plan.

Where/what are the opportunities for innovation?

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<tbody>
<tr>
<td>New program in Sustainability. How does this tie in with Environmental Science degree?</td>
<td>Nationally/internationally partner with other institutions</td>
<td>Provide training for future jobs &amp; civic responsibility.</td>
</tr>
</tbody>
</table>
Inter-disciplinary opportunities between the two. Need degrees that can reach a broader group of students. Marketable/recognized.

<table>
<thead>
<tr>
<th>Summer operations (classes, campus, revenue generation opportunities)</th>
<th>Outside entities, community, region, etc.</th>
<th>Increased graduation rates, more educational/professional opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximize opportunities for local producers.</td>
<td>Ottertail (need institutional support) We are perfect for “testing” things before implemented system-wide. Bring in $ from the twin cities &amp; grant monies. Need to institutionalize. Tri-Valley likely has staff to do the energy audits.</td>
<td>Internships, service learning, active learning, business/marketing plan creation experiences.</td>
</tr>
<tr>
<td>Institutionalize Sustainability</td>
<td>UMC, Community, Region, Nation, World</td>
<td>Sustainability becomes a way of life.</td>
</tr>
<tr>
<td>Add up travel expenses; look at distance communication instead. “Is it really important for me to be there face-to-face”. Professional development opportunities here instead.</td>
<td>Various</td>
<td>Long-term savings.</td>
</tr>
<tr>
<td>Printing savings-students could pay more (charged to account). Not a huge saving in dollars, but getting them to think about what they are consuming. Anything to make sustainability more “personalized”. Have an allotment; once used you are financially accountable.</td>
<td>Various</td>
<td>Long-term savings.</td>
</tr>
<tr>
<td>Interest in small scale wind projects Solar panels-potential for research (possibly enough grants could be a small investment) Geothermal (tunnels, e.g.)</td>
<td>Businesses, region, etc.</td>
<td>Savings, awareness</td>
</tr>
<tr>
<td>Energy conservation (such as “Green IT”)</td>
<td>Businesses, region, etc.</td>
<td>Savings, awareness</td>
</tr>
</tbody>
</table>

*synergy is where different entities cooperate advantageously for a final outcome

**What will success look like around this theme?**
Smaller piles of paper around the printers. Smaller amounts of recyclables in trash. Better temp controls in buildings (or ANY controls).

Students would be living a new normal; “not exceptional to take three steps to recycle”, sustainability is internalized.

Regional leader/model: UMC would be the hub that other entities could look at doing such things efficiently/economically

Sending graduates out that could help their employers implement

Regional visibility (such as Morris, others, have achieved). A visible project with research potential.

Start gauging energy usage of buildings (readable energy meters, computer analyzable). LEED certify every building on campus. Have an initial cost estimate and measuring cost savings. Could be first campus in the system to be LEED certified.

Having a better system, more information, on our energy usage and can demonstrate where we can save dollars.

Unplug vending machines in summer. Minimize peak demand, which costs money.

Have a really good program that’s visible and accessible.

Need more visible evidence of the money savings. n

In 5 years still on schedule to be “carbon neutral”

Student organizations go through and shut off at light. Security could shut off lights.

No space heaters/fans needed.

Continue the furlough (but telecommuting)

Students are leading the cause

Doesn’t matter how much you save if you do not produce enough revenue.

End results: A stronger campus with increased enrollment, lower costs, students will be responsible citizens trained for the jobs they need, and through local partnering, a stronger local economy and improved regional partnerships will result.

What else would you add to this conversation?

We need clarity and definition and focus on this issue. Focus on something specific for research; then we’ll have a niche. There is an incredible amount of student enthusiasm that won’t go away.
Appendix D: Notes from discussion on ONLINE
Note taker for group discussions – Chris Winjum

What do we know about this theme?
Huge growth over a few years
Continued growth potential (Ag Business, communication, criminal justice, entrepreneurship)
Don’t be a victim of your own success – balance
Hybrid degrees (Ag Ed) – potential for more
Profile of online student is different from on-campus profile
UMC’s niche within U of M system
Make sure there is some balance of attraction and growth strategy. Don’t lose focus on our on-campus students
Need a system to ensure quality of online courses (curriculum and delivery) is consistent with quality of classroom courses
Here to stay
Needs to be in discussion when talking about academic change
70% of online learners are in Minnesota
Need to make sure faculty are involved /input (concern)

Where/what are the opportunities for innovation?

