

# *Transforming the University*

## **Report of the University of Minnesota, Crookston Strategic Positioning Task Force**

**Submitted on behalf of the Task Force by:**

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Co Chairs of the Task Force**

**Date: March 31, 2006**

# University of Minnesota Crookston Strategic Positioning Task Force Report and Recommendations

**“Why Strategic Positioning?”**

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

[http://www1.umn.edu/systemwide/strategic\\_positioning/why\\_sp.html](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, UMC shares the responsibility for meeting public expectations of quality, accessibility, and value. For more than a century, UMC 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 create an inspiring vision of the future, and to give substance to that vision with mission-driven priorities, smart strategies, and measurable milestones and goals.

President Bruininks’ expectations are clear. UMC 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 UMC to be distinctive and, at the same time, firmly align itself with the University’s core purposes: 1) educating bright and motivated students, 2) building an exceptional and energetic faculty, 3) promoting a culture of excellence and responsiveness, 4) being responsible stewards of our public resources, and 5) communicating clearly and engaging credibly with all constituencies.

The Strategic Positioning Task Force is charged with describing a future that is at once 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 UMC’s 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:

- UMC's mission and activities 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.
- 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, including rationalizing a cost-effective and efficient administrative structure.

The Task Force drew upon many resources to frame its deliberations. Three documents are of particular note, for each is the product of considerable effort and investment, each is authored externally to UMC, and each is 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) UMC should build partnerships with businesses, other higher education institutions, and other groups and organizations within the region and beyond, 3) UMC needs to focus and refine its current strengths to create an identity that sustains longer-term demand, and 4) UMC's 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 in: 1) leveraging UMC's technology reputation, tradition, and infrastructure, 2) strengthening UMC's regional identity and turning geography into an asset, 3) strategic alliances with secondary and post-secondary schools and other entities, and 4) international alliances to enrich programs and enhance recruiting.

In preparing this report, the Task Force met nine times from late September 2005 through mid March 2006. A web portal supported electronic communication and access to dozens of internal and external documents. Wide-ranging testimony from individuals and groups helped create a knowledge base and guide deliberations. Facilitated processes called "Preserve – Change – Create" and "Exploring the Possibilities" helped the Task Force formulate the vision and the strategic actions recommended here.

## II. The Vision

The Task Force evaluated detailed institutional research, heard thoughtful constituent feedback, and studied the best available information on external conditions and trends. It did not, however, experience a culminating eureka moment or discover a single stroke of genius to resolve all ambiguities and reveal elusive answers. Instead, the Task Force concluded that the equation for UMC's success has multiple terms and variables, each of which presents an opportunity for incremental improvement. The cumulative impact of incremental improvements, occurring simultaneously on many fronts and guided by a common vision, will be transformational.

The Task Force suggests that defining UMC's strengths and comparative advantages begins with naming the institutional qualities and characteristics that are both important to today's students and stakeholders and likely to create distinctively high value for tomorrow's constituencies. Some of the qualities and characteristics are familiar and **preserved** from the past, some are **changed** to improve upon the present, and some are **created** as part of an inspiring future. Together, they confront contemporary realities and construct **a new vision of UMC as an innovative, competitive, and culturally transformed campus known for its exceptional undergraduate experience and for the unparalleled value it creates for the region.**

The six elements of this vision are:

### **1. Excellence in undergraduate teaching and learning, in and out of the classroom.**

The campus will grow, but remain small relative to most competitors. Smaller size will be a lever for improved retention, and graduation rates. Education will be viewed holistically and delivered with a personal touch. Students at UMC can expect:

- Personal service when needed, and 24/7 access to services online when not.
- Accessible faculty who love teaching, and do it very well.
- Academic programs that are high quality, career-oriented, and attractive to students from the region, the nation, and the world.
- Academic advising and support services designed for the development and well being of the whole student.
- Out of class learning, enrichment, and recreation activities (including appropriately positioned intercollegiate athletics), that engage more students in the campus community.

### **2. Active, participatory learning that prepares *can-do* employees and future leaders.**

Led by an excellent faculty, UMC's focus on learning-by-doing is deeply rooted in the campus history. It is a distinctive strength and a powerful comparative advantage, both today and for the future. Its components include:

- Experiential learning pedagogies, in and out of class.
- Strong curricular and co-curricular programs (internships, service learning).
- Student involvement in undergraduate research and participation in study abroad/international experience programs.
- Commitment to active learning in a technology-rich environment and to academic programs that meet the needs of the external world.

