

Transforming the University

**University of Minnesota, Crookston
Strategic Positioning Final Report**

Submitted by:

Dr. Charles Casey, Chancellor

Dr. Charles Muscoplat, Strategic Positioning Task Force Co Chair

Date: November 20, 2006

University of Minnesota, Crookston Strategic Positioning Final Report

“Why Strategic Positioning?”

“In today’s competitive world, standing still means falling behind.”

http://www1.umn.edu/systemwide/strategic_positioning/why_sp.html

I. Background & Introduction

The Strategic Positioning initiative at the University of Minnesota is unprecedented in scope and ambition. It is a system-wide recommitment to excellence in everything the University does. It is a statement of resolve to become one of the top three public research universities in the world, and it is a call to position the University for success as competition intensifies, state funding declines, and the academic agenda is reshaped by evolving demographics, public priorities, and employment patterns.

As a coordinate campus of the University of Minnesota, the Crookston campus shares the responsibility for meeting public expectations of quality, accessibility, and value. For more than a century, the University of Minnesota, Crookston has been a valued provider of education to the people of northwest Minnesota – first as a residential high school, then as a technical college, and for the past decade as a baccalaureate degree granting institution. Now, it is time to look beyond the horizon once again. It is time to articulate an inspiring vision of the future, and to give substance to that vision with mission-driven priorities, smart strategies, and measurable milestones and goals.

The expectation from Regents and central administration is clear. The Crookston campus must give careful and creative thought to demographic, financial, and other trends as it prepares for the future. In his charge to the Task Force, Chancellor Casey spoke of the need for the University of Minnesota, Crookston to be distinctive and, at the same time, firmly aligned with the University’s core purposes. Toward that end, the University of Minnesota, Crookston aspires to 1) educate exceptional students, 2) foster and recognize exceptional faculty and staff, 3) strengthen an exceptional organization; and 4) promote exceptional innovation.

The Strategic Positioning Task Force was charged with describing a future that is inspiring, achievable, and consistent with the University’s public land grant mission. While a vision should capture the imagination, it must also recognize reality. In his inaugural address, Chancellor Casey cited a chapter from Jim Collins’ book *Good to Great*, “Confront the Brutal Facts (yet never lose faith),” to reinforce the notion that facing the complex issues and making difficult choices will be a necessary part of the University of Minnesota, Crookston journey to greatness.

In order to construct recommendations that are both achievable and powerful enough to bring about positive change, the Task Force devoted considerable effort to understanding and confronting reality, including the Provost's explicit operating assumptions:

- The mission and activities of the Crookston campus must be consistent with the University's mission.
- The current level of state support will not increase beyond inflation; it may remain at current levels or even decrease over time.
- The University's allocation of state support will be based upon reasonable standards and determined through the University's planning and budget processes.
- The budget and program model will bear greater responsibility for its cost.
- The University of Minnesota, Crookston must clearly articulate a vision that accounts for and, where possible, partners with other education, regional economic development, and related resources in the region.
- A set of clear, specific, detailed measures of success is necessary to achieve the vision.

The Task Force drew upon many resources to frame its deliberations. Three documents were especially useful, for each was the product of considerable effort and investment, each was authored externally to the campus, and each was in substantial agreement that the campus is a great asset with manageable challenges and impressive regional and global potential.

1. The "Crookston Study and Review Committee" (Prof. W. Andrew Collins, Chair) reported in June, 2000, that the campus has 1) the "historical underpinnings and future vision to act as a catalyst for connecting information with opportunity ... and serving the public good," and 2) a regional focus, but "by maximizing the use of modern technology, the strategy can be global."
2. In April 2005, a Central Administration committee (Vice President Robert Jones, Chair) issued "University of Minnesota at Crookston: An Analysis of current Trends" saying 1) the campus is a significant asset that should be used to its fullest advantage, 2) the University of Minnesota, Crookston should build partnerships with businesses, other higher education institutions, and other groups and organizations within the region and beyond, 3) the University of Minnesota, Crookston needs to focus and refine its current strengths to create an identity that sustains longer-term demand, and 4) Crookston campus innovations in the use of computer technology in teaching and learning have broad potential for application in the University of Minnesota, but that the *Laptop U* brand no longer creates distinctiveness and competitive advantage.
3. A commissioned report by the Public Strategies Group called "Design Concepts, University of Minnesota, Crookston" (June 2005) saw opportunity for the University of Minnesota, Crookston to: 1) leverage its technology reputation, tradition, and infrastructure, 2) strengthen its regional identity, 3) cultivate strategic alliances with secondary and post-secondary schools and other entities, and 4) establish international alliances to enrich programs and enhance recruiting.

The Task Force met eleven times September 2005 - September 2006. Members of the Task Force evaluated institutional research, heard thoughtful constituent feedback, and studied external conditions and trends. A Web portal facilitated electronic communication and access to dozens of internal and external documents. Wide-ranging testimony from individuals and groups helped build a knowledge base and guide deliberations. A professional facilitator used processes called “Preserve – Change – Create” and “Exploring the Possibilities” to advance the work of the Task Force.

II. Vision

Extensive discussion about the vision of the University of Minnesota, Crookston yielded strong agreement that the Crookston campus takes great pride in being part of the University of Minnesota and its aspiration to be among the top three public research universities in the world, while at the same time taking equal pride in serving the long term interests of the region. The following vision statement evolved from the discussion.