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</thead>
<tbody>
<tr>
<td>Additional UMC majors put online</td>
<td>Degree completion with U of M, TC and Duluth</td>
<td>Increased graduation rates, increased u of M degrees</td>
</tr>
<tr>
<td>Recruiting new audiences</td>
<td>Go to work earlier and finish last class</td>
<td>Improves flexibility for course offerings</td>
</tr>
<tr>
<td>New populations (high school, SOTA, international, degree completion)</td>
<td>Improve collaboration with faculty</td>
<td>Improves flexibility for course offerings</td>
</tr>
<tr>
<td>Increase section capacity to allow for on-campus students to register earlier</td>
<td>Joint degree offerings with other U of M campuses (other universities? Community colleges)</td>
<td></td>
</tr>
<tr>
<td>The potential to bring graduate degrees to UMC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

More online courses inloaded
Enhance social connections on campus
Explore new technologies for online instruction
Pay variable for online vs. on-campus (pay 4 credit for 3 - More time consuming)

Assure quality
More interested alumni Fundraising potential

What will success look like around this theme?
Define successful retention/enrollment and graduation rates and set goals
An online strategic plan – enrollment strategy, cost benefit analysis, tutoring and student services, disabilities
More online degree offerings
Get a second graduate degree program operational (other than Ag Education) – not a part of our mission
Most of our online classes are inloaded
A way of following up and gauging online experience
Half of our programs offered on campus and online
Half o four students credit hours online
Inloaded online classes treated the same as on campus when it comes to compensation

What else would you like to add to this conversation?
Nothing available added here.
Appendix E: Notes from discussion on COLLABORATIONS
Note taker for group discussions – Peter Phaiah

What do we know about this theme?
What do we know about this theme (in the current context)?

a) Institutions of Higher Education-
   • Encouraged by President Bruininks
   • Within the UofM
     o Vet. School
     o Ag. Ed.
     o Extension
     o NWROC
     o Digital Campus
     o UMD- psychology
   • UND Aviation and MBA program & Athletic Trainer Intern
   • NDSU- Emergency Mgt. Intern
   • NCTC
     o Dietetics
     o Speakers, Student Activities, Diversity & Concerts
     o Administrative Asst. Internship
   • International Schools
     o Korea
     o China
     o India
     o Turkey

b) Students-
   • Interns
   • Service Learning
   • UROC & Other Research
   • Peer Mentoring

c) Community- (Internships, Service Learning & Partnerships)
   • City of Crookston
   • Crookston Chamber of Commerce
   • United Way
   • Lions Club
   • PIAC
   • Summer Camps
     o Game Camp
     o RYLA (Rotary) Camp
     o River Watch (K-12 school teachers)
     o Lego Robotic (entering 6th-8th graders)
     o Kids Camps
     o Sports Camps
   • Minnesota Dpt. Of Education
- MN State H.S. League (HS Tournaments)
- 42 Public School (NW MN) districts, College in the High School
- Northwest Service Cooperative
- Hwy 2 Group?

d) Local Businesses & Industry
- Internships
- PIAC
- Training
- Placement
- EDA Center
- IDEA Competition

e) Corporate Partnerships (contracts & agreements)
- Medtronic
- Arctic Cat
- Graco
- Toro Inc
- ADC
- Mayo Hospital & Clinic
- Sanford Med/Merit Care
- MN Department of Employment and Economic Dev
- SBA
- Headwaters Regional Dev. Commission
- Northwest Minnesota Foundation

f) Professional Organizations
- NCAA
- Library

g) Vendors
- Sodexo – Recycling, Local foods and composting

h) Legislative Organizations
- AURI

i) Government Agencies
- FSA-Farm Service Agency (USDA)
- SPA (USDA)

Where/what are the opportunities for innovation?

