Since it first began offering baccalaureate-level degrees in 1993, the University of Minnesota, Crookston has successfully completed a full transition from a two-year technical college to a four-year regional university. In less than twenty years UMC has evolved from an institution with a student body of roughly 800 students primarily from within a 100-mile radius to one that currently serves more than 1,450 degree-seeking students from 40 states and 25 countries including online students. While UMC in 1993 featured a faculty (a majority of who possessed master’s-level credentials) focused almost exclusively on teaching, the UMC of 2011 features a faculty with an increasingly impressive array of terminal degrees and extensive active and accomplished research experience. The spectrum of undergraduate degree programs has grown from eleven in 1993 to twenty-nine in 2011, with seven of those offered entirely online. This expanded array of degree programs has helped attract and retain more students.

As the campus community plans for 2015, we seek to build on the successful foundation of the strategic plan developed in 2006 while revisiting and refining that plan to allow for further strategic investments and opportunities.

A Vision of the Crookston Campus in the Year 2015

Students entering UMC in the year 2015 will be from diverse backgrounds and will represent many ethnicities, countries, and all 50 states. They will include traditional-aged students, adult students, transfer students, and online degree-seeking students as well as students participating in the English as a Second Language (ESL), the Post Secondary Enrollment Option (PSEO), and the College in the High School (CIHS) programs.

Students will be attracted to the University of Minnesota brand of excellence, the long tradition of the personalized nature of instruction offered by UMC faculty, the expanded opportunities for student-faculty mentorship and research collaboration, the experiential learning and interdisciplinary nature of the programs and courses, the sophistication of the technology used every day to help them enhance their experience and develop exemplary technology skills themselves, and the unmatched level of customer service offered by all student services. Other major factors will be the opportunity to work with students from global and diverse backgrounds and to have an experience learning abroad.

The increased number of transfer students and online students UMC welcomes will be the result of strategically planned investments of time and faculty focus. Transfer students will choose UMC through more refined articulation agreements with an expanded number of two-year colleges and because UMC faculty have forged strong relationships with faculty at those two-year colleges. Online students will select UMC’s programs because they exhibit some of the highest levels of academic rigor, quality, interactivity, and, wherever possible, integration into daily campus life.

The spectrum of academic programs will represent the applied learning nature of the campus mission and will reflect a balance of the strength of UMC’s faculty and the emerging and established career needs of twenty-first century society.

A new comprehensive recreation and wellness center will greet students as they arrive on campus, where a record number of residential students live in residence halls that offer not only convenience and a focus
on environmental sustainability and energy conservation, but also true integration of the living-learning center concept.

The campus will be known not only for being a hub of sustainability and technology innovation, but also for being a hub of services offered to the region by the U of M, including the college, U of M Extension, Northwest Research and Outreach Center, Regional Sustainable Development Partnership, and the Area Health Education Center (AHEC). The campus will leverage University resources as well as an increasing amount of state and federal grant dollars efficiently to serve the common good and to enhance the quality of life of the students and citizens of the campus, community, region, state and beyond.

The Vision 2015 Goals Are:

To Provide Students an Outstanding Academic Experience…
- By ensuring the curriculum remains up-to-date, leverages interdisciplinary collaboration, and prepares graduates for jobs that are vital for the future of the region, state and beyond.
- By supporting and investing in the highest quality faculty who model the best teaching practices and scholarly work to enhance the student experience through instruction, experiential learning opportunities, scholarship and outreach.
- By balancing academic effectiveness and efficiency while maintaining a personalized focus on students through small class sizes and faculty-student mentorship.
- By integrating state of the art technology applications in the curriculum to enhance the teaching and learning experience on campus as well as online.
- By strengthening the role and reputation of the campus as the premier provider of online education in the region, state, and beyond.

To Engage Students in an Exemplary Co-Curricular Experience…
- By strengthening student-centered support and service programs to offer the highest levels of quality service and attention.
- By focusing on the holistic growth and development of students in areas such as leadership development, citizenship and service learning, athletics and wellness, and environmental stewardship.
- By helping students envision themselves as part of a larger world through a better understanding of diversity, multiculturalism, and international and global issues.

To Promote Engagement and Collaboration Among U of M, Crookston Students, Faculty, Staff and the Community, Region, State, and Beyond…
- By leveraging the assets of the U of M, Crookston, Northwest Research and Outreach Center, Extension, Regional Sustainable Development Partnership, Area Health Education Center, Economic Development Administration Center, Center for Rural Entrepreneurial Studies, the University Partnership for Health Informatics (UP-HI), the Digital Campus Calling Center, and other University entities to increase public engagement, facilitate student learning, and enhance the economic viability of the region.
By strengthening the role and reputation of the campus as a global and diverse community, thereby expanding the worldview of the people who live and work in the community and region.