### **3. Recognized leader of computer technology applications in higher education.**

The laptop initiative earned UMC national recognition as a technology pioneer. Over the years, technology has become part of the campus identity and culture. *Laptop U* is no longer unique, but UMC remains far ahead of most competitors. Overall, UMC graduates have better technology skills than graduates from and any regional competitors or other U of MN campuses. Indicators include:

- Faculty are recognized as innovative users of technology to enhance learning.
- All students, online or face-to-face, meet the same learner outcomes.
- Distance learning produces significant revenue for UMC; outstanding student service (and satisfaction) is a key competitive advantage in the online market.
- UMC leads the University in adopting automated solutions to streamline and reduce the cost of routine administrative services and transactions.

**4. Northwest Minnesota's hub for entrepreneurs and innovators.** Northwest Minnesota lags behind the state as a whole in post-secondary educational attainment and per-capita earned personal income. The two statistics are directly related. In a globally-connected economy, sustainable economic prosperity for the region requires a well-educated workforce and a supportive culture, recognizing that:

- The shelf-life of technical information is increasingly short, but UMC graduates will know how to learn, and will appreciate the power of creativity.
- UMC, both physically and culturally, strives to be a place where talent congregates, creativity flourishes, and new ideas take root.
- The campus will be a generator of ideas that support innovation and incubate new businesses. Graduates will create jobs, not just get jobs.

**5. A campus of informed world citizens.** The learning and working atmosphere at UMC will be flavored by distinct international influences and enriched with cultural diversity. Internationalizing the campus, as presented here, is not a discrete project or program. It is instead the most transformational and ambitious element of this vision, including:

- An internationally relevant curriculum, delivered by qualified faculty, producing globally astute graduates in all programs.
- More students from distant states and countries to enrich the campus experience.
- International experiences available to all students and faculty.
- A world of backgrounds, experiences, and perspectives observable in UMC faculty, staff, and students.

**6. An integral part of the University of Minnesota;** a valued contributor to the goal of being a top three public research university, and a full partner in the land grant mission. Committed to teaching excellence, UMC will strengthen its roles in research and public engagement, including:

- Growth in research productivity resulting from investment in research programs and facilities.
- UMC faculty involvement in research alliances within the University, with other institutions, and with the philanthropic and private sectors.
- UMC interdisciplinary research focused on solving problems in and creating value for the region.

The vision for UMC should stimulate, not limit, new thinking; it should open, not obscure, new horizons. The vision provides context and direction in UMC's journey toward competitiveness and distinctiveness in the marketplace, alignment with the University of Minnesota, and a sustainable financial model. Moreover, it confronts other important realities, including: 1) prospective students will have more choice and have higher expectations with regard to service and service quality, 2) higher education, like other markets, is becoming more global and more fragmented, and 3) the eighteen to twenty four year old segment, UMC's primary consumer, represents – at best – a no growth demographic segment.

As a relatively high cost alternative in an overcrowded market, UMC must offer truly exceptional products and services, from the earliest communications with prospective students to lifelong relationship building with alumni. A campus wide resolve to put students first, along with commitments to internationalize the campus and to become the regional hub for innovation and creativity, will be as thoroughly transformative to UMC in the next decade as introducing baccalaureate programming and launching the Laptop U initiative were in the 1990s.

### **III. A New 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 new 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 “transformed campus known for its exceptional undergraduate experience.” The following paragraphs review the need for change and the desired outcomes in each of the six action areas. Supporting tactical recommendations appear in bold.

#### **1. Campus Climate and Culture**

The current campus climate is an impediment to progress. There exists within the UMC community 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 at UMC**. 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 UMC 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 UMC **must rigorously adopt objective performance measures with clear remedies and consequences.** Because all supervisors and leaders must share in this critical work, **UMC should increase its support for and investment in supervisor training.**

The Task Force realizes that the observations and recommendations in this section will stir discussion and, perhaps, some discomfort. However, our vision of UMC as a transformed campus depends on action here. In fact, successful implementation of the recommendations presented in the following sections will be enhanced by a sustained and determined effort to improve the campus climate and change its culture.