The University of Minnesota, Crookston is unique in the region, providing access to world renowned teaching and research, and serving as a regional hub for:

- **undergraduate education leading to a University of Minnesota diploma**
The University of Minnesota, Crookston provides students with access to world class teaching and research. Many Crookston campus students are the first generation to attend college with aspirations to make a good living and have a good life in the region.
- **technology applications in higher education**
Technology is integrated across the teaching and learning in all disciplines at the University of Minnesota, Crookston. This means that graduates bring a high level of technology competence to their work place and communities.
- **innovation, entrepreneurship, and regional sustainability**
The University of Minnesota, Crookston is a gathering place for entrepreneurs of all kinds, a place that models innovation as well as teaches it, a place dedicated to discovering and applying ideas for long-term sustainability.
- **leadership development**
The campus serves as a neutral place for convening a wide range of activities that support life long learning and public engagement. The University of Minnesota, Crookston students learn how to be leaders by being leaders. Student organizations, service learning projects, internships, and community partnerships help develop leadership skills. World class teaching and research ensure that graduates have the intellectual capacity to be effective leaders where they work and live.
- **global and diverse cultural experience**
The University of Minnesota, Crookston serves the region as a campus of informed world citizens. Graduates of the University of Minnesota, Crookston have a world view, which is critical to their success in a global society.

The vision provides clear and strong affirmation of the Crookston campus commitment to the University's land grant mission. To live the vision requires campus wide resolve to provide exceptional teaching, strengthen research capacity, and expand public engagement activity. Interdisciplinary research focused on solving problems will create value for the region and provide opportunity to cultivate alliances within the University, with other institutions, and with the philanthropic and private sectors.

The vision provides context and direction. Moreover, the vision will help the Crookston campus identify messages that will assure competitiveness and distinctiveness in the marketplace.

III. Strategic Direction: Actions and Recommendations

“Vision without strategy is illusion.”

- John McCain

This report identifies six areas for decisive action that will move the campus toward the vision and assure its viability into the future. They are: Campus Climate and Culture, Reposition and Re-brand, Recruit and Retain, Internationalize, Value Added Learning, and Partner to Prosperity. All connect directly to the vision of a “campus unique in the region providing access to world renowned teaching and research and serving as a regional hub.” The following paragraphs review the need for change and the desired outcomes in each of the six action areas. Supporting tactical recommendations appearing in bold are summarized in Appendix A.

1. Campus Climate and Culture

The current campus climate is an impediment to progress. There exists within the University of Minnesota, Crookston a persistent, counterproductive divisiveness. It is observable across many dimensions, including academic priorities, work climate, quality of teaching, and quality of services. The ubiquity of the problem suggests that the solution is less a matter of addressing specific issues than it is of changing the campus culture. This has been a long standing problem, and the time for its resolution has come.

A new, healthier culture can neither be established in policy nor mandated by decree, and it does not come quickly. In “Leading Change,” John Kotter says “Anchoring change in a culture [comes] at the end of the transformation process” – after a lot of talk and after it becomes very clear that the new results are superior to the old. Accordingly, the Task Force recommends that campus leadership initiate a **concerted effort to identify and mitigate the root causes of the divisiveness that stand in the way of progress.** Culture change requires complete commitment from the top, but it is not just a top down process. **The expectations and desired outcomes of climate change, for individuals and the institution, should emerge from broad dialogue.** Commitment from people across the organization will be required, and the Task Force believes most will work in support of this critically important change effort.

Although administration cannot establish culture, it can help create a productive and satisfying work environment. As a first step, campus leadership should **express a non-negotiable expectation of civility, respectfulness and honesty from all members of the University of Minnesota, Crookston community.** It should **recognize great work and reward outstanding performance.**

Conversely, campus leaders and supervisors must challenge **unacceptable behavior when it occurs, and take steps to ameliorate poor performance.** Assistance, direction, and reasonable time to make needed change should be offered, but ultimately the campus **must rigorously adopt and implement objective performance measures with clear remedies and consequences.** Because all supervisors and leaders must share in this critical work, **there should be an increase in support for and investment in supervisor training.**

The Task Force realizes that the observations and recommendations in this section will stir discussion and, perhaps, discomfort. However, the vision of the University of Minnesota, Crookston depends on action. Moreover, successful implementation of the recommendations presented in this report will be enhanced by a sustained and determined effort to improve the campus climate and change its culture.

2. Reposition & Re-brand

The Crookston campus started working on a strategic plan several months before the University-wide strategic positioning effort began. Data collected at that time revealed a consistent and significant message regarding the image of the campus.

In its traditional service area of nearby counties, some still see the University of Minnesota, Crookston as a two year school with good programs in agriculture. Beyond the traditional service area, the University of Minnesota, Crookston is largely unknown. The strategic positioning work presents an ideal opportunity for the University of Minnesota, Crookston to **redefine its identity and craft a message for the future that firmly aligns the Crookston campus with the University brand.**

This report stops short of recommending a new mission. In order to earn essential grass roots support within, the Task Force believes an organization's mission statement should be developed and/or affirmed through open and broadly inclusive internal processes.