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</thead>
<tbody>
<tr>
<td>a) Develop Consortions and Articulation</td>
<td>Improved inter. &amp; ext. communication</td>
<td>Ease of Access/Reduced Barriers Reduced time to degree &amp;</td>
</tr>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>a)</td>
<td>Agreements w/ other IHE (MNSCU &amp; Out of state i.e UND)- some formal &amp; some informal</td>
<td>Ease of Access&lt;br&gt;Enhance the mission of sending inst. &amp; UMC&lt;br&gt;Increase recruitment of NAS/ transfers&lt;br&gt;Increase efficiencies w/ partnerships</td>
</tr>
<tr>
<td>b)</td>
<td>Partnership with international IHE to get a balance of 10 students from 10 countries</td>
<td>Direct pipeline for students &amp; exchanges&lt;br&gt;Potential source of other revenue (business &amp; alumni)&lt;br&gt;Balanced and broader Int’l experience&lt;br&gt;Offer summer courses (in their lang.) at UMC when space is avail.&lt;br&gt;Incr. image of UMC, so incr. recruit.&lt;br&gt;Expand ESL to Japan &amp; S. Amer. – do stand alone program vs. a service. This would allow a critical mass and have diff. levels. Potential Degree seekers could take appropriate level, as needed.</td>
</tr>
<tr>
<td>c)</td>
<td>Develop on-line Lib. Ed. Courses with UMM</td>
<td>Suggested by Bruininks &amp; Jones&lt;br&gt;UMM can take better advantage of Digital Campus &amp; we provide more offerings for our students&lt;br&gt;Shared Revenue</td>
</tr>
<tr>
<td>d)</td>
<td>Encourage UofM to revisit its internal policy about 30 credit hr. policy regarding degree obtainment</td>
<td>Help UofM deliver multi-campus degree programs like other IHE &amp; Consort.&lt;br&gt;Allow UMC to leverage all of the courses offered throughout the U&lt;br&gt;Increase recruitment, retention &amp; $</td>
</tr>
<tr>
<td>e)</td>
<td>Digi-Key Corporate (local Industry)- Offer on-line and on-their- site course for cohort or individ.</td>
<td>Increased enroll. &amp; $&lt;br&gt;Ease of Access &amp; Benefit for DK employ.&lt;br&gt;Strengthen relationship &amp; potential $</td>
</tr>
<tr>
<td>f)</td>
<td>Alumni Mentors- A</td>
<td>Strengthens the bonds betw.</td>
</tr>
<tr>
<td>program where alumni &amp; businessmen/women will take on a UMC Jr. or Sr. as a mentee. This can be done face-to-face or at a distance.</td>
<td>alumni/business &amp; UMC. Some individuals may not have $ but can share their professional &amp; life experiences w/ our students. Enhanced student retention Connecting multi-generations of Golden Eagles</td>
<td>Increase Student Persistence Networking &amp; Potential Jobs Stronger sense of belonging &amp; Hx Increased giving (Self &amp; $) when they are alumni</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>g) UMC Alumni- Alumni can be more effective to help recruit, especially where cost, time &amp; distance are an issue. An organized strategy must be established to identify 3-4 people in the 1st yr.</td>
<td></td>
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</tr>
<tr>
<td>Alumni Reps to staff tables at fairs- Meet w/ Admissions &amp; parents at distance gatherings. Helps Alumni feel they can contribute even if they do not yet have the financial means. Bring UMC to their hometowns</td>
<td></td>
<td>Students from the area can accompany Alumni and begin networking.</td>
</tr>
<tr>
<td>In-Process Need follow-up some &amp; continue to cultivate others (see next page)</td>
<td></td>
<td>In-Process Need follow-up some &amp; continue to cultivate others (see next page)</td>
</tr>
<tr>
<td>h) Otter-Tail Energy-Challenge</td>
<td>i) Clinical Lab Science (Regents)</td>
<td>j) Courses on Renewable Energy</td>
</tr>
<tr>
<td>k) MN West</td>
<td>l) Health Science Consortium</td>
<td>m) UofM IT Directors’-Leadership Coalition</td>
</tr>
<tr>
<td>n) Centralized (UofM) hosting IT servers &amp; services Central Lakes College (President visit in July.</td>
<td>o) Center for Rural Entrepreneurial Study</td>
<td>p) UMC Interdisciplinary Studies</td>
</tr>
</tbody>
</table>
| q) UMC & Regional Instructor Training- Technology/Social Media/New Normal-
utilizing UROP/UROC or Steve Hannah TCLC funding.