By serving as a leader and resource in sustainability initiatives for the community and region.

Strategic Positioning – Phase 1

The University of Minnesota, Crookston Strategic Positioning Task Force submitted a final report on November 20, 2006 – a report that has guided decisions ever since. Task Force recommendations were forward thinking and the impact has been significant, including:

- Increasing enrollment from 1050 to 1450
- Hiring new faculty
- Increasing average ACT scores
- Improving graduation rates
- Increasing online majors and enrollments
- Adding academic programs in response to market
- Increasing enrollment of international and students of color
- Increasing service learning
- Increasing grant activity
- Improving facilities
- Affirming the University of Minnesota brand

Increased enrollment is our strength going forward. Faculty and staff are working at high levels of effectiveness, efficiency and productivity. Our standards for service have never been better.

Between FY 2008 and FY 2010, state support for the campus has declined approximately 1.5 million dollars. FY 2011 tuition and fee revenue will exceed state support for the first time ever – a situation that will likely continue.
Despite the reduction in state funding, we invested in faculty and academic departments. New academic programs are right for the time, building on faculty strengths and career opportunities for our graduates. For FY2011, seven online majors are meeting market demand – 25% of total student credit hours. Of that total, on-campus students represent 25% of total online credit hours.

The University of Minnesota, Crookston is responding to current realities. We have in the past, and we will in the future. New opportunities and challenges require a continuing evaluation of campus priorities.

The University of Minnesota, Crookston, along with all other campuses, colleges, and units at the University, is challenged to respond to serious budget realities. Senior Vice President Jones directed us to appoint a planning group to implement Phase 3 of a strategic positioning process begun in 2005. The Crookston Campus completed a Strategic Positioning Report in November 2006 – Phase 1, which, on approval, moved to implementation – Phase 2.

**Strategic Positioning – Phase 2**

**Then and Now – 2000-2010**
The Crookston Campus has made remarkable progress toward the goals set in the 2006 Strategic Positioning Report.

<table>
<thead>
<tr>
<th>Then – 2000</th>
<th>Now - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small campus – Big degree with students mainly from the region (less diverse)</td>
<td>Small campus – Big degree with students from 40 states, 25 countries, and online (more diverse)</td>
</tr>
<tr>
<td>State support exceeded tuition and fee revenue - college degree viewed as a public good</td>
<td>Tuition and fee revenue exceeds state support - college degree viewed as a private good</td>
</tr>
<tr>
<td>Declining student enrollment</td>
<td>Increasing student enrollment</td>
</tr>
<tr>
<td>Enrollment strategies lacked focus</td>
<td>Enrollment strategies clearly defined</td>
</tr>
<tr>
<td>Prospective students relied on printed material for information</td>
<td>Over 60% of our prospective students rely on Web-based information</td>
</tr>
<tr>
<td>The U of M, Crookston had a tradition of student service</td>
<td>Today, we are even better</td>
</tr>
<tr>
<td>Facility needs had been identified</td>
<td>Strategic investments have improved facilities</td>
</tr>
<tr>
<td>Classes primarily on-site</td>
<td>25% of credits are delivered online</td>
</tr>
<tr>
<td>Student aspirations primarily for two- and four-year degrees</td>
<td>Students aspirations include graduate and professional education</td>
</tr>
<tr>
<td>Faculty receive tenure without a terminal degree</td>
<td>Tenure requires a terminal degree</td>
</tr>
<tr>
<td>NAIA Athletics</td>
<td>NCAA Division II Athletics</td>
</tr>
<tr>
<td>Limited scholarships</td>
<td>Number of scholarships increased</td>
</tr>
</tbody>
</table>

These statements comparing *then and now* reflect the progress and maturing of the campus as a solid University partner. We have discontinued all two-year degree programs and raised expectations for both students and faculty accordingly.

Compared to a decade ago, our faculty members hold more terminal degrees and bring a global perspective to their teaching, scholarship and engagement. More students have aspirations for graduate
and professional educational beyond their four-year degree, which is a direct tribute to the faculty support they are receiving as undergraduates.

Moreover, the campus has affirmed its stature as a major asset to the region. Our commitment to service learning and other outreach initiatives makes a significant contribution to the community, region, and beyond.

University of Minnesota, Crookston graduates are better prepared than ever to succeed, whether they seek employment, start a business, or go on to graduate or professional school. Our commitment to hands-on experiential learning with a rich technology background equips our graduates to make a good living and have a good life.

