University of Minnesota, Crookston Strategic Positioning Committee Meeting  
January 7, 2010, Bede Ballroom

Present:- Charles Casey, Jack Geller, Adel Ali, Deb Zak, Phil Baird, Tim Norton, Tom Baldwin, Andrew Svec, Michelle Christopherson, Jeff Sperling, Corby Kemmer, Bill Peterson, Sue Brorson, Stephanie Helgeson, Tricia Sanders, Dan Svedarsky, Paul Aakre, Ron Del Vecchio, Marsha Odom, Peter Phaiah, Les Johnson, Pam Elf, Lynnette Mullins, Chris Winjum, Kevin Cooper, and Jody Horntvedt (session facilitator)

Opening remarks by Chancellor Charles H. Casey  
Financial Futures – planning session PowerPoint presentation overview by Casey

Introduction of session facilitator, Extension Educator Jody Horntvedt  
(Background information for session is included on page 13.)

**Charge to the Strategic Positioning Committee**: Examine every aspect of 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.

Agenda Overview
   Working to get everyone on the same page
   Using four earlier documents
   Keeping in mind 7 criteria from Robert Jones memo

One criterion from the memo is *centrality to mission*. Keep centrality to mission in mind as work commences. Consider if you and your group might have other suggestions for criteria that will help us as we make tough decisions? Look for key nuggets from each of the reports for decision-making criteria that will help us.

Groups divided by the documents into groups. (Six to a group)

Goals for the session:
   Clarification on questions from Robert Jones Memo of 10-21-09 and the seven criteria for decision-making
   Overview process/tools for decision-making when tough decisions need to be made
   Identify information needed to respond to the questions for the report

**Criteria for Decision Making** - (bold words below with adjoining sentence definitions were excerpted from Future Financial Planning 2010 Compact-Budget meetings memo by R. Jones (October 2009).) Each group was divided and worked on highlights for each area including looking for additional criteria they thought would be important for the campus.

Group breakdown includes Future Financial Planning Memo, UMC Budget Survey Results, Notes from Exec Retreat, and *Financing the Future Task Force Report*.

   **Centrality to Mission** – a program or service is more highly valued if it contributes significantly to the core mission of the University

   **Quality, Productivity, and Impact** – a program or service should meet objectives and evaluative standards of high quality, productivity, public engagement, and impact
Uniqueness and Comparative Advantage - a program should be evaluated based on characteristics that make it an exceptional strength for the University compared to other programs or at other peer institutions.

Enhancement of Academic Synergies – a program/service should be organized to promote and facilitate synergies that build relationship and interdisciplinary, multicultural international and other collaborations.

Demand and Resources – evaluation of a program or service should consider current and projected demand and the potential and real availability of resources for funding program or service costs.

Efficiency and Effectiveness – a program or service should be evaluated based on its effectiveness and how efficiently it operates.

Development and Leveraging of Resources – any new or existing program or service should be evaluated on its potential to develop new resources and leverage existing resources.

Report on highlights from each group:

Financing the Future Task Force Report group

Five core statements and potential new criteria – Need to focus on student retention and continued recruitment. University and State have good times and bad times in our history, strategies have been to hunker down, but this time that might not happen. This is new normal. Different context here in the state. Talked about future jobs, thinking forward, look at jobs and opportunities of the future.

New program opportunities to give us a niche. Develop programs right, correctly funded. Provide appropriate benefit to the University as they should. Whole state pie is shrinking and our percentage is shrinking further. Tuition is still going to be a greater share than state allocation even if it does get better. We have to change how we do things. How do we get that message across to the campus that things are not going to go back to the same? Are changes on the edges or is it structural changes? We have to start thinking much larger about how we are going to finance the campus with as little money as possible. What other resources are there out there that we could use?

Partnerships are going to be important. Partnerships with industry. Foundations and potential partners don’t want to give us money to do things the way we have always done them.

Programs have to have a critical look.

Look at the expertise we have on campus and how can we use what we have right now. Example interests of faculty with expertise that might fit into other areas or departments.

Future Financial Planning Memo group

Memo asks us to get our action-plan together. This is phase three of our strategic positioning.
One of the questions: how do we incorporate strategic plan into our decision-making? This needs to be addressed by the group.