| r) UMC K-3 need (2-wk) Practicum & Clinical (reading assessment) agreements w/ Crookston School or local schools to meet mandate. | They will be having UMC students in their class who have been taught most updated/new methods, trends & best practices. | Student can conveniently meet the requirement at a local school. Students get an opportunity to apply their knowledge. |
| | UND offers the host teachers a stipend | |

What will success look like around this theme?

a) Mission & Vision Obtainment
b) Improved Communications
c) Increased Revenue & Reduced Related Expenses
d) Increased Diversity
e) Enhanced Student Experience

What else would you like to add to this conversation?
Nothing additional here.
Appendix F: Notes from discussion on STUDENT SERVICES
Note taker for group discussions – Tricia Sanders

Define: admissions, financial aid, career and counseling, AAC, registrar, business office, First-year experience, student health, intramurals, fitness center, student activities, technology-helpdesk, diversity, international programs, library

What do we know about this theme?
It’s expanding due to an increased need and more diverse students
Expectations of students – they expect service
Relationship to recruitment and retention
Question: do they understand their role in recruitment and retention
Specific competitive strength – provide support for students
The other half of their experience on campus – academic/student life
Why this group to understand the role of student services?
We provide comprehensive high-quality service to students
Essential services provided by the AAC* (partnership with academic units)
Mental health - wellness- student well being
Create acceptance between academic unit and student support units for their roles

*preserve the core.

<table>
<thead>
<tr>
<th>Where/what are the opportunities for innovation?</th>
<th>Synergistic opportunities to support the innovation</th>
<th>How these innovations will contribute to student success</th>
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<tr>
<td>Introduce something new and/or change from the existing</td>
<td>Working with other departments/ any overlap?</td>
<td>Better customer service</td>
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<td>*cross training/ critical</td>
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<td>Communicate the value of student services</td>
<td>Staff students services in all intro classes to explain what they do</td>
<td>Valuable resources 5-10 minutes</td>
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<td>Additional service to online students</td>
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<td>&quot;ala cart&quot; option</td>
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<td>Tiered tuition rates</td>
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<td>Collaboration with the coordinate U of M campuses</td>
<td>Working with other campuses</td>
<td>Digital Campus Calling Center</td>
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<td>How do we collaborate with academic units and support</td>
<td>Creating acceptance between academic units and support units</td>
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<td>Is there an opportunity to partner athletics with student services</td>
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<td>Increased retention Athletic team success Attendance at athletic events</td>
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<td>Staff training – specifically to service multi-cultural and international students</td>
<td>Training opportunities</td>
<td>Better customer service Increased understanding</td>
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<td>First year experience and admissions more in sync</td>
<td>First year experience as part of admissions</td>
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<td>Athletics (specifically recruiting and advising) more communication with admissions</td>
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<td>Student satisfaction survey – are they satisfied with current services</td>
<td>Survey tool</td>
<td>Increased customer service efficiency within units</td>
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<td>Early alerts/ student with problems. Increased communication with academic units and AAC</td>
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<td>Increased retention rates</td>
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<td>Faculty workshop days – increased faculty awareness of services provided by the student service support units</td>
<td>Day retreat with all student service units to discuss overlap of any functions</td>
<td>Increased efficiency</td>
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**What will success look like around this theme?**
Wellness facility – for the emotional, spiritual, physical, environmental, intellectual, social, occupational well being of students. Along with students having a sense that they are cared for (looked after) as an individual, they have a sense of belonging and have a strong support network on this campus.
A fitness center – address issues with fitness center and intramurals
The effective coordination of academic student advising
Peer mentoring program with freshman and upper division students
Meet and increase our retention rates

**What else would you like to add to this conversation?**
Can we make an investment in student services?
Are we missing something? Is there adequate support for restructuring of student services? Is there adequate support for our increased international students?
Future budget constraints: What are the critical functions of student services? What would the impact be if functions were reduced? Is there an overlap in functions provided by the student services support units?
Retention problems – most affected group (issues with grades and finances are largest issues) - How do we address?
What is the student satisfaction with student services?
Are the students satisfied with the support services provided?