**Strategic Positioning – Phase 3**

For Phase 3, we convened a (blue ribbon) Strategic Positioning Task Force in January 2010, made up of a cross-section of UMC administrators, faculty, staff and students. The charge to the Task Force was to examine the operations of each academic and administrative unit across campus to meet the budget challenge facing the state of Minnesota and the University of Minnesota. Through research and discussion it was decided to focus on seven broad areas: Curriculum Efficiencies, Student Services, Technology, Online Programs, Sustainability/Energy, International Programs, and Athletics. Work groups were created for each area to do research and report back to the Task Force. The guiding instructions for each work group were the questions posed by Senior Vice President Jones related to:

- Programs to strengthen/expand
- Programs to maintain with current or reduced support
- Programs to continue or consolidate with substantially reduced support
- Programs to eliminate
- Programs to leverage existing resources

**Trends in Education, Industry, and Society**

In May 2010 the Strategic Positioning Task Force held a two day retreat. The purpose of the retreat was to continue moving forward in constructing a campus action plan. The objectives of this retreat were to (1) identify innovative ways to do our work, (2) align our assets to maximize efficiency, (3) agree on indicators of success, and (4) to begin drafting our campus action plan for the future. Considerable time was dedicated to analyzing trends in education, industry and society, which helped inform the Phase 3 planning.

- Projections for job growth
  - Green industries
  - Scientific and technical services
  - Information technology
  - Service providing industries
  - Health care and social assistance
  - Business and financial planning
  - Farming and agricultural industries
• Graduates of 2020
  o More female graduates than males
  o More minority students
  o More part-time students
  o More online students
  o Committed to environmental sustainability
  o Technology by instinct
  o Balanced career preparation and liberal arts education
  o Products of flexible educational opportunities
  o Proficient with written, oral, and presentation/media communication
  o Critical thinking and problem solving important

• Other trends in industry and society
  o More women in the work force, earning as much or more than men
  o Hispanics are projected to increase their share of the labor force
  o “unless you are networking, you will soon be not working”
  o Affordability, thrifty, value shopping – new societal value
  o Aging population, increase in number of people living alone
  o Increase in urbanization of population, increase in people living alone
  o Increased use of technology (social media, e-mail, internet)
  o Economic climate influences retraining for new careers
  o Jobs lost may not be regained
  o Globalization of education, more diversity
  o Outsourcing among universities

Engagement in Learning

The University of Minnesota, Crookston has a history of engaging students, faculty, staff, and the community to enrich the learning environment. Engagement is more important than ever as the campus seeks to better serve the mission of the University and the aspirations of the region.

We affirm our commitment to engaged learning. This means:

• Guiding, mentoring, and facilitating learning
• Nurturing the faculty/student partnership in learning and assessment
• Clarifying expectations for teaching and learning
• Integrating critical thinking across the curriculum
• Providing a multicultural and international experience
• Taking applications of technology to the next level
• Building living and learning communities
• Incorporating service learning as part of the curriculum
• Fostering continuous quality improvement
• Supporting community-based learning (Evergreen Hall/Grill)
• Connecting learning to the students’ world (experiential learning)
• Encouraging excellence across the board
Principles for Decision Making

Our retreat in May afforded the opportunity to agree on principles to follow when making decisions. In order of priority, we agreed on the following principles.

- Staying true to our vision, mission, and core values
- Preserving the core function of teaching and learning
- Staying focused on students
- Supporting faculty and staff professional development
- Funding new initiatives with potential and reducing programs with limited potential

Now and Then – 2010-2015

Turning attention to the future, the University of Minnesota, Crookston will continue to be proactive. Unprecedented challenges require unprecedented response. Fortunately, this situation plays to our strength. We are good at anticipating, adapting, and leveraging change to our advantage. The following chart represents discussion at the May retreat related to a vision for the campus in 2015 as compared with 2010. Measures for the projected increases are being developed.

<table>
<thead>
<tr>
<th>Now – 2010</th>
<th>Then – 2015 (measures to be developed)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Efficiencies</strong></td>
<td></td>
</tr>
<tr>
<td>Few interdisciplinary programs/courses</td>
<td>Many interdisciplinary programs/courses</td>
</tr>
<tr>
<td>No agreed upon measures of program viability</td>
<td>Clear consensus on the measures of program viability</td>
</tr>
<tr>
<td>Hope students find employment in their field</td>
<td>Know and measure students success</td>
</tr>
<tr>
<td><strong>Student Services</strong></td>
<td></td>
</tr>
<tr>
<td>Recreational facilities limited to weight room and intramurals</td>
<td>A comprehensive recreation/wellness center encourages seven wellness habits</td>
</tr>
<tr>
<td>Academic Assistance Center provides important services</td>
<td>Academic Assistance Center and expanded support units trained to accommodate diverse audiences</td>
</tr>
<tr>
<td>Academic and administrative support provides student services</td>
<td>Academic and administrative support bridging and collaborating</td>
</tr>
<tr>
<td>General level of student service is good</td>
<td>Student/customer service is great</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty and staff investment in human and physical infrastructure supports technology integration</td>
<td>A robust system is in place to support leadership and share best practices in technology use and encourage collaboration among faculty, students and staff in technology applications</td>
</tr>
<tr>
<td>Students graduate with good basic computer and technology skills</td>
<td>Students graduate with a broad range of sophisticated technology skills</td>
</tr>
<tr>
<td>Solid basic technology infrastructure provides students with a competitive advantage</td>
<td>State-of-the-art technology applications are integrated throughout the curriculum to enhance learning</td>
</tr>
<tr>
<td><strong>Online Programs</strong></td>
<td></td>
</tr>
<tr>
<td>Online learning growing without a strategic plan</td>
<td>A plan and budget model for online learning that projects enrollment growth, and leads the way for academic rigor, quality, and technology advancements</td>
</tr>
<tr>
<td><strong>Sustainability/Energy</strong></td>
<td></td>
</tr>
<tr>
<td>Campus is known for leading sustainability initiatives</td>
<td>Campus is renowned for being a hub of sustainability innovation</td>
</tr>
</tbody>
</table>
Energy conservation adopted as a concept | Energy conservation is a way of life
---|---
Highly dependent on state funding | Campus is more self-sustaining