What programs need strengthening and expanding? What programs we underutilizing that could be grown and successful. Do successful programs also need tweaking to increase productivity? What programs need to be consolidated and reduced? What programs should be discontinued or eliminated? We need to represent the voice of the group for its benefit as a whole. Rationalizing teaching loads, better use of classroom, develop new programs; can we leverage resources for programs?

Decision-making process: Do decisions you make encourage excellence and academic health for the institution? Do decisions advance synergy between teaching, learning, and scholarship? Are we leveraging resources across campus? Do decisions offer a comparative advantage, what is our role, how can we stand out? How do we make decisions based on what we can maintain and continue to support? Do they denigrate relationships with donors, and other, etc? And where are the appropriate tradeoffs?

When memo refers to programs it doesn’t always mean academic programs only. There are lots of “programs” we could look at. Don’t assume it means only academic programs (majors). If we apply rubric, that set by Jones, does not include just academic programs. Language of cultures varies between campuses, so we need to think about what the memo means and how we apply it. There may be differences the terminology of each campus.

Priorities, values, departments, each perspective isn’t the only thing. It needs to be looked at as a large campus perspective. We are often viewed as one entity as a campus and we need to also take a look at that view. Good point. We are a whole.

Talk about looking at ourselves as a campus at large, what do some of you feel about how we are viewed by the Twin Cities? What is our campus reputation? What is our value proposition? Talk about that over lunch and hear others perspectives.

These two groups’ discussions (above) set a tone for why we are here for rest of the afternoon’s discussions.

Break for lunch

Are there other criteria? Preparedness for the Future is one suggestion. Adding criteria is not a bad thing. Next session will be work on prioritizing these criteria.

**UMC Budget Survey Results group**

Energy management. Looked at results of budget survey by FCC. Building audits for efficiency. Office closings like dorm closings over breaks, etc. Turn off your computer on weekends and at night. Telecommuting for some offices. Look at space heaters, fridges, and light use.

Unit efficiencies and effectiveness. Cutting positions is negative. Reorganization efforts. Look at departments both academic and otherwise. Big thing is to take a look at efficiencies. Audit of
positions and identifying tasks that need to be done. Department overlap. Don’t feel we are overstuffed. Increase efficiencies and perhaps effectiveness. This needs to be done by all units.

Cost cutting ideas. Re-evaluate athletics. Cost of travel. Reinvestment dollars and returns. Look at all options and all potential questions.

Online issues. One concern is on-campus students taking online classes leaving seats open in the class. Not efficient. Discussion around that needed. Did put together a later registration for taking online class this spring and online classes being taken by students that are on campus are down this spring. Registration practices. Things are being done but more discussion needed.

Curriculum efficiencies. What happens with low enrollment courses? How to address? Size of classes, duplication of courses, not just low enrollment programs but also high-cost student programs.

Cutting College in the H.S. Doesn’t affect lots of people. It has been cut back. Doesn’t cost us a lot because the costs are taken care of. Are we recruiting those students? What happens if we don’t continue it, will state take money back? How do we get compensated for this program? What is the funding formula? Technology fee isn’t covered by the program fees. $298,000 generated last year covers person employed in program and also assists us in maintaining our accreditation. Limited the enrollment. Bulk of money comes from state. Allocated from state to central administration to us. Benefits families of northwest Minnesota. We are nationally accredited. What about expenses of faculty here that evaluate and coordinate the programs, that is sustained with the money allocated. We need to educate campus about this educational opportunity. Not many people understand College in the High School itself including the benefits of it. Do they come here because of it? We need to look at College in the High School.

Since it didn’t maybe fit directly under one category but rather under several. College in the High School was set off to the side for more review. Athletics was also placed with College in the High School. These two areas seem to need greater awareness and understanding. The campus needs to be better informed about the benefits, etc. of both of these.

Travel efficiencies. Like to encourage ITV. How do we get other campuses to buy in and why don’t they? Not free to use ITV. Energy efficient vehicles. Carpooling. Taking a look at lodging for best prices. Priceline.com can sometimes give better deals. Be moxie about that. Feel like sometimes better recognition when you are in ITV meeting than actually sitting in the room. Skype is free and could be a potential option. Less energy consumption. Be serious about it. Steve Cauley has a group working to expand and use ITV as a meeting option. The group is working to grow the use of ITV. We all need to be accountable for energy savings. Message has to be that this is an important option. Keep pushing. “Windshield time” is incredible drain on resources also.