However, as a result of the recommendations in this report, campus leaders are encouraged to **evaluate the need for a campus-based process of mission review and revision.** As part of its repositioning and re-branding, the Task Force recommends:

- **Develop a plan to phase out selected 2 year degree programs.** Consider converting 2 year programs to minors, as appropriate.
- **Review the term “polytechnic” to identify an alternative term.** Some faculty embrace the polytechnic term and mission, while others have resisted. The *tech* in *polytechnic* may contribute to the lingering image of the Crookston campus as a 2-yr school. What a polytechnic education delivers is highly valued by students, parents, and employers.

As an educational philosophy, career-oriented programs that emphasize learning-by-doing will continue to support the land grant mission at the University of Minnesota Crookston. This philosophy is a distinct comparative advantage that should be preserved and strengthened.

- **Defining the University of Minnesota, Crookston as an institution whose graduates are known for superior technology and communication skills, strong leadership potential, and the ability not just to get a job, but to create jobs.** The Crookston campus shares the land grant values of the University of Minnesota, and is similarly committed to excellence. Of the many things students like about the Crookston campus, there is near universal agreement that being a name, not a number, ranks near the top. This is a powerful advantage that should be prominent in the repositioned and re-branded campus.
- **Pursuing and aggressive growth strategy in selected areas of online, College in the High School and other selected programming,** building on the reputation, infrastructure, and talent of the campus to compete in this marketplace.

Student profile	2006	Growth Per Year	2111
College in the High Schools*	1323	10%	2000
Online students**	60	15%	125
ESL***	13	30%	45

* College in the High School has filed accreditation application with the National Alliance of Concurrent Enrollment Partnerships of which the Crookston campus is a provisional member.

** Online Student projection is based on an online marketing campaign and integrated advertising plan.

*** English as a Second Language projection is based upon continued partnerships/relationships with partnering institutions in Korea.

3. Recruit & Retain

Recruitment of new high school students to the University of Minnesota, Crookston has fallen short of expectations in recent years. Retention rates, though comparable to many neighboring institutions, are not good enough for a University of Minnesota campus. Together, these factors have created an unsustainable trend that must be reversed. The Task Force spent a great deal of time on these issues. It recommends that **the University of Minnesota, Crookston calculate its best estimate of how many students the physical plant can accommodate and develop a time-certain plan to reach that capacity. Specific, program-by-program goals and strategies to increase new high school (NHS) and advanced standing (NAS) recruitment, year-to-year retention, and graduation rates should be described.**

The academic focus for the next five years is to grow 10 programs with potential and faculty capacity.

academic program	2006 enrollment	Per year growth	2111 enrollment
Agriculture* <ul style="list-style-type: none"> • Ag Business • Animal Industries 	35 35	5-8 5-8	75 75
Arts, Humanities, Social Sciences <ul style="list-style-type: none"> • Communication • Early Childhood Development 	20 45	15 5-10	100 80
Business <ul style="list-style-type: none"> • Business Mgmt (entrepreneurship, mktg) • Sports and Recreation Mgmt 	130 45	10-15 5-7	200 70
Math Science technology <ul style="list-style-type: none"> • Health Fields • Information Technology Mgmt 	70 70	15 15	140 140
Natural Resources <ul style="list-style-type: none"> • Water Resource Mgmt • Golf Turf/Hort 	5 25	5 5	30 50

* Agriculture programs are focused on areas where there is job and career potential, e.g. biofuels, food safety, agribusiness, etc.

Retention must be a higher priority for the Crookston campus. The goal is to increase retention by 2% each year for 5 years, and to increase the 4-5-6 year graduate rate to 40-50-55% in five years.

Student profile	2006	Growth per year	2111
Retention rate	62%	2%	72%
4-year graduation rate	23%	3.5%	40%
5-year graduation rate	26%	5%	50%
6-year graduation rate	36%	4%	55%
Students of Color	7.6%	1%	12.6%
Women Students	44%	1%	49%
International Students*	3.2%	3%	15%
Transfer Students	160	10	210

* Most International students will come to the University of Minnesota, Crookston as a result of collaborative initiatives at the institutional level. Most will come as advanced standing students. Specific and strategic goals for growth are under development.

The Task Force discussed athletics on many occasions and in many contexts. It appreciates the importance of athletics to the campus and the community. However, it is not within the scope of this work to analyze the exceedingly complex issues in the depth necessary to make informed recommendations on the future of athletics at the Crookston campus. This report recommends that **the Chancellor appoint a special task force on athletics. Representing all stakeholders, the task force will study current circumstances and options and, by December 1, 2006, deliver to the Chancellor a report with findings that position and structure athletic programs to serve the best interests of student athletes and the University of Minnesota, Crookston.**

The Task Force heard, repeatedly, that the Crookston campus must expand its choice of degree programs to attract more students and retain them for four years. The Task Force agrees, but reality says that new programs will primarily be self-funded. Choices must be made wisely. **New programs should a) be mission driven, b) meet demonstrable student and employer demand, c) leverage existing strengths and capacities, d) be based on solid cost/benefit estimates, and e) have an exit strategy.** Realistic assessment of external market conditions and trends should precede investment. **Programs that are likely to help rectify the gender imbalance and attract diverse students from farther away should be given priority.**

An exceptional undergraduate experience depends on superior student support services and attractive outside-of-class learning, enrichment, social, and recreation activities. With regard to academic advising, this report asks the incoming Vice Chancellor for Academic and Student Affairs to convene a committee to **review and, as necessary, restructure academic advising at the University of Minnesota, Crookston to better balance student access to great advising with equitable faculty workload.** In addition, an inclusive group of unit directors should **create a roadmap, with measures and milestones, leading to the transformation of the Crookston campus from a school where most students go home on weekends to one where most stay on campus.**

4. Internationalize

The University of Minnesota, Crookston is working to more successfully recruit in nearby counties, across Minnesota, and in adjacent states, but demographic projections are clear. High school enrollment in northwest Minnesota, in fact, in all Midwest and Great Lakes states, is shrinking, and there is already an oversupply of colleges and universities in the region. The Task Force sees internationalization as an opportunity for the Crookston campus to simultaneously attract a larger and more diverse student body.

