Day 1: June 2, 2009

It would be nice to have an inventory of talent on our campus so we can better understand what we have available here and to circulate that information for the purpose of synergies.

A while ago, Jeff Sperling, Krista Lemos, Michelle Christopherson did an efficiencies review so they could remove redundancies and direct work to where the expertise. Worked well for them and might help others. Audit of staff conducted in the Center for Adult Learning helped discover talents and was helpful when applying for a grant. Taking a look at application development was beneficial for technology services because it helped reduce redundancies, combine or house things differently.

Need to emphasize the importance of the Expert’s List so faculty make sure they are on the list. All faculty have an area of expertise.

Question on importance of experts list: What is the goal of the list? It is helpful for directing questions to the appropriate person. Identify roles and tasks of each person so when new people are on campus they will know who to ask. Clarify and communicate who we are and what we do. It can help with identifying potential adjuncts, apply for interdisciplinary grants, gather input from others on campus with interests/expertise in a particular area.

Media can use the list to make contact on stories and current issues. Don’t want to drop the ball on this because it would be beneficial.

Taking it forward:
1. Accountability and reporting
2. Commitment to moving forward
3. Communicating to the rest of the campus community needs to be done better

Review of the Strategic Planning

Group breakout session- indicators of success:
One success story from each group that demonstrates success:

Technology group
Implementation of Moodle- Web CT was slow for our rural users and we began using Moodle as a pilot project and in the course of that time a Moodle shop was developed at the Twin Cities. We even presented at Educause.

Undergraduate education group - leading to a University of Minnesota degree. – Small Campus. Big Degree.

Innovation, entrepreneurism, and sustainability group – Summit two weeks ago, 100 attended, focused on innovation and creativity in the region.

Leadership development group- Learn how to be leaders by being in leadership positions. Lots of student organizations. LEED certification effort led by students.
Global and diverse cultural experience group—significant increase in students in learning abroad.

Campus climate and culture—
Reflection activity – listing positives (strengths) and frustrations - areas to improve – (Table 1 below). Include one thing I would change on campus and here’s how I would change it:

Table 1: Positives and Frustrations Exercise

<table>
<thead>
<tr>
<th>Positives</th>
<th>Frustrations</th>
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<tbody>
<tr>
<td>Listening sessions by the Chancellor</td>
<td>Union Attitude – “Us vs. Them”</td>
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<tr>
<td>Monthly Chancellor e-mail updates</td>
<td>Although “listening” occurred there was no feedback (i.e. Dining Services outsourcing.)</td>
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<tr>
<td>Thursday Commons</td>
<td>Get more faculty, staff and students to attend</td>
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<tr>
<td>Improved welcome process for new faculty and staff</td>
<td>Same people seem to dwell rather publicly on the negative</td>
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<tr>
<td>New hires of both faculty and staff</td>
<td>Lack of participation by faculty and staff in campus events like convocation and special events</td>
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<tr>
<td>10 staff members who completed bachelor’s and master’s degrees in 2008-09</td>
<td>How do we make more accountability?</td>
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<tr>
<td>Outstanding leadership from Dr. Casey</td>
<td>Negative people -Friction between faculty and staff that hurts the good/dedicated people with no repercussions on the negative people</td>
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<tr>
<td>Greater open communication on topics affecting UMC</td>
<td>Decisions made that go outside the norm</td>
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<tr>
<td>Acknowledging great work. I think Chancellor Casey has been committed to recognizing faculty, staff and students for various accomplishments. Several receptions throughout the year.</td>
<td>Promotions that are made in a silo without all the facts</td>
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<td>Large executive retreat – more voices</td>
<td>Not all offices are student centered</td>
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<tr>
<td>Better communication from Chancellor on budget</td>
<td>Not always friendly and helpful to those working here</td>
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<tr>
<td>Friendly and welcoming to students and visitors</td>
<td>Don’t feel I have level of support from my supervisor</td>
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<td>Beautiful campus</td>
<td>That faculty are not involved in goal setting and implementation, except in token numbers, that “communicating is not telling” in a shared governance setting.</td>
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<td>Innovative technology</td>
<td>Expected to provide all service offered by UMTC. “...Put your staff on it.” What staff? Sometimes we are only one employee deep</td>
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<td>Part of the U of M</td>
<td>Unwilling to be team players – “that isn’t my job”</td>
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<td>Adaptability and intelligence of faculty</td>
<td>Poor morale among some student service areas</td>
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<tr>
<td>Small campus</td>
<td>Lack of willingness to try new things or retry old things</td>
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<td>Most have a “can do” attitude</td>
<td>Poor communication</td>
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<tr>
<td>Celebrate the positives</td>
<td>HUGE lack of support and respect among co-workers</td>
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<tr>
<td>Lots of new faculty and staff with great expertise and enthusiasm</td>
<td>Lack of student centeredness</td>
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<td>Embracing of sustainability as a campus community</td>
<td>We don’t’ learn from each other as effective as we should (Peter Senge’s 5 disciple)</td>
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<td>Recruitment of some high-quality faculty</td>
<td>Proliferation of rules, regulations and policies (symptoms of low trust culture – Stephen Covey)</td>
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<tr>
<td>New dorm</td>
<td>Increase in “that’s not my job” mentality</td>
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<td>Budget limitations</td>
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<td>Peer mentoring of new faculty in some departments</td>
<td>Negative attitudes</td>
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<td>Failure to respect each other</td>
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<tr>
<td>Lack of willingness to be involved in committees or hold leadership positions</td>
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<tr>
<td>Improved accountability</td>
<td>Unwillingness to change</td>
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<td>Two hours on Thursdays for campus wide meetings</td>
<td>Faculty - administration divide has increased not decreased</td>
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<td>More communication between departments on campus (already doing this to some degree)</td>
<td>Often feel I have to walk on egg shells with my speech</td>
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<td>Most faculty and staff know each other by name</td>
<td>People dissect your words and ignore your intent</td>
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<tr>
<td>Campus is student-centered</td>
<td></td>
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<tr>
<td>Most faculty and staff work too hard, too many hats</td>
<td>I see others that may spend too much time or time wasting on lengthy personal conversations around campus - regularly</td>
</tr>
<tr>
<td>This is a great place to work, play, and live</td>
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Reflection exercise:

**One thing I would change and how I would do it:**
A clear action plan with specific activities - who’s responsible should be developed to accomplish this goal. The action plan should be spread throughout the calendar year with a focus on several during the first few months. (Bob Nelson)

Build more trust and teamwork among faculty and staff by having more social interaction opportunities and public recognition of accomplishments. (Andrew Svec)

Create a more trusting relationship between administration, faculty and staff. (Chuck Casey)

Unconditional support of each other as professionals per faculty and staff by better serving our customers (students), customer service improvement. More openness to change and keep working at
it. Build a culture of philanthropy through seminars or summits for faculty, staff, and students. (Corby Kemmer)

Be more supportive of one another. We are all trying to make this campus better. It is a challenge, no doubt, to somehow get buy in from faculty/staff/students on goals and objectives, but people also need to want to participate and make things better. (Stephanie Helgeson)

Review committee make-up – some people on all of the committees when there are lots of talented faculty and staff to draw from. (No name)

Create a more accepting and integrated global learning community for students and faculty by creating living/learning communities, international activities in the residence halls, and curricular integration. (Kim Gillette)

It’s such a waste to see this great campus idle during the summer. We need to leverage this wonderful asset. This is an old story, but being a 12-month staff person, I see it... feel it. (Jeff Sperling)

Start including and respecting faculty in planning events such as this. The perception is that “things are decided in the summer and told to use when we return” persists. We need a serious place at the table. Restore elected faculty at department head meetings. (Marsha Odom)

More social interaction between employees for bonding. Make it fun, like FISH. Different departments host an activity. (Peter Phaiah)

Continually dwelling on negative things. Would have to be a group effort to help people move forward Group discussions? (Tricia Sanders)

A student-centered campus culture by commitment to exceptional student service, required advising appointments for all students, course evaluation analysis, and evaluation and continuous improvement. (Amber Evans-Dailey)

Increase interdisciplinarity by blurring the department and unit lines. (Dan Svedarsky)

Improve communication and respect between faculty, staff and administration. Respect for each other’s point of view. More information to decrease rumors and gossip. (no name)

Consequences for accountability and responsibility for all faculty and staff. Insist that recruitment be part of everyone’s job description. Negotiate into contracts and add to job descriptions. Reinforce good strategies and change/modify those that are not successful. (Michelle Christopherson)

Stop the rumor mill. (no name)

Acknowledge accomplishments of faculty and staff by devising a more systematic process for faculty and staff to submit their own information – articles published, workshops presented, presentations, etc. (Sue Brorson)
Noted that the strategic planning report should be revisited every year and perhaps quarterly would be better.

**Reposition and rebrand** - reflection activity – What do we need to celebrate around the topic of repositioning and rebranding.

Successful transition from high school to technical college to bacclaureate college  
Sustained laptop initiative  
U of M continues to invest in us  
Phase out of the term polytechnic  
Connection to U of M brand  
Increased enrollment through marketing  
Online growth  
Contact point for the digital campus  
More grads are going to graduate school  
Renewal of the mission  
Small size  
Uniqueness  
Increased number of degree programs online  
Superior technology skills of grads  
Phase out of two-year programs  
Less reference of technical school  
Small Campus. Big Degree. - Resonates  
Highly engaged students  
Attracting new faculty

**Recruit and retain** – reflection activity- questions you have about recruit and retain action. Activity will be collected for tomorrow’s discussion.

*Questions about recruitment and retention you want to ask:*
Do we have more expertise on our campus. That we can tap as we explore different recruiting and marketing activities?

How are faculty members taking feedback from students/course evals and improving their courses?

When a department does some/any kind of recruitment activity, how is that coordinated with admissions? Is there any consistent method?

Has there been a significant change in our recruiting plan with the current economic crisis? i.e. laid off people are potential students- how do we reach them?

Why do students fail to return to UMC?

Have UMC retention numbers improved in the last two years?

What is our sustainable capacity? Was this audit completed?
What is missing from our advising activities? What is needed to improve the student experience/success in this area?

Has UMC considered a 100% on-campus residential life mandate?

What are counselors doing to recruit?

Are there plans to strategically hit feeder schools – does anyone know what these are?

Goal for transfer students? Where are we at in reaching that goal?

How as a campus are we making everyone accountable for retention? It’s a group effort.

Low ability students are less likely to be retained. Have we decreased these numbers? How?

What unit/department is responsible for retention? How are they accountable?

Do all faculty and staff understand students are the customer?

What is our customer service and is it good enough?

What can we do to recruit and retain more black women? What can we learn from athletics about recruiting minorities?

What are we doing specifically to recruit transfer students?

What can we do to balance the academic advising load?

How to build more effective relationships – high school, tech colleges, parents, students (prospective and current), employers, fellow faculty and staff?

Can we improve advisement?

Can we implement freshmen orientation for all incoming freshmen?

Can we involve students in the effort to retain?

What are the list of reasons (in order) that make our students leave before graduation?

Where is admissions recruiting (area)?

What is being done to recruit higher ability students?

What follow up is done when students visit campus to increase admissions?

How will we hold programs accountable for their enrollment goals?
Can/ will each area develop a clear list of implementable recruitment strategies?

What is one audience we could do more of in or with recruitment?

When will College in the High School be looked at as a potential recruitment audience?

How many online degrees can UMC add in the 2, 3, 5 years?

Have we identified three major activities that increase “good fit” enrollment? Where are we on implementing those actions?

How do we get all faculty and staff to believe that recruitment is everyone’s responsibility?

What strategy or strategies have been most successful in retention?

What ideas do you have for strengthening advising?

How do we provide quality programming that helps our students get to know, befriend each other?

How do we get faculty to engage in the recruitment and retention efforts?

**Internationalize** – reflection activity – rate progress on strategies for internationalizing campus. Share why you rated it that way. What barriers have impeded success?

