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 impact is 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.

![UMC Revenue Source](image)

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>
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</thead>
<tbody>
<tr>
<td>Small campus – Big degree with students from the region (less diverse)</td>
<td>Small campus – Big degree with students from 40 states, 27 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 2 and 4 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</td>
<td>NCAA Division II</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 hold more terminal degrees and bring a global perspective to their teaching, research and engagement. More students have aspirations for graduate and professional educational beyond their 4-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 Committee in January 2010. This committee is made up of a cross-section of UMC administrators, faculty, staff and students. The charge to the Strategic Positioning Committee 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 that this committee would focus on 7 broad areas: Student Services, Athletics, Curriculum Efficiencies, Energy Efficiencies/Sustainability, Online Programs, Technology and International Programs. Work groups were created for each area to do research and report back to the whole committee. 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 Committee 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 to 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
  - More female graduates than males
  - More minority students
  - More part-time students
More online students
Committed to environmental sustainability
Technology by instinct
Balanced career preparation and liberal arts education
Products of flexible educational opportunities
Proficient with written, oral, and presentation/media communication
Critical thinking and problem solving important

Other trends in industry and society
More women in the work force, earning as much or more than men
Hispanics are projected to increase their share of the labor force
“unless you are networking, you will soon be not working”
Affordability, thrifty, value shopping – new societal value
Aging population, increase in number of people living alone
Increase in urbanization of population, increase in people living alone
Increased use of technology (social media, e-mail, internet)
Economic climate influences retraining for new careers
Jobs lost may not be regained
Globalization of education, more diversity
Outsourcing between 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 faculty/student partnership in learning and assessment
Clarifying expectations for teaching and learning
Integrating critical thinking across the curriculum
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/Grille)
Connecting learning to the students’ world (experiential learning)
Encouraging excellence across the board
Providing a multicultural and international experience

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
o Staying focused on students
o Supporting faculty and staff professional development
o 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 now. 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>Collaborations</strong></td>
<td></td>
</tr>
<tr>
<td>Limited number of formal articulation agreements</td>
<td>More and better articulation agreements</td>
</tr>
<tr>
<td>Some faculty – student collaborations</td>
<td>Expanded opportunities for faculty and student collaborations</td>
</tr>
<tr>
<td><strong>Curriculum</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>Online</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>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 7 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>Sustainability</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>
<tr>
<td>Energy conservation adopted as a concept</td>
<td>Energy conservation is a way of life</td>
</tr>
<tr>
<td>Highly dependent on state funding</td>
<td>Campus is more self-sustaining</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>
</tbody>
</table>
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 5 years. New faculty hires have resulted in increasing the quality of a number of programs.

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.

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. Below is an explanation of what each of those categories mean.

1. 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.

2. Programs to maintain at current levels – Programs that have good enrollment or the potential to increase enrollment. Current levels of faculty can maintain the quality of the programs.

3. 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.

4. Programs to eliminate – Programs with a declining enrollment that likely won’t be changed in the future. Programs are available at other institutions that can provide a more effective and efficient educational experience.

5. Programs to leverage existing resources – Programs that may be able to leverage other program resources to increase the enrollment and improve effectiveness and efficiency.

It should be noted that the sources used to find the data to help 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 committee felt additional information was needed beyond the data collected.
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

- **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.

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

- **Accounting**: Both accounting positions are staffed with T- appointment contract 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.

- **Natural Resources**: Strong faculty with consistently high enrollment. Attracts students from two year institutions. Good collaborations with industry and government agencies results in good job placement for graduates. Additional faculty will enhance the programs.

Programs to maintain at current levels

- **Software Engineering**: This new program is our first engineering program. It’s growing and moving towards accreditation.

- **Health Informatics**: New, federally funded program. All enrollment slots are full.

- **Information Technology Management**: 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.

- **Biology, Health Sciences**: 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.

- **Golf & Turf**: Recently, new faculty leadership with national presence has solidified the program after faculty turnovers. Other programs in the department support the program. A unique program in the area with a majority of students transferring from 2 year institutions.