**Collaborations**

| Limited number of formal articulation agreements | More and better articulation agreements |
| Some faculty – student collaborations | Expanded opportunities for faculty and student collaborations |

### Strategic Positioning Work Groups

Seven strategic positioning work groups were organized in early 2010 to address the planning questions posed by Senior Vice President Jones.

The following recommendations are based on priorities established in the 2006 Strategic Positioning document, accomplishments achieved, research on the current situation and information gained through program reviews over the past five years. New faculty hires have resulted in increasing the quality of a number of programs. Students expressed their support for maintaining small class sizes.

These recommendations are meant to be implemented over the next five years. Investments in selected program areas will likely come from the reallocation from other program areas. Recently established programs including Marketing and Environmental Sciences were not reviewed.

### Curriculum Efficiencies

We have been successful in recruiting and hiring quality faculty that strengthen our academic programs. As part of the effort to maintain quality, each program is reviewed on a regular cycle to determine if it: (1) has faculty leadership and support, (2) is correctly focused, (3) fits the needs of the region and beyond, (4) attracts sustainable enrollment. These reviews help determine programs to provide additional support, programs to maintain support at current levels, programs to reduce support, programs to significantly refocus or phase out, and programs where an opportunity exists to leverage existing resources.

It should be noted that the sources used to identify the data to assist in this process came from the University of Minnesota Office of Institutional Research, UMC Registrars Office, UMC Director of Finance, and UMC Academic Affairs Office. Also, on numerous occasions department heads and faculty were invited to respond to questions when the work group felt additional information was needed beyond the data provided.

**Goal:** Develop and maintain quality programs that support the mission of the campus and provide graduates with the education and skills to succeed.

Programs to strengthen/expand to move forward - quality programs that have the potential to increase enrollment. Additional resources, particularly new faculty, will enhance the quality, increase enrollment, and serve the region and beyond.

- **Accounting:** Both accounting positions are staffed with term appointed faculty. Introductory accounting classes are required of all business and many agriculture degree students. With significant adjustments in the accounting curriculum in 2009-10 that included adding a fifth year
of study so that graduates can now take the CPA exam and the expanded availability of all accounting classes and a degree online, enrollment has seen significant growth. To sustain this growth and assure academic accountability, a minimum of one and ideally two tenure-track faculty need to be added in support of accounting educational programming at UMC.

- **Applied Health/Health Management:** This program is growing with potential for additional growth through collaboration with the Center of Allied Health Programs. However, leadership is stretched too thin. Investment in faculty is needed.

- **Criminal Justice:** The CJ program is experiencing a strong growth curve, with a current combined enrollment of 70 students between CJ and Natural Resources Law Enforcement. Recruitment patterns suggest an additional 20-25 student per year and good growth potential online. However, the program actually has less than one FTE, and relies on adjunct faculty to meet its teaching obligations. Accordingly, an additional faculty investment is recommended.

- **Natural Resources:** This program has experienced faculty and consistently high enrollment, attracts students from two-year institutions. Good collaborations with industry and government agencies result in good job placement for graduates. Additional faculty will enhance the program.

Programs to maintain at current levels of support - programs that have the appropriate enrollment for faculty resources or the potential to increase enrollment. Current levels of faculty can maintain the quality of the programs.

- **Ag Business:** New faculty are providing leadership for the program, which supports other program areas in the Agriculture and Natural Resource Department. Online option is a possibility if there is collaboration with the Business Department.

- **Agronomy:** A program with a long history of serving the region. Consistent with the campus mission. New faculty giving leadership to the program. Increased collaboration with the NWROC will add to the quality of the program.

- **Animal Science:** Significant enrollment growth in the program over the past five years (threefold). Pre-Vet focus is a factor in the increase. This program meets a regional demand.