Done good job recruiting international students but not sure the campus is there yet as far as integrating the international students to campus and community. I think we have made progress in this area and are working on strategies to improve – Score: 7

Needs to be more accepted by faculty and staff and average northwest students. Score: 5
Very visible progress, this is a plus. Disorganization seems to still occur at the student level. Are students prepared? Academically? and socially? Score: 6

I see a lot of progress. Barriers are “Why would a person want to move to Crookston? Score: Students: 10 faculty and staff: 7 Overall: 8

More work needs to be done to diversify the international population. Better retention of international students who use UMC as a “stepping stone” to other campuses. Score: 6

We had a good start by need a better plan or modify our plan. How do we get a balance of countries. Score: 7

We have more international students than ever before and more students are studying abroad. We need to diversify within diversity. Need more students from a wider number of countries. Score: 7

Great numbers but additional diversity is needed. Score: 8
I believe we have moved forward well in this area but I think we need to improve how we incorporate this diversity for both traditional and international students. Reduce barriers. Score: 8

We had attained large increase in international students two years ago. Our international recruiter is being terminated. How will we maintain these numbers? How do our international students assess their UMC experience? Score: 7

We have made good progress but we need more organization (time management) in this area. More planning in advance of activities, etc. more diverse students, i.e. Native Americans, U.S. diversity in addition to other countries. Score: 5

Need to increase study abroad participation. Financial barriers. Pluses include increased international student body. More faculty studying abroad. Score: 6

We have some things in place and need to continue to move forward. We have separated ESL and now need to recruit in an international market. Score: 4

Graduate programs are main attraction for international students and without graduate education it is much harder to internationalize. Score: 4

We have clearly increased our international students but international students are not very well integrated and almost exclusively Asian. We need to use programs as the key to retention. Score: 7

More students from more countries. Study abroad helps UMC students. Barriers: very few Native Americans and Hispanics. Score: 6

Need to do a better job of retaining domestic students of color. Need diversity in the curriculum. Need enthusiasm for diversity program. Score: international: 7 and diversity in general: 2. Overall: 5

Improved study abroad activity, international dinner, more faculty and staff visits abroad. Global and international curriculum. More online partnerships with other institutions. Score: 7

We have achieved our goal of international students (number). We still need to make progress on integrating those students into the campus. We need more progress on internationalizing the curriculum. Score: 8

To me it’s slow. More faculty involvement, more student involvement, more community interaction. Barriers include time and staff. Procedures and policies for implement. Score: 6.5

Don’t know about partnerships. Need more diversity in origin. Not much on curricular revision. Don’t know. Score: 7

5s and 4s comments:
  Graduate students are often the reason international students come to campus and we lack graduate school opportunities
  Need more diversity in curriculum
  Do a better job with tribal and diversity within the U.S.
9s comments:
   We have done an incredible job and great progress has been made.

Value-added learning – reflection activity- writing a journal article, what would we highlight?
- Applied and experiential learning
- Study abroad opportunities
- Required internships in each program – opportunity for internships to lead to job offers and along with internships there are also clinical experiences and field experiences
- Service-learning projects where students perform community outreach, farmers, teachers, etc.
- Poster session for student research
- Moodle-enhanced learning resources
- UROP grants
- Notable increase in the international experience
- Increased support for faculty research
- Distance learning offerings
- Peer review process
- Leadership opportunities
- Students leave the campus with strong technology skills

Partner to prosperity – reflection activity- share example of ways new partnerships exist.
- Regional hub: EDA Center and RiverWatch
- Private and public partners: RiverView Health, Highland Elementary practicum experience, and Bemidji State University partnership for the small business development center
- “Go to place” in NW Minnesota: Pine to Prairie Grant for career exploration for 9th graders, IDEA competition with NW Minnesota Foundation- a number of partners with this initiative, Extension and NWRSDP, and Digital Campus Leadership
- Public engagement and economic development: Benefit to the Crookston community to have a University of Minnesota campus in their city.

Taking it forward:
1. All UMC grads get real-world, industry-related experience as part of their course of study.
2. Recruitment and retention are part of the strategic plan that involves ALL of us.
3. World is not what it used to be
4. Energy in the room increases when we focus on the positive

Financial Future presentation

We are looking for ideas we generate to make our case to Central for stimulus dollars. Example: building energy efficiencies.

Any comparisons of energy costs per square footage? Yes, we are high. 13% more inefficient by comparison.

University of Missouri received award for their energy reduction.
We continue to absorb more operating expenses and covering them through tuition increases. Tuition dollars become even more important to the campus. Like a tuition treadmill. We are dependent on continually higher and higher tuition dollars.

Think about sustaining and creating jobs as we look at revenue opportunities. Put together small working groups to craft proposal if there is a call for proposals. Think about short-term stimulus and long-term generation of revenue.

Taking it forward:
1. We are on our own; it is up to us.
2. Need to sustain and continue to increase enrollment. Tuition is very important.
3. We are in charge of our own destiny and the decisions we make from now on. We must be thoughtful and inclusive in our decision-making process.
4. Realize every single student matters. They each make a difference financially.

Reminder of the assumptions VP Jones talked about in 2005: Consistency of mission, state support will not be increasing, budget and programs will bear the cost, clearly articulate mission/vision. These things are still true today.

Discussion on potential for the stimulus money:
Potential to hire a grant writer to develop ideas and write proposals
What are other opportunities around stimulus money? Possible to look at it to help keep jobs
We need to anticipate criteria for using it
Move away from two-year degrees is firm. Not likely to revisit.
Feedback showed that “polytechnic” was a negative for us. There is a lot of confusion around the term. Too much ambiguity, focus on applied and experiential learning.
Look for a word that has a shared understanding that is better than polytechnic.
Perhaps offer the option for a two-year degree instead of letting a student leave with nothing.
Are we an industrial arts institution? That is not our forte. Our focus is something different.
Resistance to anything with engineering attached. We are working on software engineering proposal currently.

Break-out session- three groups – revenue, cost savings and productivity, and areas of investment.

Facility (areas of investment):
Center for Entrepreneurship – grads give back, ownership, and students launch programs
Center for Teaching & Learning – professional development for regions
Lab School – practicum experience, included in Center for Teaching & Learning
GPS Lab Space
Network upgrades – infrastructure
Heating & cooling systems – increased efficiency and facelifts
Maintenance – general upkeep, cleaning schedule, curb appeal
Training ground
Walk-way to connect campus
Pasture land
Wellness Center with indoor competitive track– revenue generation
Minnesota House on the Prairie – living and learning, energy efficient
Labs for faculty, classroom lab space
SMART classrooms
Turf = football field – revenue generation, Minnesota State High School League
Shooting Sports Center – in wellness center
Northland Inn – housing, HRI program, ESL program
Central imaging “station”
Helpdesk – office hours increased, moving
Information kiosk – maps, information, etc.
Curb-appeal – outdoor gathering space
Energy efficient fleet
Airplane – aviation program
Minakwa Golf Course – golf & turf, horticulture, UMC gold team
Alumni Center – place to go, place to give
Napping pods – relaxation therapy
Student Center – increased services, i.e. barber, bank, restaurant, etc.