## **2. Reposition & Re-brand**

UMC started working on a new strategic plan several months before the University-wide strategic positioning effort began. Data collected at that time revealed a consistent and significant message regarding UMC's image. In its traditional service area of nearby counties, some still see UMC as a two year school with good programs in agriculture. Beyond the traditional service area, UMC is largely unknown. The strategic positioning work presents an ideal opportunity for UMC to **redefine its identity and craft a message for the future that firmly aligns UMC with the University brand.**

This report stops short of recommending a new mission for UMC. 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.**

A part of its repositioning and re-branding, the Task Force recommends:

- **Phase out 2 year degree programs.** Those not embedded in 4-yr programs should stop enrolling new students now; others can be converted to minors if sufficient student demand can be demonstrated.
- **Abandon the term "polytechnic" but preserve and strengthen its meaning.** Some faculty embrace the term, while others have never supported the polytechnic mission that accompanied baccalaureate conversion. In addition, the idea that *tech* in *polytechnic* may contribute to UMC's lingering image as a 2-yr school is not unreasonable. At the same time, what a polytechnic education delivers – career-oriented programs that emphasize learning-by-doing – is highly valued by students, parents, and employers. A new word or phrase for

“polytechnic” needs to be found. As an educational philosophy, however, it is a distinct comparative advantage that should be preserved and strengthened.

- **Defining UMC 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.** UMC shares the land grant values of the University of Minnesota, and is similarly committed to excellence.
- **Pursuing and aggressive growth strategy in selected areas of online programming,** building on the reputation, infrastructure, and talent of the campus to compete in this marketplace.

Of the many things students like about UMC, there is near universal agreement that being a name, not a number, ranks near the top. Although the powerful advantage UMC enjoys because it can offer students personal attention is addressed in the next section of this report, it is important enough to mention here too. UMC can add great and special value to the student experience that large campuses simply cannot. It is a comparative advantage that should be prominent in the repositioned and re-branded campus.

### **3. Recruit & Retain**

Recruitment of new high school students to UMC 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 **UMC 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, average student credit load, and graduation rates should be described.**

The Task Force discussed athletics at UMC 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 UMC. 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, will deliver to the Chancellor a report and recommendations for positioning and structuring athletic programs that will best serve the best interests of UMC.**

The Task Force heard, repeatedly, that UMC 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, and of UMC’s comparative advantages, should precede investment, and **programs that are likely to help rectify UMC’s 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 UMC 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 UMC from a school where most students go home on weekends to one where most choose to stay on campus.**

#### **4. Internationalize**

UMC 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 UMC to simultaneously attract a larger and more diverse student body.

As part of its strategic repositioning, this report recommends that **UMC embark on a comprehensive, ten year plan to reinvent itself as the University of Minnesota's "international campus."** Results will include:

- An undergraduate student body with the highest percentage of international students in the system.
- Higher study abroad participation by US students in UMC programs than that for students in comparable programs at any other U of M campus.
- New faculty with a wealth of international experiences and multicultural perspectives to the campus.
- All faculty acquire extended international professional development experiences through reasonable cost-sharing programs and/or other enabling assistance.

To succeed, the internationalization of UMC must be multi-pronged effort. 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). Structural flexibility is an important comparative advantage for UMC.
- **Expanding the use of online learning and hybrid models** in building creative international partnerships. Computer mediated learning has global appeal and is a UMC strength.
- **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.**

Reinventing UMC as an international campus will also 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. As a University of Minnesota campus, UMC 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**

It is time to accept, once and for all, that UMC's days as a 2-year technical school are in the past, and it is time to recognize becoming a traditional 4-year liberal arts college or a research-intensive masters and doctoral institution is not part of the foreseeable future. While, the term "polytechnic" may not clearly explain UMC's unique value to all, the polytechnic learning philosophy is highly valued by students, employers and most UMC faculty. Educators agree that most students, especially of the internet generation, learn best by seeing and doing. The commitment to experiential learning – to learning-by-doing – differentiates UMC from its competitors by adding quality to the curriculum and value to the undergraduate experience. The Task Force recommends that **experiential learning continue to be part of UMC's defining identity, and strategic repositioning should involve enhancing the visibility and the breadth of that commitment.**