- **Biology, Health Sciences:** These programs have healthy growth. New instructors have been hired. The rate of hiring new faculty is proportionally adequate to the rate of growth. Very successful rate of placement of graduates in professional and graduate schools.

- **Business Management:** For many years, this degree has been heavily enrolled and offered emphasis areas in Entrepreneurship, Business Aviation, Marketing, and Management. In the 2009-10 academic year, the faculty began the process of migrating away from emphasis areas to majors and minors. Separate Bachelor of Science degrees in Management and in Marketing are now available on campus and online. Proposals for Entrepreneurship and Business Aviation minors will be considered in the 2010-11 academic year for on-campus and online delivery. Recent tenure-track faculty positions and recent research initiatives of the faculty supporting these programs have enriched the student experience.

- **Communication:** The Communication program is undersubscribed. The faculty are preparing to propose the degree be additionally offered online, which could increase enrollment.

- **Equine Science:** This is a specialized program with steady enrollment over the past few years. It is a high visibility program that has strong collaboration with athletics. No tenure/tenure-track leadership except for the department head.

- **Golf & Turf:** Recently, new faculty leadership with national presence has solidified the program. Other coursework in the department supports the program. A unique program in the area with a majority of students transferring in from two-year institutions.
Health Informatics/Information Technology Management/Software Engineering:
Coexistence of Software Engineering, Information Technology, and health related programs led to the development of the interdisciplinary programs in Health Informatics. With the newly established Informatics Lab, potential exists for similar efforts across campus. Health Informatics – New, federally funded initiative leading to a certificate. All enrollment slots are full.
Information Technology Management – Planning is underway for Fall 2011 online delivery.
Software Engineering – This new program is our first engineering program. It’s growing and moving towards ABET accreditation.

Manufacturing Management: This program is primarily delivered as an online degree. It has sustained a healthy enrollment for more than ten years thanks to strong connections to the state’s community and technical colleges and manufacturing companies. Growth would be possible in this program with additional faculty resources.

Sport & Recreation Management: This program recently added a tenure-track faculty position. Enrollment is strong. Opportunities exist for possibly making this program available online within the next two years. It is also a program with interdisciplinary opportunities within other campus departments and degrees such as Golf and Turf Management in the Agriculture & Natural Resources Department and Health Sciences from the MST Department.

Programs to continue with reduced support - programs that have less than desirable enrollment but have adequate faculty resources. Resources will likely be reallocated to other programs in the future unless changes are made to increase enrollment or reduce costs.

Ag Systems Management: Low enrollment program, but it does provide coursework for other programs. Technical colleges offer similar programs at a lower cost. Is it a degree program, or is it more effective providing support for other majors in the department? Consider restructuring the curriculum to address current agriculture priorities including precision agriculture.

Aviation: This program is a niche program with good collaboration with the University of North Dakota, which has the premier aviation program in the country. Consider changing to a minor rather than an emphasis area.

Early Childhood Education: The ECE program has been struggling with its enrollment over the past few years in spite of experienced faculty and a quality Early Childhood Center. Existing academic resources can and should be leveraged to augment the program with an Elementary Education program with the goal of increasing both enrollment and efficiency.

Horticulture: A new faculty position is helping to recruit new students. Other courses in the department serve the program well. Greenhouse facilities add strength to the program. There is potential to increase recruitment from two-year programs and to increase international student interest in the program. Interest is growing in local foods initiatives.

Programs to eliminate - programs with low enrollment that likely won’t be changed in the future. Programs are available at other institutions that can provide a more effective and/or efficient educational experience.

Ag Education: Low enrollment program both in new high school admits and transfer students. This program is available on the St. Paul campus (currently a collaborative program with UMC) and North Dakota State University.
o **Hotel, Restaurant & Tourism Management:** During the 2009-10 academic year, the HRT curriculum went through a significant change with a reduction in unique HRT courses and a greater reliance on general business courses. This was done to allow the program to demonstrate improved cost efficiencies. At this time, opportunities for collaboration and enhanced marketing strategies are being considered. Enrollment in the program has been small for some years, but with the adjustments already complete as well as those being executed, the Business Department has expectations of program growth.

o **Organizational Psychology:** The Organizational Psychology program is significantly undersubscribed and struggles to find a steady enrollment. After three years it is becoming clear that it is not an easily recognizable degree for incoming freshman. It is difficult to determine what type of investment could be made to significantly improve its enrollment and increase its efficiency.