Students & Scholarships (areas of investment)
Upper income, no financial need, merit-based
International students – more scholarship opportunity
Study abroad scholarships – increase levels
Athletic scholarships – equals $35 million endowment. 90x $17,000 = 1.53 million
More non-work study employment opportunities and funding
Less restrictive scholarship dollars
Minority scholarships
Founders – fully funded or change requirements

Equipment
Research equipment
Bus transportation issues
Classroom lab equipment
Musical – piano, cello
AV equipment
Alternative sources of energy, wind biomass
Technology – reassert! Invest in training, focus on being advanced, laptops- what’s next? iTouch U?
Central scheduling software
Office equipment – desk top replacement

Miscellaneous
Accreditation of programs
Investment/market – summer conferences/camps, increased revenue, a person
New programs with greater potential
Publicity and marketing
Accurate “honest” comparison of salaries with peer institutions
Economic development study
Evening and weekend activity - On and off campus students
People:
- Faculty research dollars
- Additional support staff
- Grant writer
- Overseas travel for faculty
- Invest in faculty
  - Technology
  - Teaching/education background
  - Advising
  - Increase in numbers and quality
- Collaboration opportunities for faculty
- All programs > 1 faculty member
- Faculty professional development
- Increase in student support services
  - Counselors
  - Tutors
  - Advising (non-academic)
- Fewer adjuncts and more full-time tenure/tenure track faculty
- Summer camps – responsible person
- Institutional research and assessment
- In-service programs F/S
- Retirement buy-outs

3 top things in each category:
- Facilities
  - Wellness Center
  - Labs- classroom and faculty research
  - Schedule – general upkeep, maintenance of buildings and grounds on campus
- People
  - Grant writer
  - Advising
  - Market our facilities – person, i.e. summer camps and conferences
- Students and Scholarships
  - More non-work study employment opportunities
  - Increase in scholarships
- Equipment
  - Technology – reassert ourselves
  - Focus on being advanced
  - Upgrades to classrooms/labs/equipment

Cost savings/productivity increase
- Greater use of grad planner in classroom scheduling
- Shorter times to complete courses (classroom, online, less than 16 weeks.
- Establish a campus core
Decrease number of small, low enrollment classes
Combine online classes with classroom classes to maximize enrollment
Continue to move toward paperless system
Eliminate course duplications – courses with similar content in different departments
Centralization of receptionists or administrative assistants
Reduce waste in materials and supplies
Evaluate processes and systems to eliminate duplication, overlap, and redundancies to increase efficiencies
Cross training for coverage
Take full advantage of Central support
Leverage common good services
Replace on/off switches with motion sensors
Better utilization of vendors and contractors
Create a “real” one stop for students
Explore two academic units vs. four
What are the criteria for establishing and mission of departments? Efficiency of opportunities
Further exploration of partnering with the Northwest Research & Outreach Center for resource efficiencies
Increase utilities efficiencies
Improve IT resource utilization
Improve utilization of campus facilities
Increase the awareness of energy savings opportunities (personal responsibility)
Car pooling for business trips to TC and elsewhere and the use of technology, i.e. video conferencing, conference calls, etc.
Alternate energy options (wind energy, beet pulp)
Increase class sizes
Optimization of class schedules
Campus capacity optimization
Classroom space, hours used
Classes year round, graduate in less than 4 years
Develop or acquire a computer program for scheduling
Develop policy/procedure to require that people turn off lights when not there
Improve campus culture to increase morale and productivity
Customer service training for people who interface with students, parents, and alumni
More timely communication of issues, changes, problems, etc.
Eliminate time wasted on rumors and untruths
Relationship building with the broader community, high school counselors, business leaders
Grow our own food
Siesta breaks
Fill up the classroom before allowing on campus students to take online classes
Saturday/evening classes
Graduate degree offerings – education, MBA
Better utilization of qualified staff for teaching
Special interest courses for recreation, certifications, etc
Lock up buildings not needed during campus downtimes
Wellness activities to promote/increase productivity
Better planning to increase class sizes
Campus scheduler – one stop for scheduling
Increase administrative help for faculty
Increase administrative help for directors
Reevaluate people’s workloads for teaching when available
Provide institutional funding to hire more students to perform support tasks
Review course syllabus to eliminate redundancies and duplication
Work with preferred suppliers who support the campus in other ways
ESL Market (Institute)
Summer Institute – partner with Concordia Language Village, incorporate contact based/language per program
Eco-tourism, prairie, Glacial Ridge
Strengthen partnerships within U of M for grants and research
Invest in a business/start a business
Establish a consulting center
Student driven incubator /entrepreneurship
Training workshops – customized training
More majors- academic degrees
Create endowed chairs
Selected master’s degrees – cohort, niche, online, hybrid
International market
Workforce Inv. Act (WIA) certification
Summer camps/conferences – Elderhostel, ESL, workshops, College for Kids, customized training, satellite camps/sites
Add sport DII – track and field, wellness center, h.s. playoffs, h.s. football playoffs
Grants – writer, coordinator
Strengthen regional partnerships – AURI, EERC
Corporate sponsors
Cultivate alumni aggressive with development
Expand summer activities/retreats/workshops
License plate/ donor
Increase athletic event participation/ticket sales
International sister campus – satellite, online
Increase enrollment/tuition dollars
Increase retention
Summer workshops/sessions/ campus/ school on campus – need coordinator
Hybrid summer offerings
Grant writer – PI for faculty/staff
Online degrees

Discussion wrap-up from group breakout session:
Master’s degrees- online, cohort, executive master’s degrees have potential to generate revenue.
ESL- create an English Language Institute program of study could be English language learning
Customized training – tied to business needs that our faculty could work with. Retraining workers to reinvent themselves. Need to be certified to go in that direction.

Low cost way to increase revenue is to increase retention and enrollment
We are quiet in the summer. We should have camps and traditional summer school to help with graduation rates. Start with traditionally high enrollment classes.
Additional online degrees and programming to mitigate location challenge.

Need grant writing and coordination. Faculty do not have time to do this to both find grants and put them together.
Invest in faculty and people. Increase tenure track faculty. Invest in faculty research.