Beyond the many experiential learning opportunities embedded in the regular curriculum, this report identifies four areas in which UMC students can gain valuable "real world" experience. The Internship and Service Learning programs are already very strong; steps should be taken as necessary to assure that they remain so. Two others, Study Abroad and Undergraduate Research 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 UMC baccalaureate programs.** Within five years, an **international experience should be accessible to all entering new high school (NHS) degree seeking students.** With regard to research, a fast-track effort to create a campus program to complement UROP (the current Undergraduate Research Opportunity Program) is recommended. **Within five years, UMC should have the programs and resources to support a research experience for all entering high school (NHS) 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 UMC's Center for Sustainable Development should be the campus priority,** especially where it connects the President's initiatives to value creation for northwest Minnesota.

## **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, **UMC should resolve to be and be seen as an economic engine for northwest Minnesota.**

As a cornerstone of its strategic positioning, UMC should **become 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 do so, renewed emphasis on **building internal capacity (faculty, programs, facilities) to develop and sustain relationships with regional (and extra-regional) public and private sector partners** is needed. It is important to remember, however, that building partnerships is not a goal, but the means to a goal. The investment needed to create and maintain a good partnership must be justifiable by the return anticipated.

UMC should establish twin goals of **becoming 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 that **a comprehensive plan connecting UMC students, faculty, academic programs, and research objectives to regional civic engagement and economic development goals** be developed.

#### **IV. Essential Qualities & Characteristics**

With the guidance of its facilitator, the Task Force used an approach called “Preserve-Change-Create” to frame much of its thinking and discussion. In this method, the group envisioned and defined a future for UMC 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 an exciting, sustainable future for UMC from the Preserve-Change-Create perspective.

<b>Preserve</b>	<b>Change</b>	<b>Create</b>
Personal Attention	“Polytechnic” message	Internationalized Campus
Friendly and Secure	Academic Program Choice	Research Capacity
Technology Leadership	Image: UMC <i>is</i> U of MN	Regional Development and Entrepreneurship Hub
“Can Do” Graduates	Campus Climate and Culture	Distinct, Competitive, and Sustainable Future

#### **Appendices**

##### **A. Summary of Recommendations**

##### **B. Task Force Membership**

##### **C. Meeting Schedules**

##### **D. Reference Materials**

## **Appendix A – Summary of Recommendations**

### **University of Minnesota, Crookston Strategic Positioning Task Force**

#### 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 UMC.
- 1.2 The expectations and desired outcomes of climate change, for individuals and the institution, should emerge from broad dialogue.
- 1.3 Express a non-negotiable expectation of civility, respectfulness and honesty from all members of the UMC community.
- 1.4 Recognize great work and reward outstanding performance.
- 1.5 Challenge unacceptable behavior and take steps to ameliorate poor performance.
- 1.6 Rigorously adopt objective performance measures with clear remedies and consequences.
- 1.7 Increase its support for and investment in supervisor training.

#### 2. Reposition & Re-brand

- 2.1 Redefine campus identity and firmly align UMC with the University brand.
- 2.2 Evaluate the need for a campus-based process of mission review and revision.
- 2.3 Phase out 2 year degrees not embedded in 4-yr programs.
- 2.4. Abandon the term “polytechnic” but preserve and strengthen its meaning.
- 2.5 Define UMC 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.

#### 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, program-by-program goals and strategies to increase NHS and NAS recruitment, year-to-year retention, average student credit load, and graduation rate.

3.3 Appoint a special task force on athletics to study current circumstances and options; by December 1, 2006, deliver a report and recommendations on positioning and structuring athletic programs that will best serve the best interests of UMC.

3.4 New degree 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.

3.5 Programs that are likely to help rectify UMC's gender imbalance and attract diverse students from farther away should be given priority.

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

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

#### 4. Internationalize

4.1 Embark on a comprehensive, ten year plan to reinvent UMC as the University of Minnesota's "international campus."

4.2 Pursue non-traditionally structured international programs and partnerships.

4.3 Expanding 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 Enhance the visibility and the breadth of commitment to experiential learning as part of UMC's defining identity.

5.2 Multiple out of class, applied learning experiences should be integrated into all UMC baccalaureate programs.

5.3 Within five years, an international experience should be accessible to all entering new high school (NHS) degree seeking students.

5.4 Within five years, UMC should have the programs and resources to support a research experience for all entering high school (NHS) degree seeking students.