Cutting back on length of appointments. Careful not to interrupt or decrease student services.

Retirement benefit options. Goes through Twin Cities but there are possible opportunities here. Something to look at.
Paperlessness. Take a look at requirements. Do students need to print everything out? Less waste than you think and less cost than you think. Duplex printing is standard here. Paper and toner cost about $20,000 a year. What are we teaching students about printing, sustainability and waste? Education and awareness are important.

Campus utilization. Someone needs to be in charge of it. Can’t be done a little here and there.

Grant writing. Easy to get start up grant but more complicated after that. Grant writing helps to prepare/position campus for the future.

Notes from Executive Retreat group

Paper colors represent blue is cold, beige is cool, and pink is hot (see table on page 12). Categories were moved around. “Additional online degrees” was moved to warm. Continue it, but it is not on the front burner on high. But it is important. Some things were moved up. Otherwise, nothing moved down...

Added “develop awareness of sustainability issues” criterion.

Internationalizing the curriculum. Are we not doing enough of that already? Define internationalizing curriculum so we know what we are talking about. What does it mean? Looking at things with a global perspective not just in the creation of new courses but in what we are already doing.

Look at Criteria. Considering the magnitude of the money it would cost/save. Seems to be missing in our criteria maybe? It does fall under leveraging resources and efficiency and effectiveness. Does it need to be its own card? It is “in” there. But it is not “out” there.

New and restructured academic programs. Adding more. Which might need to be restructured and also look at method of delivery.

Sorting time for groups. Just the beginning. What other data sources are available to help answer the questions we have. What might help us? What benefit/what efficiencies.

Items were put on the wall under criteria where they best fit. Each person was given two to place where they thought they best fit. Online degree programs relates to the issue of access.

What is the Centrality of Mission is it University-wide or is it campus? Is it about the overall University mission statement? So is it U of M or is it U of M, Crookston specific? When you think about centrality of mission, do you think that it is small campus big degree or is it the University’s overall mission in this case? Uniqueness means we look at our advantage comparatively. Why would a student come here?

We need to look at both our centrality of mission within the context of the U of M mission and our mission as a campus. How we fulfill our niche is through our uniqueness. Our mission can’t be counter to the mission of the overall campus system. Our mission falls within the mission of the U of M system mission. You promote the U of M, and then why the student should come to the Crookston campus. A criterion for action has to look at our mission within the U of M
system. Centrality to Mission is both our mission and the U of M mission. They can’t be thought of separately.

Two things get people here. Our size and our brand. How do we add value to the overall goal of the University of Minnesota? What value do we add to the region? What is our mission, mission statements aside? What people say is what they believe and it tells what we are about.

Retention rates for students working on campus are extremely high.

Internationalizing of the curriculum could become a very strong comparative advantage. It also enhances academic synergies.

Form eight groups of three. Assignment: Identify sources of data or information that you may be aware of that need to be brought to the group that will help increase understanding of these topics. Each group takes one of the eight categories to identify sources of data that can help better inform the group. Example: the name of a committee at work on a specific topic.

1. **Centrality to Mission** (Tom Baldwin, Les Johnson, Tim Norton):
   1A. Additional online degree programs (access)
   Examine what other institutions provide to identify potential
   Record requests made by potential online students and industry
   Conduct cost benefit analysis of specific online programs

   1B. Invest and support faculty research
   govdoc.gov
   Federal Register
   Private foundations
   Annual faculty accomplishment forms

   1C. Invest in faculty/staff
   Develop a database of talent
   Record a list of faculty research agendas/areas of interest
   Supervisory training needs forecasts
   Record of employee training requests

2. **Quality, Productivity, and Impact** (Pam Elf, Corby Kemmer, Andrew Svec)
   2A. Cross train people to increase efficiencies
   Cross training people
   Job descriptions
   Skill sets
   Efficiency report from Sperling, Sinks, Brorson, Christopherson 2007 on overlap of skill sets

   2B. General Upkeep and maintenance (buildings and grounds)
   Facilities and management job requests completed
   Reports of maintenance work
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2C. Improving advising
   Retention reports
   Advising committee information
   Number of advisees assigned to each advisor

2D. Student scholarships increase in unrestricted
   Corby Kemmer/ Office of Development and Alumni Relations