Increasing partnerships with U of M faculty for grants, etc.

Increasing academic programs as well as online programs. Perhaps a better program mix?
Dropping programs that need to be dropped and adding other programs.

Cost savings and productivity:
- Classroom scheduling application
- Efficiencies in energy/utility efficiencies
- Offer courses year round
- Timely communication – transparent communication
- Improve campus culture to improve morale and efficiency
- Napping pod
- Cross train people to increase efficiencies

Areas of investment:
- Wellness Center
- Facilities, labs and classrooms
- General upkeep and maintenance
- Grant writer
- Advising
- Marketing facilities
- Students and scholarships
- Non-work study employment
- Increase all kind of scholarships
- Reassert ourselves in technology
- Upgrade classrooms, labs equipment

Dividing ideas into hot, warm, and cold.

HOT
- Grant writer
- Wellness Center
- Improve campus culture
- Look at low enrollment classes, etc.
- Online degrees
- Increase enrollment improve retention
- Increase utility efficiencies
- Summer camps, activities, classes
- New programs
ESL Institute
Timely communication of issues
Cross train individuals
Advising
Invest in faculty – hiring to fit needs, professional development, increasing numbers, training
Partnerships with AURI, U of M, etc.
Napping pods

WARM
Labs and classrooms
Customized training for the workforce
Student scholarship/employment opportunities
Space optimization
Masters degrees
Technology upgrades - iTouch
Unrestricted scholarships and increased scholarships
What is next in technology- reassert ourselves
Facilities upgrades

COLD
Nothing placed in cold in first session

Breakout session – three groups – look at which six items will move from warm to cold. Six items to move from hot to warm.

HOT
Increase utilities efficiencies
Increase enrollment and retention
Online degrees additional
Timely communication
Increase utilities efficiencies
Increase enrollment and retention
Online degrees additional
Timely communication of issues
Improve campus culture to increase morale and productivity
Invest in faculty and people
Grants writer coordinator
Overlapping s
Invest in faculty and people
Grants writer coordinator
Overlapping systems and processes
Degree program mix

WARM
Facility: Wellness Center
ESL Institute
Advising
Strengthen Partnerships – U of M, regional, etc
Labs classroom faculty research
Students’ scholarships increase in unrestricted dollars
Technology – reassert ourselves- laptops- what is next?
Classroom schedule and space optimization

COLD
Customized training
Select masters degrees
General upkeep maintenance and buildings and grounds
Offer courses all year
Campus facility optimization
Student scholarships, non-work study employment opportunities
Napping pods
Cross train people to increase efficiencies and productivity
Summer activities – camps, workshops, school

Wrap up – highlights of each person for the day’s activities.

Day 2: June 3, 2009

Theme: Recruitment, retention, and advising

$7434 – cost of losing a student
$904 – approximate cost to recruit each student

Current cost to retain a student? No earmarked funds for retention.

Goal: To create a data-driven retention plan.

Recreation of campus-wide retention committee.

Recruitment:
Exemplary programs are easy to sell
Web site is a huge recruitment tool
Exceptional service and courteous response
Great on campus visit “the perfect campus visit”
Thorough orientation
Relationship building with counselors, parents, alumni
Placement assistance
Exemplary advising
Recruiting undecided students
Radio ads

Other ideas from departments:
Cross-trained staff in CAL office
Focusing on undecided students. One of the largest groups. They often drift. They are a recruitment group. Work to connect to them.

Teacher education staff go out to schools. A number of indirect recruitment strategies. Some programs don’t have venues for specific recruitment opportunities, like horse expo, etc.

College in the High School is a group we need to recruit more.

On-campus visits are critical.

Ag and NatR Activities Day is a recruitment tool. Along with Horse Expo, Ag-Science outreach and articulation agreements. Ag/NatR working on 4 or 5 more agreements right now.

NatR- For 4 years, we have had an aspirational vision statement to become nationally known NatR program. Plant idea that we are good, promote student success; be responsive. We have good things to sell.

Hand-written notes the same day as visit or the day after are important.

Students referred from Duluth and Carlson School would be good. We have a shared app. A brochure and card goes out when student applies to the TC asking if they would like to be considered for other U of M campuses.

Business Activities Day is another recruitment tool.

We lost some students because they are undecided and they find they don’t fit on this campus.

Recruiters need to be honest and are working hard to honestly represent our campus.

Slowly raising the bar on admission requirements.

Enrollment goals of each department vs. actual: Total goal of 1770 and actual 967 students.

Appendix J: program specific recruitment strategies
Collaboration is important to develop recruitment strategies.

Business Dept used one Thursday 2-hour session to have Amber Evans-Dailey come to talk about recruitment.

Student visits in the summer are often met with lights out. There are often no faculty on campus to meet students. Recruitment is a part of everyone’s job.

Students are our customers. We need to help solve the problem in the summer for better student visits.

Student-athletes find it particularly helpful to meet with faculty. Often a coach has worked for 2 years to develop a relationship and the faculty meeting is important.
Possible to cross-train faculty to meet with students.
Alternate advisors (staff) to help sell programs and meet with students.

Weekends and holiday breaks are quiet.

Retention:
65.9% first-to-second year retention
24.6% four year graduation rate.

Supposed to be
40% graduation rate by 2012
At least 85% first-to-second year retention.

Moving to Analytics
Students with 16 and 17 ACT scores with assistance as a conditional admit are doing better than those with 19 and 20 ACTs.

Conditional admits have to
- Take Gen Ed 1000
- Have an action plan
- Have a contact in AAC
- Tutoring for one class?

After first semester as a conditional admit, more data would be needed to know if the student continues to be successful.

No data on this from other institutions right now.

Dakota State has a similar program as ours.

Academic advisor is important to help student succeed.

When faculty have 40+ advisees it affects retention.

All of the things conditionally admitted students are getting works. They are successful because of the care and attention they receive.

Gen Ed 1000 important for non-conditional admits.

How widely known is it about what the AAC does? Do we need to host an in-service(s) to inform others about what the AAC does? Students are accessing it but do advisors need to know? In-house advertising might be good.

Dual advisor possibility?

Greater retention would pay for itself.
Significance

Who is not staying?
  - Low academic profile
  - Undecided students
  - Male
  - Students of Color
  - High-performing students

Undecided students are largest major coming in. 115+ admitted for fall 2009

Do we have a good way to know why students are leaving? We do have a cancellation survey that Sara Kaiser encourages students who are leaving to take.