5.5 Increase support for faculty research.

5.6 Interdisciplinary, collaborative research of the kind envisioned by UMC's Center for Sustainable Development should be the 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 and most important creator of value in the region.

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

## **Appendix B – Task Force Membership**

### **University of Minnesota, Crookston Strategic Positioning Task Force**

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

## Appendix C – Schedule of Meetings

### University of Minnesota, Crookston Strategic Positioning Task Force

#### 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

#### 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	11/7/05
9. Student Services	(Panel)	11/7/05
10. Intercollegiate Athletics	(Panel)	11/7/05
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 to discuss and invite feedback on the December 12 Progress Report from the campus community and other audiences.

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

#### Campus Preview of the Final Report

March 30, 2006	Thursday, 4:00pm	(Open, UMC Campus)
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## **Appendix D – Reference materials**

### **University of Minnesota, Crookston Strategic Positioning Task Force**

Task Force Web Portal provided these links and/or downloadable documents. Site access is restricted. (<https://www.myu.umn.edu/metadot/index.pl?iid=510224&isa=Category>)

#### General Documents

- Resource Alignment Team Contact List
- SP Central Document Library
- UMC Operating Assumptions 2005-2010
- UMC Task Force Progress Report

#### I. Administrative Information

1. Sept 29-30 Agenda

Agenda for first meeting of the UMC strategic planning task force

2. Task Force Members

List of task force members with contact information

8. Importance of Strategic Positioning

Chancellor's Opening Remarks

18. Task Force Confidentiality

A message from the Office of the Vice President for University relations concerning the confidentiality of our work.

31. UMC Task Force Agenda 10-17-05

34. 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.

36. Preserve – Change – Create

Sample worksheet to collect "Preserve-Change-Create" information from stakeholder groups. The form aligns the information gathered with our discussion framework.

39. UMC Task Force Agenda (10-25-05)

53. UMC Task Force Agenda (11-07-05)

62. Preserve-Change-Create (Notes 10-17-05)

Jody's notes from our Preserve-Change-Create discussions of October 17, 2005.

63. Wrap-up Notes 10-17-05

Key concepts, compiled by Jody, from 10-17 are sorted into the following categories: Image, Recruitment/Retention, Programming/Research, and Culture. She also summarizes questions we may want to tackle and offers a list of general statement extracted from the day's work.

64. 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.

67. Agenda for the November 22 meeting

83. Final Report Cover Page

Sample cover page for the final Task Force report

84. Final Report Template

Instructions for the final report; set-up, content, organization.

## II. U of M System Expectations & Background Information

3. President's Letter Apr 05

Letter from President Bruininks to UMC Campus community

4. Analysis of Current Trends

Background report on current trends on the UMC campus, Apr 05

5. Operating Assumptions

The financial and academic framework established by Central Administration under which the campus will operate and evaluate progress

6. Charge Outcomes and Considerations

Strategic Positioning charge, outcomes, and considerations

7. Alignment and Differentiation

UMC 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.

### 33. UMC Design Concepts

In preparation for our strategic positioning work, University Central Administration retained the Public Strategies Group to propose several design options for UMC. A paper copy of this report is included in your 3-ring binder.

### 42. 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.

### 44. Connecting the Campus to the Region

PowerPoint presentation by Chancellor Emeritus Don Sargeant, includes historical perspectives and a view of the future.

### 45. 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.

### 54. 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.

### 65. 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.

### 79. 5 X 5 Financial Planning Tool

PowerPoint presentation from the 11/22 meeting on "5X5" financial planning at UMC; from Hutchinson & Osborne's The Price of Government.

### 85. 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

### 9. The Times They Are a-Changin'

Link to web page with lyrics and audio files for the Bob Dylan song.

### 32. 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-on nicely to some of our discussion last month.

35. 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.

38. Good to Great

Jim Collins discusses some of the core concepts from his book "Good to Great" in this article. It appeared in Fast company magazine in October 2001, shortly before the book was released.

40. 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.

41. Keeping Us In the Race

Noted syndicated columnist Thomas Friedman writes (New York Times, October 14, 2005) about the need to strengthen America's competitiveness and the importance of a renewed commitment to education in math, science, and engineering.

46. 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.

47. 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.