As part of its strategic repositioning, **the University of Minnesota, Crookston should focus on preparing students to succeed in a global marketplace.** Results will include:

- An undergraduate student body with more international students.
- Higher study abroad participation.
- New faculty with international experiences and multicultural perspectives.
- All faculty acquiring international professional development experiences through reasonable cost-sharing programs and/or other assistance.

Allied and/or supporting strategies and recommendations include:

- **Pursuing new, non-traditionally structured international programs and partnerships** of the sort now being developed with ZETP (China).
- **Expanding the use of online learning and hybrid models** in building creative international partnerships.
- **Consolidating the internationalization effort under a single leader**; including study abroad, multicultural programs, diversity services, international programs.
- **Develop a recruiting and retention plan to attract more students from the region's underrepresented populations**, e.g. Hispanics, and Native Americans.
- Creating a faculty committee **to make curricular recommendations that will result in globally astute graduates.**

Internationalizing the campus will serve the regional economic development mission. In a knowledge economy, new ideas are the building blocks of sustainable prosperity, and groups of people with diverse backgrounds and experiences will have more new ideas than groups without. The Crookston campus of the University of Minnesota has the region's greatest potential to **attract talented people from around the world. It should make a concerted effort to do so.** Building human diversity is not only the right thing to do, but it is also good economic development strategy.

5. Value-Added Learning

Educators agree that most students, especially of the internet generation, learn best by seeing and doing. The commitment to experiential learning differentiates the University of Minnesota, Crookston from its competitors by adding quality to the curriculum and value to the undergraduate experience. The Task Force recommends that **experiential learning continue to define the Crookston campus identity, and strategic repositioning should increase the visibility and the breadth of that commitment.**

University of Minnesota, Crookston students gain valuable "real world" experience to complement experiential learning opportunities embedded in the regular curriculum. Internship and Service Learning programs are strong and should remain so. Study Abroad and Undergraduate Research programs are less well developed, and this report asserts that investment in growing these programs will yield high returns.

Specifically, the Task Force recommends that **multiple out of class, applied learning experiences be integrated into all Crookston campus baccalaureate programs. Within five years, an international experience should be accessible to all entering new high school degree seeking students.** With regard to research, **the University of Minnesota, Crookston should, within five years, have programs and resources to support a research experience for all entering high school degree seeking students.**

A campus-wide emphasis on undergraduate research is consistent with the University's research goal and the campus commitment to experiential learning. It also underscores the need to **increase support for faculty research. Interdisciplinary, collaborative research of the kind envisioned by Crookston campus Center for Sustainable Development should be the campus priority.**

6. Partner to Prosperity

The University of Minnesota is rightly known as the economic engine of the state, but personal income in northwestern counties lags behind the metro area and the gap is growing. As the University’s most important and visible presence in the region, **the Crookston campus should resolve to be and be seen as an economic engine for northwest Minnesota.**

As a cornerstone of its strategic positioning, the University of Minnesota, Crookston should **strengthen its presence as the regional hub of activity for creative talent** of all kinds – teachers and scientists, entrepreneurs and business builders, social service providers and community leaders. To succeed, the Crookston campus will focus on **building internal capacity (faculty, programs, facilities) to develop and sustain relationships with regional (and extra-regional) public and private sector partners.**

The goal is to **be northwest Minnesota’s “go to” place for new ideas and most important creator of value in the region.** By fall 2007, the Task Force recommends a **comprehensive plan be developed to connect Crookston campus students, faculty, academic programs, and research objectives to regional civic engagement and economic development goals.**

IV. Essential Qualities & Characteristics

With the guidance of its facilitator, the Task Force used an approach called “Preserve-Change-Create” to frame thinking and discussion. In this method, the group envisioned and defined a future for the University of Minnesota, Crookston based on the qualities and characteristics the institution should preserve, those it should change, and those it needs to create. As a final word in this report, the Task Force offers its view of a sustainable future for the Crookston campus from the Preserve-Change-Create perspective.

Preserve	Change	Create
Personal Attention	Review “Polytechnic” term	Internationalized Campus
Friendly and Secure	Expand Academic Program Choice	Research Capacity
Technology Leadership	Build on University of Minnesota brand	Regional Development and Entrepreneurship Hub
“Can Do” Graduates	Improve campus climate and culture	Distinct, Competitive, and Viable Future

Appendices

- A. Summary of Recommendations**
- B. Task Force Membership**
- C. Meeting Schedules**
- D. Reference Materials**

Appendix A – University of Minnesota, Crookston Strategic Positioning Recommendations Summary

1. Campus Climate and Culture

- 1.1 Initiate a concerted effort to identify and mitigate the root causes of the divisiveness that stand in the way of progress at the University of Minnesota, Crookston.
- 1.2 Rely on broad based dialogue to achieve the expectations and desired outcomes of climate change, for individuals and the institution.
- 1.3 Express a non-negotiable expectation of civility, respectfulness and honesty from all members of the University of Minnesota, Crookston community.
- 1.4 Recognize great work and reward outstanding performance.
- 1.5 Challenge unacceptable behavior and take steps to ameliorate poor performance.
- 1.6 Adopt objective performance measures with clear remedies and consequences.
- 1.7 Increase support for and investment in supervisor training.