Every student has the potential to be kept.

Cost is a big deal which makes the connection important. What is value-added by U of M degree?

Break

Four small groups break out to talk on topics.

Undecided group:
  - What is our plan? What is students plan?
  - Track plans
    - MnSCU question on app that asks “What is your intention?” Having more data on why students are leaving?
    - Having more data on why students are leaving.
    - Look at late people—procrastinators

Academically-talented students leave because
  - No data, we would need more data to know
  - Retention rate of these students is better than overall
  - If three are leaving, call them and ask why they left. The number is low so make contact with them to find out why they left.
  - Need definition of what is academically talented
  - Need well defined parameters
    - 3.5 and above are considered academically talented
  - Anonymous survey should be required
  - Better tracking and compilation of data

Who is responsible for retention? Who takes and keeps this information. We need a repository for that information.

Sometimes students only tell you part of the story.

All students are walking and talking billboards from the campus.

Male group:
Need more information/data
What number of undecided students are male?
Are there more male students of color? What percentage of other risk groups are male?
Percent that are athletes?
Male to female ratio?
Activities for males?

Male student athletes may have chosen to play primarily and they may not be here for an academic program.

If they decide not to play we may not have a program that matches their interests and so they leave.

We are unique because we have more male students than female and have historically been this way.

What activities are available for males vs. females?

Students of Color Group
- Differentiate between students of color and international students
- Culture shock with change to this size of town? Is there data to prove this?
- Athletes maybe misinformed as to what we offer or have available – Is there truth in advertising
- Most students of color are here for athletics
- Academic performance. Interest might not be there. What is GPA or academic profile?
- Is there good mentoring?
- Is there a discrimination survey? Survey data is needed.
- We need to be culturally sensitive
- Diversity training is needed
- Diversity needs to be integrated into the curriculum

Two years ago NHS survey that identified at-risk students. (Noel – Levitz) $7.50 per student for survey. Maybe we will need to develop our own survey and pay attention to those students.

23% say they experience emotional problems. Faculty advisors are not equipped to recognize that and make recommendations to the student.

Who is staying?
- High to average academic profile
- Females
- ASM majors
- Animal science majors
- Health science majors

Why do they stay?
- Look at grad survey questions
- Ask other groups why they stay
- Use focus groups
- Take the temperature more often
Ask student whether or not they know what is the at the end of their program

Look at career options that students have with the student. Help students understand there is more going on here than just the diploma

Relationship with faculty is important. Faculty have an impact on student staying.

Instructor ask students: What am I doing right? What am I doing wrong? Ask this during the course of the year to gain formative information.

What if we asked student body, why are you here? What would they answer?

Could advisors have permission numbers so after sophomore year they have to fill out online survey in order to register?

Ask students how they think they are doing? How do students get help with taking responsibility for their learning? Rate their classroom experience.

Dealing with helicopter parents is changing how we deal with students. Parents are doing things for their students.

Are students aware of services available to them in ACC and elsewhere?

**Pressing issues:**

**Need retention related data including a look at computers in the classroom**

Best practices --- **Focused on service** (highlighted from exceptional organization pillar)

Good service helps students stay.

Every student is important – our culture has traditionally focused on service to students

“Take the ABC Approach to Exceptional Student Service” journal article by Donald L. Caruth and Gail D. Caruth. Handout.


St Olaf on the list. 14 colleges in the Midwest made the list

Colleges on this List identify:

- A familial sense focused on cooperative learning
- Low student/faculty ratio
- Opportunities for undergraduate research
- Out of classroom learning opportunities, internships, global perspectives
- Faculty of scholarly mentors who often become friends

“Seven Principles for Good Practice in Undergraduate Education” by Chickering, Gamson, Poulsen

Winona uses this.

Encourages contact between faculty/students
Develops reciprocity and cooperation
Encourages active learning
Gives prompt feedback
Emphasizes time on task
Communicates high expectations
Respects diverse talents and ways of learning

Could this become a model?
UMC vision and core values remind us of these principles.

Active learning places some responsibility for learning on the student

Strive for student-centered campus
Course evaluation analysis to help assess student experience

Impact of adding wellness center
  49% of students dissatisfied with current facilities
  Peers are adding/enhancing facilities
  Social importance
  Greater commitment to institution
  70% of students involved in recreational sports

Small group break out on wellness center, seven principles, and student-centered campus
Discuss the impact of each of these things.

Student-centered campus group:
  All staff are welcoming
  First course is a good experience
  Help poorly rated classes to improve
  Positive approach
  Take personalization to the next level
  Identifying problems and addressing them
  Encourage student-centeredness by all
  Identify problems in culture and address the problems
  Requires buy-in from faculty and staff

7 principles group:
  In our current mission statement we already operate within them. A lot of alignment
  Explicit model in Gen Ed 1000 class
  Implement grad planner
  New classroom is modeled after 7 principles

We can identify a shared purpose and make it a team effort.

What is it we really want?
Part of our core values but do we have a shared purpose?
What do you get when you come to UMC?
What are you going to get? This could help our campus culture
We need to live by 7 principles. At Winona, there was survey about how well 7 principles were incorporated at all levels.

**Pressing issues: Model 7 principles in Gen Ed 1000, required for all new students.**

Wellness group:
- Faculty and staff and students can interact and bond
- Expectation of millennial
- New building meeting needs (like space) and multiple goals
- How will we finance our share of the building
- Impact on retention and recruitment

**Advising:**
- National Association for Academic Advising (NACADA)
- Advising sub-committee report

**Ideas for change:**
- Structure of advising
- Mandatory advising – not to create roadblock but as a check-in place
- Students would get PIN from advisor
- Morris uses hold but that would add work
- Only sub-population of students have a problem with registration. Do we know if that is really a sub-population? Or would they do better if they all had to meet with advisor?
- Grad planner would help.
- Students will come in if you are interested in them and give them a level of care.
- Advising must be viewed as value added.
- Are we serving students well if too much gets done for them?
- Advisor as life coach.

- Treat freshman different than treat senior.
- Holistic approach to advising
- Pressing issues need to be identified
  - Required advising
  - Understanding the student
  - Required pre-reqs

Mechanics of mandatory advising pretty simple to implement. Administrative departments could have the ability to remove holds. It is fairly simple to do and not terribly time consuming.