Programs to leverage existing resources - programs are strongly encouraged to leverage other program resources to increase the enrollment and improve effectiveness and efficiency.

o **Ag Education/Early Childhood Education:** Explore collaboration to maximize the use of education courses currently taught at UMC and required by both degree programs. This could also eventually be expanded to create other teacher education programs. Ag Education should also explore collaboration with the Northwest Research and Outreach Center.

o **Ag Systems Management:** Align and leverage faculty resources to support other majors in the department.

o **Applied Studies:** The Applied Studies program has witnessed a significant growth in enrollment after offering it as an online degree program. Existing resources can be further leveraged to improve the administration and functioning of the program.

o **Golf & Turf/Business/Hotel, Restaurant &Tourism Management/Sport & Rec Management:** Leverage resources to develop a Professional Golf Management (PGM) program that would prepare graduates to take a series of three PGA Certification Exams. This program would likely improve the number of recruits for both men’s and women’s golf programs at UMC. This program is aimed more at the “golfer” as opposed to the existing Golf & Turf program preparing course superintendents. This type of program is not offered at any other institution in Minnesota or nearby states.

**Student Services**

The University of Minnesota, Crookston has a reputation for quality student affairs and student services, especially important because a majority of our students are first generation college students. Our goals and outcomes are based on providing our diverse student populations the appropriate information, services, resources, enrichment opportunities, and programming to reduce barriers and help our students graduate. The key to future success as a campus is our commitment to live up to the reputation of exceptional service.

**Goal:** To provide comprehensive, high-quality student services and holistic student development in an effective and efficient manner for all students, including our growing and increasingly diverse student body.
Programs to strengthen/expand to move forward
  o Provide customized student support services to meet the unique academic and social needs of first
generation and commuter students
  o Provide customized student support services to meet the unique academic and social needs of
multicultural and international students
  o Provide customized student support services to meet the unique academic and social needs of
student athletes
  o Align student support services with other campus units to increase effectiveness
  o Partner with units and departments to provide consistent student services to all student populations
  o Initiate effective communication mechanisms between academic units, advisors and the Academic
Assistance Center to better align services provided with campus academic priorities and needs

Programs to maintain at current or reduced support.
  o Explore possibility of a partnership between career services and admissions.
  o Collaborate with Northland Community and Technical College (NCTC) on student activities
  o Explore opportunities for summer camps, conferences, other programs
  o Explore alternative and online forms of delivering new student orientations
  o Explore alternative new student registration and scholarship recognition programs
  o Evaluate initial year of Peer Mentoring program

Programs to continue or consolidate with substantially reduced support.
  o Review structure, alignment, and responsibilities of UMC’s Registrar position
  o Move Alcohol, Tobacco & Other Drugs (ATOD) to health services
  o Move Recycling to Service Learning Coordinator

Programs to eliminate.
  o Utilize student surveys to make informed decisions about priorities in student affairs and student
services areas, administer again in Fall 2010
  o Reduce redundancy and eliminate duplication of services
  o Evaluate part-time employees who have been added in the past few years

Programs to leverage existing resources. (also tied to #1)
  o Utilize the services of the Office of Equity & Diversity and other departments within the
University of Minnesota including the coordinate campuses
  o Explore opportunities to provide student support services for online students
  o Collaborate with community resources and services
  o Utilize faculty and staff who have specialized expertise and/or available time and resources to help
meet student services needs
  o Promote partnerships with the Crookston community and other campus units in developing a
strategy to promote and build a campus recreation/wellness facility
  o Move First Year Experience and Parent Coordinator position to Admissions and Enrollment
  o Move Switchboard Operator to Student Affairs Office
  o Develop a plan to review and assess possible additional campus residential needs
Technology

In 1993 UMC introduced transformative change as the first higher education institution in the country to provide laptop computers to all students and faculty with an aspiration to integrate technology across the teaching and learning environment. Since then, the campus has continued to be a technology leader as evidenced by its influencing the University to adopt Moodle as its primary course management system. We are strategically positioned to expand our role and reputation as a technology leader.

Goal: To be the leader for integrating technology into the curriculum in higher education.

Programs to strengthen/expand to move forward
- Reestablish Crookston as a learning technology innovator
- Strengthen technology integration across the teaching and learning environment
- Strengthen campus reputation for best practices with University partners
- Take leadership for Moodle course design and development
- Support e-learning initiatives
- Increase support for the Center for Teaching and Learning Technology
- Take leadership for investigating, piloting, and deploying new technologies
- Reestablish technology mini-grants (truly focus on technology innovation)

Programs to maintain at current levels
- Provide technology training
- Support application development when central services are less efficient
- Provide wireless network infrastructure
- Continue Lap-top computer program
- Continue Lap-top computer gifting program

Programs to continue with reduced support
- Reduce support for obsolete technologies
- Reduce support for presenting at national conferences
- Reduce wasteful printing and paper use

Programs to eliminate
- Eliminate grant funded partnership when not efficient or substantial enough to warrant partnership

Programs to leverage existing resources
- Leverage central common good services (including 1-Help help desk support)
- Leverage IT director role in central OIT planning
- Leverage OIT video solutions group for instructional and conferencing needs
- Use PIAC for input on technology needs for programs
- Collaborate with academic departments on educational opportunities
- Partner with informatics lab/research opportunities
- Develop an academic technology user group
Online Programs

The University of Minnesota, Crookston delivers exceptional online degree programs. We accomplish this by creating a stimulating, student-centered, technology innovative, interactive, teaching and learning environment. Online degrees are closely aligned with on-campus degrees, engaging distance and residential students with faculty and staff in meeting the campus and University of Minnesota missions.