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

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

o **Animal Science:** Significant enrollment growth in the program over the past five years (3 fold). Pre-Vet focus a factor in the increase. Good faculty ensure quality and meets a regional demand.

o **Sport & Rec 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 Heath Sciences from the MST Department.

o **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. The program lacks a tenure track faculty positions but is guided by a long-term P & A faculty member. Growth would be possible in this program with additional faculty resources.

o **Equine Science:** Very popular niche program with steady growth over the past few years. Some concern about the job placement of graduates. Effective advising that directs students to business/management minor is assisting graduates. High visibility program that has strong collaboration with athletics. No tenure/tenure track leadership except for the department head.

o **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 on line. 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.

Programs to continue with reduced support

o **Horticulture:** 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.

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

o **Aviation:** Program has good collaboration with the University of North Dakota that has the premier aviation program in the country. A good second major for students but expensive for UMC and students

o **Ag Systems Management:** Low enrollment program that has had difficulty in the transition from a 2 year to a 4 year program. Technical colleges offer similar programs at a lower cost. The strategy to grow renewable energy and bio-fuel technology programs isn’t meeting expectations for growth.
Programs to eliminate

- **Organizational Psychology**: The Organizational Psychology program is significantly undersubscribed and struggles to find a steady enrollment. With 13 students enrolled in the major after 3 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.

- **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. Explore collaboration with ECE.

- **Hotel, Restaurant, Tourism Mgmt**: 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.

Programs to leverage existing resources

- **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.

Student Services

The University of Minnesota, Crookston has a reputation for quality student affairs and student services, especially important because a large portion of our students are first generation college students. Our goals and outcomes are based on providing appropriate information, services, resources and programming that will reduce barriers and help all of our students matriculate and persist through graduation. 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.

Program to strengthen/expand to move forward

- Provide customized student support services to meet the unique academic and social needs of first generation and commuter students
- Provide customized student support services to meet the unique academic and social needs of student athletes
- Effectively align student support services with other campus units
- Partner with units and departments to provide consistent student services to all student populations
- Initiate effective communication mechanisms between academic units and the Academic Assistance Center to help better align services provided with campus academic priorities and needs
- Align and deliver customized needed student services to multi-cultural and international students
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

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 the campus nurse
  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 unnecessary redundancy and eliminate duplication of services
  o Evaluate part-time employees that have been added in the past few years

Programs to leverage existing resources. (also tied to #1)
  o Collaborate with other University of Minnesota coordinate campuses
  o Explore opportunities to provide student support services for online students
  o Effectively utilize existing academic and community services
  o To the extent practical, 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 Office
  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
教学 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
  o Reestablish Crookston as a learning technology innovator
  o Strengthen technology integration across the teaching and learning environment
  o 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
- Custom 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 Education

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
- Additional marketing/advertising investment of online programs
- Additional academic programs delivered online
- Additional liberal education, science, and math courses delivered online
- Institutionalized policies and procedures for quality assurance of online instruction
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- Additional staffing for instructional design out of the Center for Teaching, Learning, and Technology
- Additional 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 accredited we will be able to utilize curricular efficiencies from Applied Health to deliver Health Science credits online as curriculum 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 that can be realized 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 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.
o Increase awareness of opportunities to reduce energy costs.

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

Programs to continue with reduced support
o 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 measure.
o Continue recycling initiatives
o Reduce wasteful printing and paper use

Programs to eliminate

Programs to leverage existing resources
o Develop better collaboration with local businesses that are supporters of sustainable initiatives.
o Work more closely with the Initiative on Renewable Energy and the Environment (IREE) on grant opportunities and solar energy uses.
o Connect all departments through a campus sustainability theme.
o 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.
o Increased online programming will reduce campus expense, energy costs, etc

International Programs

Our strategic positioning recommendations included an ambitious aspiration to internationalize the campus. The results have been transformative. Today we have students from 27 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
o Increase enrollment of international students
o Improve admissions, orientation, and transition process
o Increase the number of faculty, staff and students traveling abroad
o Support faculty development
o Support recruitment and marketing materials

Programs to maintain at current levels
o 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 Twin Cities campus
  - Leverage collaboration with area universities, e.g. Valley City State University, University of North Dakota

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 NSIC communities
  - Work toward establishing a Recreation/Wellness Center important to 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
  o Eliminated hockey

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