48. Sustainability: I don't want to talk about it

A paper presented by University of Minnesota VP and Dean, Charles Muscopat, at UMC's conference on Sustainable Development (October 24, 2005)

55. 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.

56. 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.

57. 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.

58. The Devil's Advocate

A fun little piece on why devil's advocates may be "the biggest innovation killer in America today."

59. 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).

60. 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.

61. 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.

66. Anchoring New Approaches in the Culture

Recommended reading from Chancellor Casey, this chapter from Leading Change (Kotter, J. 1996) helps define and inform our work.

71. 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.

72. Foreign Student Enrollment Declining

A short USA Today article on declining enrollment of foreign students in US colleges & universities.

73. 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."

80. 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.

#### 81. 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.

#### 82. 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. UMC Student and Program Information

#### 10. Student Data Fall 2005

Fall 2005 Enrollment Overview from the Office of Registrar/Institutional Research (.ppt)

#### 19. UMC Academic Programs 05-06

A listing of all academic programs currently available to UMC students.

#### 20. New Program Development at UMC

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.

#### 21. Clubs and Organizations

A listing of student clubs and organizations at UMC.

#### 22. Program Enrollment 02-04

Raw enrollment data showing student enrollment, by program and class level, for Fall 2002, Fall 2003, and Fall 2004. Fall 2005 data should be available soon.

#### 23. Financial Aid

Sources and amounts of financial aid awarded to first-time, full-time, freshmen entering UMC (2000-2003)

#### 28. Non-Enrolled Student Survey

The Non-Enrolled Student Survey was administered to students who had previously been enrolled at UMC but who had "dropped out" or "stopped out" during the Fall 2004 or Spring 2005 semesters.

#### 37. Top 10 Lists for Students Transferring to UMC

This document contains two lists: 1) Colleges and universities from which the most students transfer to UMC and 2) UMC programs chosen by the most transfer students.

#### 49. AHSS Program Overview

Handout from the presentation to the Task Force by Bill Peterson, Head of UMC's Department of Arts, Humanities, and Social Sciences.

50. Business Program Overview

Handout from the presentation to the Task Force by Susan Brorson, Head of UMC's Business Department.

51. Natural Resources Program Overview

Handout from the presentation to the Task Force by Dan Svedarsky, Head of UMC's Natural Resources Department

52. Sustainability at UMC, and the notion of a Center for Sustainable Development

Handout from the presentation to the Task Force by Dan Svedarsky, Head of UMC's Natural Resources Department

68. Student Experience Survey (2005)

Summary with data comparing UMC to other UM campuses.

69. Agriculture Department Program Overview

Handout from Dr. Del Vecchio's discussion with the Task Force.

70. Agriculture Department Enrollment

Enrollment numbers, by program, Fall '02 – Fall '05.

74. Technology Panel

Technology at UMC – strengths, weaknesses, opportunities (11/22 .ppt presentation)

75. Center for Adult Learning

Description and data related to UMC's online learning and concurrent enrollment programs (11/22 handout from the Online/Extended Learning panel)

76. NW Regional Partnership

Overview of the Northwest Regional Sustainable Development Partnership (11/22 handout from the Applied Research Panel)

77. Center for Undergraduate Excellence

Concept presented by Dr. D. DeMuth as part of the 11/22 Applied Research panel.

78. Council on Undergraduate Research

Web page pertaining to Dr. Brian Dingman's recommendation to join CUR. (11/22 Applied Research Panel)

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

12. Focus Group Highlights & Questions

Moderator's comment summaries - faculty, staff, community leaders, alumni, and Program Improvement Advisory Committee members (employers) focus groups.

13. Campus SWOT 2004

UMC Strategic Planning SWOT Analysis (Revision 3), Conducted 5-13-04 with 76 Faculty and Staff Participants

14. Combined SWOT & Focus Group Summary

Focus Group Highlights - SWOT: Statements, condensed and sorted by theme

15. Freshman Focus Group

Highlights from the Freshman Focus Group

16. Seniors Focus Group

Highlights from the Seniors Focus Group

17. Student Government Focus Group

Highlights from the Student Government Focus Group

VI. External Information and Data

11. 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

24. Inter-Institutional Data

A selection of data from the Integrated Post-Secondary Education Data System (IPEDS) comparing UMC 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.

26. 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).

27. 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.

29. 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.

30. 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)

43. 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"