Goal: To continue offering quality academic programs that provides a quality experience for online students.

Programs to strengthen/expand to move forward
- Increase marketing/advertising investment of online programs
- Increase academic programs delivered online
- Increase liberal education, science, and math courses delivered online
- Institutionalize policies and procedures for quality assurance of online instruction
- Increase staffing for instructional design out of the Center for Teaching, Learning, and Technology
- Increase staffing for professional advisors/instructors

Programs to maintain at current levels
- Current practice of using full time faculty to teach on campus and online
- Academic department autonomy and responsibility for online and on campus as an integrated whole

Programs to continue with reduced support

Programs to eliminate
- Duplication of services to online students
- Online classes that are not part of the curriculum for current degrees online

Programs to leverage existing resources
- Once U of M Board of Regent approved we will be able to utilize curricular efficiencies from Applied Health online to deliver Health Science online; curriculum outside of core classes is similar
- Ag Business utilizing Business core curricula
- Establish liberal education core for all online degrees
- Office of the Registrar, Admissions and Center for Adult Learning (CAL) continue cross training to facilitate online growth with CAL providing student support services after admission
- Management core is clear in Applied Health, Health Sciences and Business, use those efficiencies online
Sustainability/Energy

Sustainability issues are increasingly important on campus. Students are a driving force as is the recognition of cost savings from energy efficiencies. A Campus Sustainability Committee formed in 2008 and the Crookston Students for Sustainable Development (CSSD) provide an action forum for discussion and implementation of these important issues.

Goal: To practice greater stewardship of resources and graduate students who can be leaders in sustainability initiatives.

Programs to strengthen/expand to move forward
- Move forward with Action Plan for Climate Neutrality and Sustainability recommendations
- Strengthen student led initiatives to reduce energy costs and address sustainability issues
- Continue promoting the behavioral changes and other initiatives started by the Otter Tail Power Campus Energy Challenge initiative
- Complete the plan for lighting projects
- Develop and implement plans to reduce energy consumption in Dowell and Hill Halls
- Continue use of the Compass System to streamline the work order process
- Integrate sustainability issues into the curriculum
- Increase awareness of opportunities to reduce energy costs

Programs to maintain at current levels
- Demonstrate sustainable strategies to the campus, community and region/Working with Otter Tail Power Company on the ReDirect Program and several rebate programs
- Foster grant writing for outside funding. Added a research working group to campus Sustainability Committee

Programs to continue with reduced support
- Reduce uses of coal as a heating source/Continue expanding the “Shoulder Periods” of heating with alternative fuels, i.e., propane and natural gas, while encouraging passive energy conservation measures
- Continue recycling initiatives
- Reduce wasteful printing and paper use

Programs to leverage existing resources
- Develop better collaboration with local businesses that are supporters of sustainable initiatives.
- Work more closely with the Initiative on Renewable Energy and the Environment (IREE) on grant opportunities and solar energy uses
- Connect all departments through a campus sustainability theme
- Leverage University of Minnesota system offices and resources. Continue working with Energy Management, Capital Planning and Project Management, Call Center, BSAC, and Purchasing to utilize expertise in these areas
- Increased online programming will reduce campus expense, energy costs, etc
International Programs

The 2006 Strategic Plan recommendations included an ambitious aspiration to internationalize the campus. The results have been transformative. Today we have students from more than 25 countries coupled with a growing history of partnerships with higher education institutions around the world. We are achieving the goal established to prepare all of our students to succeed in a global marketplace.

Goal: To educate and graduate students with a global and diverse perspective.

Programs to strengthen/expand to move forward
- Increase enrollment of international students
- Improve admissions, orientation, and transition process
- Increase the number of faculty, staff and students traveling abroad
- Support faculty development
- Support recruitment and marketing materials

Programs to maintain at current levels
- Internationalize the curriculum
- Develop summer programs for international students

Programs to continue with reduced support
- Collaborate with Crookston and other area schools

Programs to eliminate
- Eliminate certain costly services, or begin charging a fee (ex. express mailing of admission packets)

Programs to leverage existing resources
- Leverage collaboration with Office of International Programs at the Twin Cities campus
- Leverage collaboration with area universities, e.g. Valley City State University, University of North Dakota, other U of MN coordinate campuses and Northland Community and Technical College.