2E. Timely communication on issues (transparency)
   Number of e-mails from the chancellor’s office
   Number of bi-weekly e-updates
   Number of open forums

2F. Improve campus culture
   Student surveys and exit interviews
   Pulse survey of faculty and staff
   FCC satisfaction survey

3. Uniqueness and Comparative Advantage (Michelle Christopherson, Deb Zak, Sue Brorson)
3A. Upgrade classrooms, labs, equipment, technology
   Media Services, ITV, telephone, classrooms
   Facilities services
   Computing services
   CTLT
   NETS

3B. Re-assert ourselves [as leaders] in technology
   Computing services
   Technology committee
   On-line Quality Assurance Committee
   iTunes Committee (Twin Cities)
   OIT – Moodle Initiative
   Quality Matters
   Digital Campus
   Extension

3C. Awareness/Define College in the High School (evaluate) (access)
   National Alliance of Concurrent Enrollment Partnerships (NACEP.com)
   Minnesota Concurrent Enrollment Partnerships
   umcrookston.edu/ CIHS Web site

4. Enhancement of Academic Synergies (no names provided)
4A. Re-evaluate athletics (as noted earlier, athletics was separated out as a topic that needs more education provided to the campus)
   2007 UMC Athletic Review (available online at the chancellor’s Web site)
   NCAA Website
   Division II Value Study
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4B. Internationalizing the curriculum
   Workshop in March and April
   Interview international students
   International programs office
   Independent research/interviews

4C. New restructured academic programs
   Job outlook surveys and forecast
   Current program reviews and assessment
   Utilize ITV with U of M resources

5. Demand on Resources (Ron Del Vecchio, Phil Baird, Tricia Sanders)
5a. Facilities Upgrade – Wellness Center
   Facilities committee
   Master plan
   Evaluation of current facilities, etc., (for wellness center) is available in master’s paper of
   Stephanie Helgeson
   Jim Turman – vice president of recreational sports on Twin Cities campus report to the
   Board of Regents (Stephanie Helgeson has the report)

5B. Increase enrollment and improve retention
   Retention committee
   Admissions department has established enrollment goals

5C. Masters degrees and graduate credits
   Current UMC faculty members are members of U of M graduate faculty
   No other existing source of information

5D. Cutting back on length of appointments
   Evaluate cost savings
   Evaluate length of appointments
   No source of existing information identified

6. Efficiency and Effectiveness (Lynnette Mullins, Chancellor Casey, Jack Geller)
6A. Travel efficiencies
   Tricia Sanders
   Department Heads

6B. Unit efficiencies and effectiveness
   Cutting positions
   Department reorganization

6C. Look at and analyze low enrollment classes, etc.
   Low enrollment – Academic Affairs
   Restructure departments
6D. Paperless
   Jeff Sperling

6E. Curriculum efficiencies
   departments, interdisciplinary faculty

6F. Non-work study employment
   Financial Aid, Facilities

6G. Online issues (re: on-campus students)
   CAL can provide information

6H. Retirement and benefit options
   HR

6I. Classroom schedule and space optimization
   Academic Affairs
   Facilities

7. Development and Leveraging of Resources (Kevin Cooper, Marsha Odom, Bill Peterson)
7A. Strengthen partnerships
   Academic and Business – Each department has information

7B. ESL Institute
   Data source for potential student demand?
   Need budget model developed

7C. Customize training tied to business needs
   Job skills partnership grant
   Bill Peterson

7D. Summer activities
   Records of past summer programming

7E. Increase student scholarships
   No information source listed

7F. Offer additional courses year round, including online
   Michelle Christopherson and CAL
   Faculty advisors

7G. Campus utilization
   Do a survey of potential participants in community

7h. Marketing facilities (facility optimization)
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Business office
Chris Winjum

8. **Positioning for the Future** (no names provided)
   - Drivers of world and local system
   - Student input
   - Demographics – info on immigration and population
   - Industry – cutting edge technology

8A/B. Need grant writing and coordination
   - Presentation from Blandin Foundation
   - Data Banks of private, public, government foundations and sources
   - U of M sources

8 C/D. Energy management/ efficiencies in energy and utility efficiencies
   - Source and supply information
   - State of technology
   - Government reports
   - Metrics – metering, controllers, switches
     - Measuring and benchmarking
     - Otter Tail report
   - See E. below

8E. Develop awareness of sustainability issues/practices
   - Minnesota Schools Cutting Carbon Report
   - Climate Neutrality Plan (action plan)
   - Government reports and sources
   - Sustainability committee’s communication workgroup
   - Institutional research

Demo on scenario planning led by Bob Nelson. (Strategic modeling using different scenarios) by Office of Planning & Analysis at the U of M, Twin Cities. Developed by a consultant that used to work for the U of M. Bob Nelson took the group through the PowerPoint presentation and examples.