Permission numbers impede registration and there were challenges when CAL used them

**Hold is for registration there is no other mechanism.**

Advising is a challenge. Needed accountability and recognition for good advising.

Some faculty have 80 advisees. Can you be a life coach to so many? Not all faculty feel equipped to be a “life coach”
No metric for evaluation of advising.

Professional advising – could take 75 students out of the mix if we had professional advising along with academic advising

Phil Baird uses group advising in his introductory course. Might work for others.

Quality of advising experience is important

Advisors – need some kind of development

All undecided, conditional admits, should be required to meet with their advisor.

Professional advisor until junior year?

National Academic Advising Association (NACADA) – list of core values for advisors, training materials for different kinds of students

Gen Ed 1000 – team approach to help with entire process.

New faculty assigned to experienced advisor to get help learning how to advise a student. Some departments do this already but others do not.

Logistics is problem for Gen Ed 1000.

Data collection – working toward one aspect of a selected goal to achieve it

Is there data that suggests that good advising leads to retaining students and if poor advising turns students away?

Rewarding for good advising is important

Retention is binomial (yes/no). Measures from student surveys. Have a rating scale to gauge.

There is a difference between informing and engaging. We want to engage the entire campus community.

Important to engage students face to face

Fall listening sessions about retreat messages will help inform the campus community

Infusion needed the whole year. Energy around opportunities for retention and recruitment. Need to help get people to rally around the ideas.

Nothing is a done deal. Good points made that we can keep a hold of. Create opportunity to engage all. Allowed to think outside the box. We need timeline with markers on a very few topics to get something done. We can’t go in too many directions and we need to get more buy in.
Is campus-wide retention committee the way to handle this? Committee or working group and extend the work retention committee has already done.

Use our initial planning to kick off to offer people to become engaged. Deployed to each department as part of Thursday agendas- ongoing work in progress.

Input from students, faculty, and staff, maybe it belongs in campus assembly?

How do you move the work forward? Maybe a coalition of the willing. Give people a chance to be part of the work. Those people will show up to do the work.

What are the metrics for good advising?

**Pressing issues: Required advising? Required pre-requisites? LOAD- importance of advising, Adding to the evaluation process, professional advising? Quality advising experience- how?**

**WHAT?**
Engage campus community to buy in to action topics
Explore Gen Ed 1000 requirement
Academic Analytics
Advising continuing efforts

Can only accomplish so much in a given year.

**Academic Programs:**

Current recruitment efforts and possibilities.
   Name purchasing (NRCCUA)
   Smart approach – run current names against name list to find matches. To develop predictive model. Noel Levitz recommends it be done every other year. Costs $10,000. We did it two years ago.
   Events (like college fairs and major specific events)
   High school and community college events
Web site

**New ideas**
   Working with Simmons Flint
   imarketing
   Social media
      YouTube
      Twitter
      CollegeClickTV
      Facebook

**Millennial profile**
   Prolific communicators
Use of social media

Enrollment goals and strategies
   Need strategies to address online goals and that mode of delivery.
   Competition is important consideration
   We need to think about the comparative advantage of coming here.
   Differentiation – how do we differentiate so students come here.

If you want to do your own marketing? Names cost 31 cents per name to buy and $1,000 to use imarketing campaign. Don’t recommend you do your own marketing but rather collaborate.

Identifying audiences:
   What is a good match? Reasons for choosing UMC:
      Size
      Programs
      Cost
      Scholarships and financial aid
      Academic reputation
      Technology
      Social atmosphere

Web site and campus visit are two important tools for recruitment.

Identifying audiences:
   Career opportunities
   Selling a degree or a career?
   Strength of niche and established programs
   Online and adult students vs. traditional emerging employment trends

Popular majors
   Biological and biomedical sciences
   Business
   Communication and communication technologies
   Computers and information services

Undecided students are an internal audience

Major fair? Met with mixed response when we did one before.

Put students at ease about being undecided. It is ok to be undecided and they need nurturing.

Identify a career focused assessment to match student personal traits to academic program.

Survey undecided students. Scan into ImageNow to enhance advisement.

What is the population we can draw from? WE have to figure out how to market to urban students.
Training for advisors on how to advise undecided. Provide students with career exploration opportunity.

John Hollands Career key test scores identifies career characteristics.

Undeclared within a major can be designated. Do we identify them as undeclared within a major as a separate category. Yes.

Students don’t understand the majors that can get them where they want to go.

Personal invitation to a major fair. Following a career exploration session.

Host a major fair to showcase programs.

Have upperclassmen staff tables at major fair? Counseling and career services has assistance available for career exploration.

Strategic planning identified 10 programs along with low enrollment programs. What have we done with that information? Lots of transition since strategic planning originally took place. We have been successful with the guidance provided by the strategic plan.

Need to review programs
  Reviewed group of programs each year
  Have we asked the right questions?
  What do we do with the information?

Objective: Identifying guiding principles and priorities for assessing programs.

What should be on list of assessing programs?

Why assess programs?
  Retrenching
  Reallocation
  Enhancing
  Sustaining
  Re-engineering
  Discontinuing

Issues to consider
  Enrollment in a program
  Placement of graduates
  Accreditation of program
  Staffing
  Program costs
  Facility needs
  Focus of University
Relationships

- Relation to other programs – impact
- Flexibility of faculty
- Flexibility of facilities
- Changing demand for graduates
- Program recognition
- General vs. technical focus of university or program

Program size issues – what is realistic?

Average associate professor with fringe $87,780

Tuition generated per credit:
- ‘08-’09 $265
- ‘09-’10 $284

Credits needed to cover $87,780 faculty member

- $87780/265 = 331 credit hours
- $87780/284 = 309 credit hours

14 students per class to pay instruction for one faculty or 13 in ‘09-’10

- 331/24 = 13.79 students per class credit
- 309/24 = 12.88 students per class credit

52 students in a major to cover cost of associate professor

How do we make decisions about what we do with programs?

Breakout sessions- what criteria to consider when we talk about programs

- Faculty-to-student ratio
- Quality of program
- Enrollment trends
- Synergy and complementing other programs
- Consistent with mission
- Market driven
- Program/equipment cost
- Differentiation of program
- Program feeder to other programs
- Mode of delivery
- Faculty skill set/leadership
- History of retention and grad rates
- Appropriate fit for campus and region

What are the important questions to ask with each topic above?
What else could we do to improve experience for students? One answer is to add programs. Environmental science program developing right now.