2. Reposition & Re-brand

- 2.1 Redefine campus identity and firmly align the campus with the University brand.
- 2.2 Evaluate the need for a campus-based process of mission review and revision.
- 2.3 Develop a plan to phase out selected 2-year degrees not embedded in 4-yr programs.
- 2.4 Review the term “polytechnic” to identify an alternative term.
- 2.5 Define the University of Minnesota, Crookston as an institution whose graduates are known for superior technology and communication skills, strong leadership potential, and the ability not just to get a job, but to create jobs.
- 2.6 Pursue an aggressive growth strategy in selected areas of online programming, College in the High School, and other selected programming.

3. Recruit & Retain

- 3.1 Determine a best estimate of how many students the physical plant can accommodate and develop a time-certain plan to reach that capacity.
- 3.2 Develop specific goals and strategies to increase new high school students (NHS) and new advanced student (NAS) recruitment, retention, and graduation rate.
- 3.3 Appoint a special task force on athletics to study current circumstances and options.
- 3.4 Expand degree programs that are a) mission driven, b) meet demonstrable student and employer demand, c) leverage existing strengths and capacities, d) based on solid cost/benefit estimates, and e) have an exit strategy.

3.5 Give priority to programs that are likely to help rectify gender imbalance and attract diverse students from farther away.

3.6 Review and, as necessary, restructure academic advising to better balance student access to great advising with equitable faculty workload.

3.7 Create a roadmap, with measures and milestones, to transform the campus from a school where most students go home each weekend to one where most choose to stay.

4. Internationalize

4.1 Focus on preparing students to succeed in a global marketplace.

4.2 Pursue non-traditionally structured international programs and partnerships.

4.3 Expand the use of online learning and hybrid models.

4.4 Consolidate the internationalization effort under a single leader.

4.5 Develop a recruiting and retention plan to attract more students from the region's underrepresented populations.

4.6. Make curricular changes that will produce globally astute graduates.

4.7 Attract talented people from around the world.

5. Value-Added Learning

5.1 Continue to use experiential learning to define the Crookston campus identity.

5.2 Integrate out of class, applied learning experiences into all baccalaureate programs.

5.3 Provide an international experience to all new high school degree seeking students.

5.4 Support a research experience for all entering high school degree seeking students.

5.5 Increase support for faculty research.

5.6 Make interdisciplinary, collaborative research a campus priority.

6. Partner to Prosperity

6.1 Become the regional hub for entrepreneurs, creative talent, applied research, technology transfer, and economic development.

6.2 Build internal capacity (faculty, programs, and facilities) to develop and sustain relationships with regional (and extra-regional) public and private sector partners.

6.3 Become northwest Minnesota's "go to" place for new ideas.

6.4 Connect students, faculty, academic programs, and research objectives to regional civic engagement and economic development goals.

**Appendix B – University of Minnesota, Crookston
Strategic Positioning Task Force Membership**

Member	Affiliation
Massey, Joe (Co-chair)	University of Minnesota, Crookston, Academic Affairs
Muscoplat, Chuck (Co-chair)	University of Minnesota, College of Agricultural, Food & Environmental Sciences
Brandli, Art	University of Minnesota, Crookston, All College Advisory Council
Brorson, Susan	University of Minnesota, Crookston, Business
Burgess, Eric	University of Minnesota, Crookston, Business
Elf, Pam	University of Minnesota, Crookston, Math, Science & Technology
Johnson, Joy	Riverview Health, Planning and Development
Johnson, Wendell	University of Minnesota, Crookston, Math, Science & Technology
Linder, Joe Vaughn	University of Minnesota, Crookston, Student
Moe, Roger	Former Minnesota Senate Majority Leader
Parrish, Aaron	City of Crookston, Administrator
Rasmussen, Rand	University of Minnesota, Crookston, Academic Assistance Center
Smith, Larry	University of Minnesota, Northwest Research & Outreach Center
Sorenson, Brent	University of Minnesota, Crookston, Agriculture
Wahlstrom, Billie	University of Minnesota, Distributed Education & Instructional Technology, Office of the Sr. VP & Provost
Horntvedt, Jody (Facilitator)	University of Minnesota Extension Service, Roseau Regional Center
Nelson, Richard (Staff)	University of Minnesota, Crookston, Academic Affairs

Appendix C – University of Minnesota, Crookston Strategic Positioning Task Force Schedule of Meetings