Assignment (on back of agenda sheet):
Identify three things (2 campus wide and 1 in your department/unit) which you believe could have a positive impact on the budget challenge which will be used for scenario generation. Chris will e-mail out the form for the homework so you can type it in. E-mailed back to Chris. There can be up to three scenarios. Think about effects of your scenario on other units while working on your homework assignment.

Add sources of data after you review the notes from today’s session.

At table, share one thing, reaction, or response with each other from today’s session. Can be a frustration or overall reaction.
Closing remarks by Chancellor Casey. Good start today. Lots of work to do. Appreciation of willingness to serve on this committee.

Maybe could have next meeting during executive meeting time, Thursday commons, spring break. Conversations with department heads about a meeting time. Late afternoon possibility? Always conflicts so we have to accommodate as many as possible. If we continue to meet we will build some momentum. Don’t want to lose momentum. Talk to department heads about Thursday meeting time as potential for next meeting. Look at two-hour block some time to meet.

Department Heads and Directors take this back to your department/unit. Make sure this message is getting across campus. Thank you for your commitment.
Issues of importance ranked (identified originally during June 2009 retreat). Note: All topics in this table were considered of importance. The topics are ranked by level of importance hot to cool.

<table>
<thead>
<tr>
<th>Hot topics indicated by pink</th>
<th>Warm topics indicated by beige</th>
<th>Cooler topics indicated by blue</th>
<th>Cost saving topics indicated by gold</th>
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<tbody>
<tr>
<td>Invest and support faculty research</td>
<td>Additional online degree programs</td>
<td>Cross training people to increase efficiencies</td>
<td>Evaluate/ awareness/ define College in the High School (this was later separated into its own area also athletics)</td>
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<td>Invest in faculty/ people</td>
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<td>Improve campus culture</td>
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<td>New and restructured academic programs (including delivery)</td>
<td>Upgrade classrooms, labs, equipment, technology</td>
<td>Marketing facilities (facility optimization)</td>
<td>Paperless</td>
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<td>Facilities upgrade Wellness Center</td>
<td>Re-assert ourselves in technology</td>
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<td>Curriculum efficiencies</td>
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<td>Increase enrollment and retention</td>
<td>Masters degrees and graduate credits</td>
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<td>Online issues (re: on-campus students)</td>
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<td>Look at and analyze low-enrollment classes, etc.</td>
<td>Classroom schedule and space optimization</td>
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<td>Retirement and benefit options</td>
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<td>Strengthen partnerships</td>
<td>ESL Institute</td>
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<td>Cutting positions</td>
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<td>Need grant writing and coordination</td>
<td>Summer activities</td>
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<td>Department reorganization</td>
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<td>Efficiencies in energy and utility efficiencies</td>
<td>Increase student scholarships</td>
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<td>Unit efficiencies and effectiveness</td>
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<td>Develop awareness of sustainability issues/practices</td>
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<td>Grants writing</td>
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<td>Energy management</td>
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Others added: Internationalizing curriculum (on white paper)
Background Information to Inform the Discussion
Information provided by Jody Hornvedt for the retreat (January 7, 2010)

Strategies to Advance the Excellence of the University of Minnesota

1. Grow a larger and more diversified portfolio of revenues.
2. Grow tuition revenue while ensuring financial access for qualified students from families of modest means.
3. Substantially increase administrative and academic effectiveness, reduce costs and boost efficiency.
4. Narrow the scope of the University’s mission to advance a distinctive constellation of excellence.
5. Develop and execute long-term financial plans, along with budget and planning processes that advance the vision and discipline the setting of priorities.