What questions do we ask when reviewing an existing program?

**Program Criteria (existing)**

1. **Program quality:**
   - Success
   - Placement
   - Employer review (PIAC)
   - Accreditation
   - Competency tests/grad tests
   - Grad rates
   - Entry into grad schools
   - Credentials of faculty
   - Recognition of program (nat./region)

2. **Program Cost:**
   - Infrastructure
   - What are the cost drivers
   - Cost comparison with peers
   - Enrollment within program
   - Program reputation and demand for graduates

3. **Market driven:**
   - Where are we going to recruit?
   - How large is the market
   - How many competitors?
   - Where are they?
   - Demand for grads? Pay/salary?
   - What are the long-term trends?

4. **Enrollment trend**
   - What time frame
   - Student demographics
   - Long and short term enrollment variation
   - Relationship to retention and grad rates
   - Why the variation

5. **Program differentiation**
   - Niche definition
   - Faculty passion
   - Faculty networking
   - Alumni networking
   - Facilities
   - Technology
   - Brand M – Small campus. Big degree.
Faculty interaction
Mode of delivery
Career focus/ industry connection
Faculty student ratio
Financial implications
How long have we been offering the program
Is there student feedback/evaluation on course

7. Synergy
   How many students in that program are involved in other activities/majors
   Example athletics
   What impact does the program have on others?
   Example biology and animal science
   What degree does the program strengthen/weaken the campus
   Feeder
   Overlapping programs/classes
   Partnerships with community colleges
   Grad school

8. Consistent with mission
   Is it applied, experiential career oriented
   Is it technology enhanced
   Is our infrastructure adequate to sustain the program
   Does it meet the needs of our region and state
   Will it lend itself to meaningful research

9. Faculty skill sets
   If program is discontinued what do we do with the faculty (effectively reassigned)
   Is there professional development available for faculty upgrading
   Are they retrainable for enhancing skill sets
   Does faculty attract dollars
      (grants, financial support)
   Is faculty open to change of assignment or learning new skills?

10. Mode of delivery
    Is there an online option
    Can we teach at multiple locations/partner with others?
    Lecture vs. Lab

Break out session: Criteria for new program- what to consider? What is best for our campus?

Criteria:
   Data driven, market demand, and competition
   Meets our mission
   Do we have to look at outside agency for accreditation/ licensing?
   Synergy/Does it complement existing program?
   New investment
Existing faculty available
Cost benefit analysis
Help with an initiative – like research
Opportunity for partnership and collaboration
Competition
Interdisciplinary
Reengineering old program
Attract students that might leave the campus
Fit for the region

Questions that need to be asked when considering a new program

Program criteria (new)

Mission
- Is it an applied degree?
- Does it meet the needs of our region and state?
- Does it provide a global perspective?

Data-driven Market Demand
- Offered at how many other institutions?
- Number of prospective students?
- Employer-industry demand?
- Valid reliable data and projections?

Cost benefit analysis
- Faculty requirements?
- Facility and equipment requirements?
- How many new courses need to be developed?
- What is the projected demand?
- How much will it cost to market the program?

Competition
- Who are they? Where?
- How do we differentiate ourselves?
- Do we have appropriate marketing resources?
- What is our competitive advantage?

New investment dollars
- How much is the initial investment?
- What is funding source – possible grants, industry partners, etc)?
- How fast will we make a return on investment?
- Will we need to hire new faculty?
- Would the investment help another program?

Complement existing programs
- How many new courses are needed
- How many current courses can be utilized
Can existing labs, facilities, faculty, equipment be used
What is value added

Existing faculty available
Do our current faculty meet criteria?
Are faculty available (that we can afford) to come to Crookston?
Can we retrain current faculty?
How many faculty are needed?

Interdisciplinary
Shared courses-curriculum efficiency?
Opportunities for research?
Synergy, cross-pollination?
Global applicability?

Attract hard to recruit and retain students
What are demographics of students attracted to the major or program?
Why are they hard to retain and recruit?
Is the environment conducive for recruiting and retaining?
Is the community attractive to these students?

Opportunities for partnerships and collaboration
U of M internal and other regional colleges?
Public and private regional partnerships (EERC, AURI, Altru, DNR)?
Interdisciplinary within UMC?

Accreditation/licensing
Is it likely to receive it if needed?
What are the resources needed?
Do we have the resources?

How would program help an initiative (i.e. research)
Does program allow more opportunities for research?
Provide additional external funding opportunities?
Does program help interdisciplinary initiatives?
Regional partnerships?
International?
Online?

Fit for Region
Is there a need (i.e. animal science and Metro state)?
What is unique to our area that we can capitalize on?
Are there opportunities for collaboration with industry. Service providers in region?

Re-engineering or replacing program
Can the skills of “displaced” faculty be used?
Can facilities of a discontinued be used in a new way?
Would program provide a vehicle for “displaced” students?
### Table 2: Wrap-up session - What, How, By Whom, By When

| What? | Engage campus community  
Goal: Buy-in on the topics for action | Explore Gen Ed 1000 requirements for incoming students | Academic Analytics | Advising – continue the efforts (as noted today) | Incorporate criteria into program review process |
|-------|--------------------------------------|---------------------------------------------------|-------------------|------------------------------------------------|-----------------------------------------------|
| How?  | Begin sharing retreat information with staff  
Develop engagement plan, i.e. campus assembly, Thursday commons, faculty meetings | Gather data  
Conversation by faculty in departments  
Then, curriculum committee  
Then, | AQIP project | Who do we bring the ideas to?  
Clarification on decision making  
Engage campus community | Conversation with and by faculty in departments  
Further develop criteria  
Curriculum committee approval  
Faculty assembly approval  
Administration approval |
| By Whom? | Jack Geller, Marsha Odom, Stephanie Helgeson  
Leadership team  
Create engagement team  
Student leadership | Curriculum Committee?  
Jack Geller, Brian Dingmann | Bill Peterson | Sharon Stewart, Kim Gillette and committee | Tom Baldwin  
Faculty Curriculum Committee  
Department heads |
| By When | Convene in June  
Draft engagement plan by August 15 | Discussion by first semester of year prior to implementation | Start fall 2009  
Spring 2010 end | Carry on... | Start next week |