Task Force Meetings

1. September 29, 2005	Thursday	9:00am – 5:00 pm
September 30, 2005	Friday	8:00am – 1:00 pm
2. October 17, 2005	Monday	11:00am – 6:00pm
3. October 25, 2005	Tuesday	11:00am – 6:00pm
4. November 7, 2005	Monday	9:00am – 4:00pm
5. November 22, 2005	Tuesday	11:00am – 6:00pm
December 12, 2005	Progress Report Submitted*	
6. January 10, 2006	Tuesday	11:00am – 6:00pm
7. February 4, 2006	Saturday	8:00am – 2:00pm
8. February 23, 2006	Thursday	11:00am – 6:00pm
9. March 16, 2006	Thursday	11:00am – 6:00pm
March 31, 2006	Draft Report Submitted	
10. July 27, 2006	Thursday	5:00 pm – 9:00 pm
11. September 5, 2006	Tuesday	5:00 pm – 9:00 pm
September 18, 2006	Letter Submitted to respond to questions	
November 20, 2006	Final Report Submitted	

Task Force Presentations and Panel Discussions

1. Strategic Positioning Process and Goals	Robert Jones	9/30/05
2. Elements of Enrollment – Outside View	(Panel)	10/17/05
3. Elements of Enrollment – Inside View	(Panel)	10/17/05
4. Connecting the Campus to the Region	Donald Sargeant	10/25/05
5. The “Sustainability” Theme	(Panel)	10/25/05
6. COAFES Recruitment & Retention	Ann Hill Duin	10/25/05
7. UMC Academic Departments, Programs	(Panel)	10/25/05
8. Chancellor’s Priorities	Chuck Casey	11/07/05
9. Student Services	(Panel)	11/07/05
10. Intercollegiate Athletics	(Panel)	11/07/05
11. Technology	(Panel)	11/22/05
12. Online/Extended Learning	(Panel)	11/22/05
13. Applied Research	(Panel)	11/22/05
14. 5 x 5 Budget Model	C. Casey, T. Sanders	11/22/05

Progress Report Feedback Forums*

Six forums were held on the Crookston campus to discuss and invite feedback.

1. January 20, 2006	Friday, 2:00 pm	Open forum
2. January 27, 2006	Friday, 2:00 pm	Open forum
3. February 1, 2006	Wednesday, 5:00 pm	Student Government forum
4. February 2, 2006	Thursday, 11:30 am	Open forum
5. February 17, 2006	Friday, 7:30 am	Crookston Chamber of Commerce
6. February 28, 2006	Tues, 9:30 am	Executive Committee)

Campus Preview of the Final Report

March 30, 2006	Thursday, 4:00 pm	Open forum
October 11, 2006	Wed, 3:30 pm	Open forum with President Bruininks

Appendix D – University of Minnesota, Crookston Strategic Positioning Reference Materials

The Task Force Web Portal provided members with links to information and a wide range of downloadable documents.

General Documents

- Resource Alignment Team Contact List
- Strategic Positioning Central Document Library
- University of Minnesota, Crookston Operating Assumptions 2005-2010
- University of Minnesota, Crookston Task Force Progress Report

I. Administrative Information

- Sept 29-30 Agenda, Agenda for first meeting of the University of Minnesota, Crookston strategic planning task force
- Task Force Members, List of task force members with contact information
Importance of Strategic Positioning, Chancellor's Opening Remarks
- Task Force Confidentiality, A message from the Office of the Vice President for University relations concerning confidentiality.
- University of Minnesota, Crookston Task Force Agenda 10-17-05
- The facts: Strategic Positioning, An opinion piece by Provost E. Thomas Sullivan (Minnesota Daily, October 19, 2005) discussing the strategic positioning process, opportunities for broad participation, and the need for Task Force confidentiality
- Preserve – Change – Create, Sample worksheet to collect "Preserve-Change-Create" information from stakeholder groups. The form aligns the information gathered with the discussion framework
- University of Minnesota, Crookston Task Force Agenda (10-25-05)
- University of Minnesota, Crookston Task Force Agenda (11-07-05)
- Preserve-Change-Create (Notes 10-17-05)
- Wrap-up Notes 10-17-05, Key concepts, sorted into the following categories: Image, Recruitment/Retention, Programming/Research, and Culture, also summarized questions to tackle and offers a list of general statement extracted from the day's work
- University of Minnesota, Crookston Program Improvement Advisory Committee (PIAC) Advisory numbers 10-26-05, An accounting of participation in a preserve-change-create exercise conducted with the All College Advisory Committee and the Program Improvement Advisory Committees on October 26
- University of Minnesota, Crookston Task Force Agenda (11-22-05)
- Final Report Cover Page, Sample cover page for the final Task Force report
- Final Report Template, Instructions for the final report; set-up, content, organization

II. U of M System Expectations & Background Information

- President's Letter Apr 05, Letter from President Bruininks to the University of Minnesota, Crookston campus community
- Analysis of Current Trends, Background report on current trends on the University of Minnesota, Crookston campus, Apr 05
- Operating Assumptions, the financial and academic framework established by Central Administration under which the campus will operate and evaluate progress
- Charge Outcomes and Considerations, Strategic Positioning charge, outcomes, and considerations