Source: Financing the Future Task Force Report by Bruininks, etal. (October, 2009)

Questions to address as part of phase 3 of Strategic Planning:

1. What programs and areas must be strengthened or expanded?
2. What programs should be maintained at current levels of support or reduced levels of support?
3. What programs and areas should continue, but be substantially reduced or consolidated?
4. What programs should be discontinued or eliminated?
5. How can academic programs and areas better leverage existing human capital resources, including rationalizing teaching loads; sharing new, more energetic curriculum; consolidation; better use of classrooms and laboratories; and the development of new academic programs?

Source: Future Financial Planning: Spring 2010 Compact-Budget Meetings memo by R. Jones (October, 2009)

Questions to Guide Conversations

1. Do the decisions that you make promote quality and excellence of your academic programs?
2. Do the decisions advance academic synergies among teaching, learning, and scholarship?
3. Do the decisions provide the leveraging of resources from numerous sources such as: central administration, alumni, donors, foundations, and other philanthropic contributors?

4. Do the decisions advance the campus' comparative advantage and academic reputation? (Will the decisions differentiate the campus to create a uniqueness that will permit the campus to academically stand out?)

5. Do your identified priorities promote the campus' academic strengths and reputation with a full and informal discussion of appropriate "tradeoffs"? (As we know, "reputation" is directly linked to quality and status of the institution and, in turn, is related to the recruitment of outstanding faculty and students.)

Source: Future Financial Planning: Spring 2010 Compact-Budget Meetings memo by R. Jones (October, 2009)

Criteria for Decision Making

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

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

3. Uniqueness and Comparative Advantage: A program should be evaluated based on characteristics that make it an exceptional strength for the University compared to other programs in Minnesota or at other peer institutions

4. Enhancement of Academic Synergies: A program/service should be organized to promote and facilitate synergies that build relationship and interdisciplinary, multicultural international and other collaborations

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

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

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

Source: Future Financial Planning: Spring 2010 Compact-Budget Meetings memo by R. Jones (October, 2009)

Cost Cutting Ideas

1. Energy management
2. Cutting positions
3. Re-evaluate athletics
4. Department reorganization
5. Online issues (with regard to on campus students)
6. Curriculum efficiencies  
7. Cut College in the High School Program  
8. Travel efficiencies  
9. Cutting back on length of appointments  
10. Retirement / benefit options  
11. Paperless

Revenue Generating Ideas

12. Campus utilization  
13. Grant writing

Source: UMC Budget Survey Results by FCC (April, 2009)

Ideas for Improvement

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<tr>
<th>Revenue:</th>
<th>Hot</th>
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<tr>
<td>Masters degrees (online, cohort, executive master’s degrees have potential to generate revenue)</td>
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<td>ESL- create an English Language Institute program of study could be English language learning</td>
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<td>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.</td>
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<td>Increase enrollment and improve retention (low cost way to increase revenue is to increase retention and enrollment)</td>
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<td>Summer activities (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.)</td>
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<td>Additional online degrees and programming to mitigate location challenge.</td>
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<td>Invest in faculty and people. Increase tenure track faculty.</td>
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<td>Invest in faculty research.</td>
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<td>Strengthen partnerships (U of M, AURI, regional, etc.)</td>
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<td>Increasing academic programs (or perhaps a better program mix...dropping those that need to be dropped and adding needed programs)</td>
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Cost Savings and Productivity:

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<tr>
<td>Classroom schedule and space optimization</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficiencies in energy/utility efficiencies</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Offer courses year round</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Timely communication on issues – transparency</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Improve campus culture to improve morale and productivity</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Look at low enrollment classes, etc.</td>
<td></td>
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<tr>
<td>Napping pod ☺</td>
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<td>X</td>
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<tr>
<td>Cross train people to increase efficiencies</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Areas of Investment:</strong></td>
<td></td>
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<tr>
<td>Wellness Center facility</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Facilities upgrade</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>General upkeep and maintenance (building and grounds)</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Need grant writing and coordination (faculty do not have time to do this to both find grants and put them together)</td>
<td></td>
<td>X</td>
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<tr>
<td>Advising</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Marketing facilities (facility optimization)</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Non-work study employment</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Students scholarships increase in unrestricted dollars</td>
<td></td>
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<td>X</td>
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<tr>
<td>Increase student scholarships</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Reassert ourselves in technology</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Upgrade classrooms, labs equipment, technology</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Source: UMC Executive Retreat (June, 2009)