Athletics

The mission of the athletic program at Crookston centers on the well being of the student-athlete. Intercollegiate athletics provides an opportunity for educational growth, personal growth, and development. Personal skills and values are developed through dedication, perseverance, responsibility, team effort, cooperation, discipline, self-confidence and other attributes of human development and citizenship.

Goal: To offer a competitive athletic program that achieves the balance between academics and athletics, and provides a quality experience for the student athlete.
Programs to strengthen/expand to move forward
- Acknowledge the fact that athletics represents 25-30% of on campus enrollment
- Increase the average GPA for student athletes
- Increase retention and graduation rates of student athletes
- Increase visibility for Crookston in Northern Sun Intercollegiate Conference (NSIC) communities
- Establish a Recreation/Wellness Center that will benefit all students, including student athletes
- Increase scholarships to increase competitiveness
- Increase academic majors
- Enhance Outdoor Facilities i.e. turf, locker rooms, team rooms, new press box

Programs to maintain at current levels
- Maintain current number of team sports
- Maintain current number of staff positions
- Respond to the changing landscape of conference alignments in the 5 state area
- Continue to work with faculty on academic issues

Programs to continue with reduced support

Programs to eliminate
- Eliminate hockey

Programs to leverage existing resources
- Continue to explore grant opportunities to enhance student-athlete experience
- Increase private fund raising to support progress
- Continue to partner with student services to support student athletes

Consultation

Phase 3 of the Strategic Positioning process has been a year-long campus discussion involving the chancellor, vice chancellor, directors, department heads, faculty, staff and students. The process began on January 7, 2010, when nearly 30 people met with the assistance of Jody Horntvedt, a facilitator, who is familiar with the Crookston Campus having facilitated the Strategic Positioning Task Force Phase 1 report.

We decided to base program decisions on the seven criteria outlined in Senior Vice President Jones October 21 memo, including:

1) **Centrality to Mission:** A program or service is more highly valued if it contributes significantly to the core mission of the University.

2) **Quality, Productivity, and Impact:** A program or service should meet objectives and evaluative standards of high quality, productivity, public engagement, and impact.

3) **Uniqueness and Comparative Advantage:** A program should be evaluated based on characteristics that make it an exceptional strength for the University compared to other programs in Minnesota or at other peer institutions.
4) **Enhancement of Academic Synergies:** A program/service should be organized to promote and facilitate synergies that build relationship and interdisciplinary, multicultural international and other collaborations.

5) **Demand and Resources:** Evaluation of a program or service should consider current and projected demand and the potential and real availability of resources for funding program or service costs.

6) **Efficiency and Effectiveness:** A program or service should be evaluated based on its effectiveness and how efficiently it operates.

7) **Development and Leveraging of Resources:** Any new or existing program or service should be evaluated on its potential to develop new resources and leverage existing resources.

8) **Collaboration:** This criterion was added by the group.

A second decision was to use work groups to focus on specific areas, including 1) Curriculum Efficiencies, 2) Student Services, 3) Technology, 4) Online Programs, 5) Sustainability/Energy, 6) International, and 7) Athletics.

On May 25-26, 2010, we convened a two-day retreat to continue the work of the Strategic Positioning Task Force. A broad range of topics were discussed regarding future trends and the role the University of Minnesota, Crookston will have in providing educational programs and services.

All meeting minutes/notes of the Task Force work groups and the two-day retreat have been on the campus website and comments were invited. Moodle sites were established for each of the work groups to encourage comments from the larger campus community including faculty, staff, and students.

The Task Force resumed work at the beginning of fall semester in late August, and reports were shared with all members. At that time the work groups began to finalize their work and make recommendations for future initiatives.

A campus forum was held on September 30 to obtain comments and feedback from faculty, staff and students. On October 26, the work group reports were shared with the All College Advisory Committee and Program Improvement Advisory Committees (PIAC) for comments. Monthly Task Force meetings continued through the semester when the curriculum work group gave their recommendation on November 19.

The chancellor, senior vice chancellor and department heads met on November 23 to review recommendations of the curriculum work group. Those recommendations were placed on the website and discussed in department meetings on December 9. Comments were incorporated into the recommendations. The chancellor met with members of the curriculum work group on December 16 to discuss the recommendations. An administrative cabinet meeting was held along with department heads on December 22 to continue to clarify and refine the recommendations. The chancellor met with the Faculty Consultative Committee to discuss curriculum recommendations January 4. The Executive Committee reviewed the vision and goals statements on January 5 and a working draft was submitted to Senior Vice President Jones on January 6. Crookston Student Association President Shawn Friedland went over the Campus Action Plan with his full board and submitted their feedback on January 16 to Chancellor Casey. The last Strategic Positioning Task Force meeting was on January 18, the action plan was reviewed again and minor edits were made.