- Alignment and Differentiation, the University of Minnesota, Crookston must align its mission with that of the University, but must also differentiate its work such that it creates distinct value for its constituencies, the University, and the state
- University of Minnesota, Crookston Design Concepts, In preparation for the strategic positioning work, University Central Administration retained the Public Strategies Group to propose several design options for University of Minnesota, Crookston
- Chancellor's Priorities, Upon his arrival, Chancellor Casey invited the campus community to suggest what critical work should be undertaken by the Chancellor's Office. From this and other information, he developed this list of priorities
- Connecting the Campus to the Region, PowerPoint presentation by Chancellor Emeritus Don Sargeant, includes historical perspectives and a view of the future
- Land Grant Universities and Regional Economies, This paper by President Bruininks, was presented for discussion at the NASULGC Board of Directors meeting (September 2005), and addresses the role and expectations of land grant universities in economic development
- Niche Colleges, On October 30, Vice President Jones' spoke of pursuing excellence in "niche" areas as a strategy for national and international success. This document provides examples and descriptions of colleges and universities that appear to embrace a niche market strategy
- Eight Stage Change Process, John P. Kotter's work is a frequently referenced resource in the University's strategic transformation process. His eight stage change process is summarized in this table taken from an Indiana University Medical School Web page
- 5 X 5 Financial Planning Tool, PowerPoint presentation from the 11/22 meeting on "5X5" financial planning at University of Minnesota, Crookston; from Hutchinson & Osborne's *The Price of Government*
- Inaugural Address, Dr. Charles H. Casey, Dr. Casey's speech on the occasion of his inauguration as Chancellor of the University of Minnesota, Crookston, March 3, 2006

III. Perspectives: Articles and Information of Interest

- *The Times They Are a-Changin'*, Link to Web page with lyrics and audio files for the Bob Dylan song
- *Perspectives*, This issue(Oct 13, 2005) of "Perspectives," a regular letter from Vice President Chuck Muscoplat to his colleagues in the College of Agriculture, Food and Environmental Sciences, follows discussion last month
- *Gender Gap Widens*, An article (USA Today; Oct. 20, 2005) on the widening gender gap between women and men in U.S. colleges and universities
- *Good to Great*, Jim Collins discusses some of the core concepts from his book in this article. It appeared in Fast company magazine in October 2001, shortly before the book was released
- *At Public Universities, Warnings of Privatization*, This article (New York Times, October 16 2005) discusses how declining public support is resulting in de facto privatization at some flagship state universities
- *Keeping Us In the Race*, Noted syndicated columnist Thomas Friedman writes (New York Times, 10/14/05) about the need to strengthen America's competitiveness and the importance of a renewed commitment to education in math, science, and engineering
- *The Origin of the Entrepreneurial Species*, An interview Ajar V. Bhidé (Inc. Magazine, February 2000) on the nature of entrepreneurs and the genesis of entrepreneurship, based on his work at the Harvard Business School

- *Minnesota Agriculture in the New Millennium*, C. Ford Runge, noted University of Minnesota economist, writes (for the Rural Minnesota Journal) on the history, present state, and future of agriculture in Minnesota in social and economic terms
- *Sustainability: I don't want to talk about it*, A paper presented by University of Minnesota VP and Dean, Charles Muscoplat, at University of Minnesota, Crookston's conference on Sustainable Development (October 24, 2005)
- *Junk Bond Colleges*, This excerpt from a 2003 Chronicle of Higher Education article looks at the financial struggles of small, private colleges from the perspective of a bond holder
- *Teaching the Start Up Mentality*, A Business Week Online article (10/25/05) on the importance of teaching entrepreneurial thinking and entrepreneurship outside of traditional business programs
- *Blue Ocean Strategy*, Authors C. Kim and R. Mauborgne argue that organizations can do better by creating demand in new, uncontested markets than by fighting competitors in crowded, existing markets. This one page snapshot is adapted from their book of the same name
- *The Devil's Advocate*, A piece on why devil's advocates may be "the biggest innovation killer in America today"
- *The Hard Side of Change*, This Harvard Business Review article argues that organizational transformation efforts often fail because attention to "soft" issues (like culture, leadership, and motivation) is not paired with equal attention to "hard" issues (like the time to complete the work, the people required, and the expected financial results)
- *High Faculty Morale*, An older (1988) but still pertinent article from Change magazine discusses identifies ten "exemplary colleges" and four primary features they have in common
- *The Divide*, The author, Ben Tyron, provides a personal narrative (Chronicle of Higher Education, October 21, 2005) on the "almost unbridgeable divide" between faculty members and academic administrators
- *Anchoring New Approaches in the Culture*, Recommended reading from Chancellor Casey, this chapter from Leading Change (Kotter, J. 1996) helps define and inform the work
- *Higher Ed Entrepreneurship Programs*, NY Times article (11/15/05) "Problem: Good Jobs Are Scarce. Solution: Become Your Own Boss." on growing emphasis on entrepreneurship in business education programs
- *Foreign Student Enrollment Declining*, USA Today article on declining enrollment of foreign students in US colleges & universities
- *Back in the Box*, In this article, Douglass Rushkoff argues against the "endless rush to embrace the next big thing" and "the fashionable compulsion to break with the past"
- *Blurring the Mission*, Is "territory" a thing of the past in higher ed? Two articles (one from the Seattle Times and one from the Palm Beach Post) on 2yr colleges' move toward 4-yr degrees
- *Foreign Student Recruitment*, A recent article (San Jose Mercury News, 11/21) on the high priority higher education institutions are putting on attracting foreign students
- *Int'l Recruiting in North Dakota*, An article (Grand Forks Herald, 11/17) on the state Board of Higher Education's plan to spend \$1.5 million on recruiting foreign students to the state's campuses.

IV. UNIVERSITY OF MINNESOTA, CROOKSTON Student and Program Information

- 10. Student Data Fall 2005, Fall 2005 Enrollment Overview from the Office of Registrar/Institutional Research
- University of Minnesota, Crookston Academic Programs 05-06, A listing of all academic programs currently available to University of Minnesota, Crookston students
- New Program Development at the University of Minnesota, Crookston, This summary includes new programs started in 2004), programs developed and nearly ready for Regents action, programs in various stages of development, and new and/or pending non-traditional academic partnerships
- Clubs and Organizations, A listing of student clubs and organizations at the University of Minnesota, Crookston
- Program Enrollment 02-04, Raw enrollment data showing student enrollment, by program and class level, for Fall 2002, Fall 2003, and Fall 2004
- Financial Aid, Sources and amounts of financial aid awarded to first-time, full-time, freshmen entering the University of Minnesota, Crookston (2000-2003)
- Non-Enrolled Student Survey, The Non-Enrolled Student Survey was administered to students who had previously been enrolled at the University of Minnesota, Crookston, but who had dropped out during the Fall 2004 or Spring 2005 semesters
- Top 10 Lists for Students Transferring to the University of Minnesota, Crookston, This document contains two lists: 1) Colleges and universities from which the most students transfer to the University of Minnesota, Crookston and 2) University of Minnesota, Crookston programs chosen by the most transfer students
- Arts, Humanities, and Social Sciences Program Overview, Handout from the presentation to the Task Force by Bill Peterson, Head of the University of Minnesota, Crookston Department of Arts, Humanities, and Social Sciences
- Business Program Overview, Handout from the presentation to the Task Force by Susan Brorson, Head of the University of Minnesota, Crookston Business Department
- Natural Resources Program Overview, Handout from the presentation to the Task Force by Dan Svedarsky, Head of the University of Minnesota, Crookston Natural Resources Department
- Sustainability at the University of Minnesota, Crookston, and the concept of a Center for Sustainable Development, Handout from the presentation to the Task Force by Dan Svedarsky, Head of the University of Minnesota, Crookston Natural Resources Department
- Student Experience Survey (2005), Summary with data comparing University of Minnesota, Crookston to other UM campuses
- Agriculture Department Program Overview, Handout from Dr. Del Vecchio's discussion with the Task Force
- Agriculture Department Enrollment, Enrollment numbers, by program, Fall '02 – Fall '05
- Technology Panel, Technology at the University of Minnesota, Crookston – strengths, weaknesses, opportunities (11/22 .ppt presentation)
- Center for Adult Learning, Description and data related to University of Minnesota, Crookston online learning and concurrent enrollment programs (11/22 handout from the Online/Extended Learning panel)
- NW Regional Partnership, Overview of the Northwest Regional Sustainable Development Partnership (11/22 handout from the Applied Research Panel)
- Center for Undergraduate Excellence, Concept presented by Dr. D. DeMuth as part of the 11/22 Applied Research panel

- Council on Undergraduate Research, Web page pertaining to Dr. Brian Dingmans recommendation to join CUR. (11/22 Applied Research Panel)

V. Previously Collected Strategic Planning Data (03-04)

- Focus Group Highlights & Questions, Moderator's comment summaries - faculty, staff, community leaders, alumni, and Program Improvement Advisory Committee members (employers) focus groups
- Campus Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis, 2004 University of Minnesota, Crookston Strategic Planning (Revision 3), Conducted 5-13-04 with 76 Faculty and Staff Participants
- Combined SWOT & Focus Group Summary, Focus Group Highlights - SWOT: Statements, condensed and sorted by them
- Freshman Focus Group, Highlights from the Freshman Focus Group
- Seniors Focus Group, Highlights from the Seniors Focus Group
- Student Government Focus Group, Highlights from the Student Government Focus Group

VI. External Information and Data

- Economics or Education, Land Grant Universities, Article from The Journal of Higher Education, "Economics or Education: The Establishment of American Land-Grant Universities" by Scott Key
- Inter-Institutional Data, A selection of data from the Integrated Post-Secondary Education Data System (IPEDS) comparing the University of Minnesota, Crookston with (1) a group of nearby institutions, (2) a group of similarly sized branch campuses in other state systems, and (3) the University of Minnesota, Morris
- 25. Top 10 Majors, A list of the ten majors with highest total undergraduate enrollment at US colleges and universities
- U.S. Job Outlook, Listings of the "10 Fastest Growing Occupations for College Grads" and "Occupations with the Most New Jobs: Bachelor's Degrees" from CollegeBoard.com (using Bureau of Labor Statistics data)
- What is "Polytechnic"?, A survey of definition(s) and descriptions of what it means to be "polytechnic" using excerpts of language found on the Websites of several US and international universities
- Job Outlook for College Graduates, From Occupational Outlook Quarterly, Winter 2004-05. Jill N. Lacey and Olivia Crosby are economists in the Office of Occupational Statistics and Employment Projections, Bureau of Labor Statistics
- NW MN Labor Market, Statistical profile of NW Minnesota's industry and labor market from the Labor Market Information Office, Department of Employment and Economic Development (4/05)
- Knowledge Clusters, Chancellor Emeritus Sargeant distributed this report, prepared by the HHH Institute of Public Affairs, State and Local Policy Program, in his presentation on "Connecting the Campus to the Region"