

BEMIDJI STATE UNIVERSITY

Bemidji State University 2010: Welcome to The Future!

“When it comes to the future, there are three kinds of people: (1) those who let it happen; (2) those who make it happen; (3) and those who wonder what happened.”¹

¹ John M. Richardson, Jr.

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Our Time Together: An Agenda

- An understanding of me and my approach
- The challenges (preliminary assessment)
- Our strategic intent
- The concepts
- Moving the institution forward

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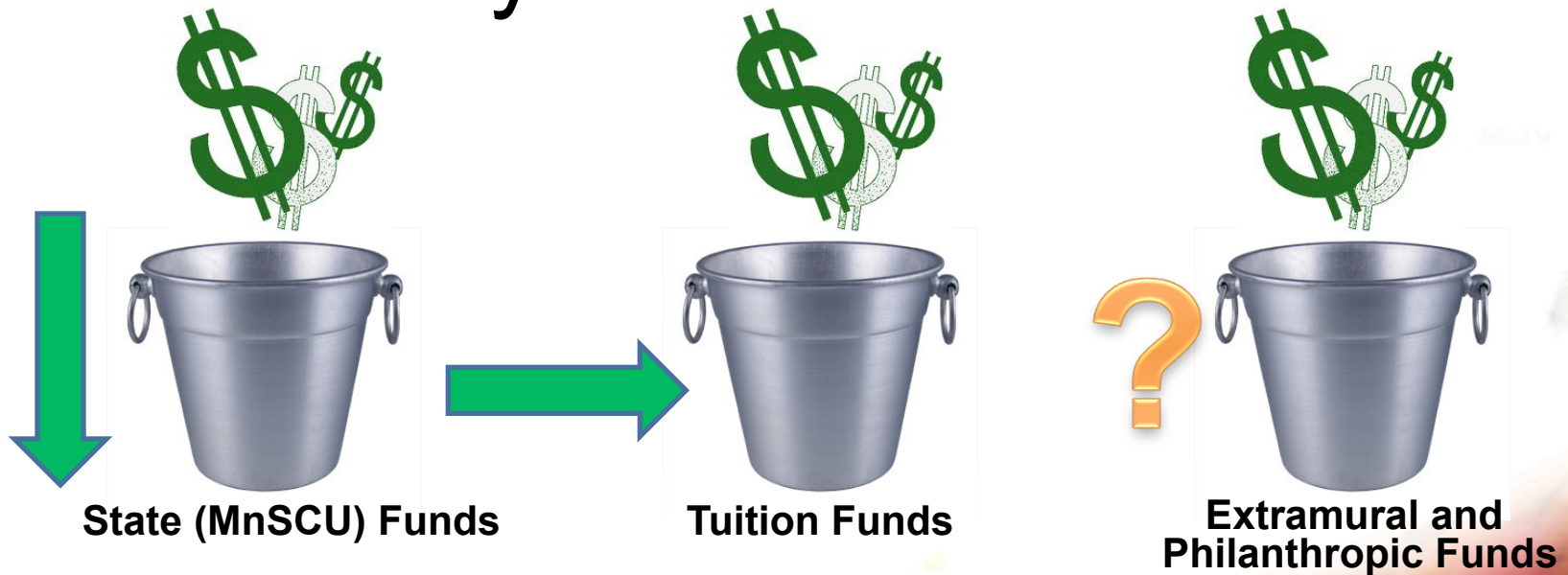


Preliminary Views on Major Challenges for BSU

- Area demographics = enrollment challenges
- State of Minnesota financial issues = ??
- Improved outcomes (assessment + quality)
- Raising money
- Academic emphasis (liberal arts, online education, graduate education)

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Primary Revenue Buckets



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Our Strategic Intent

- To *preserve* our capacity to create *transformational* learning environments
- To *recalibrate* our institution to *sharpen* our educational focus
- To be *richly innovative* in *improving* our *capacity* to *keep improving* what we do

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The Concepts

- *Preserve*
- *Transformation*
- *Recalibrate*
- *Sharpen*
- *Richly Innovative*
- *Capacity*
- *Keep Improving*

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Preserve

We are working with the collected wisdom of our storied past so we may extend and elaborate that vision as an expression of our future.

The past is insufficient as a tomorrow, but it is essential to crafting our tomorrow.

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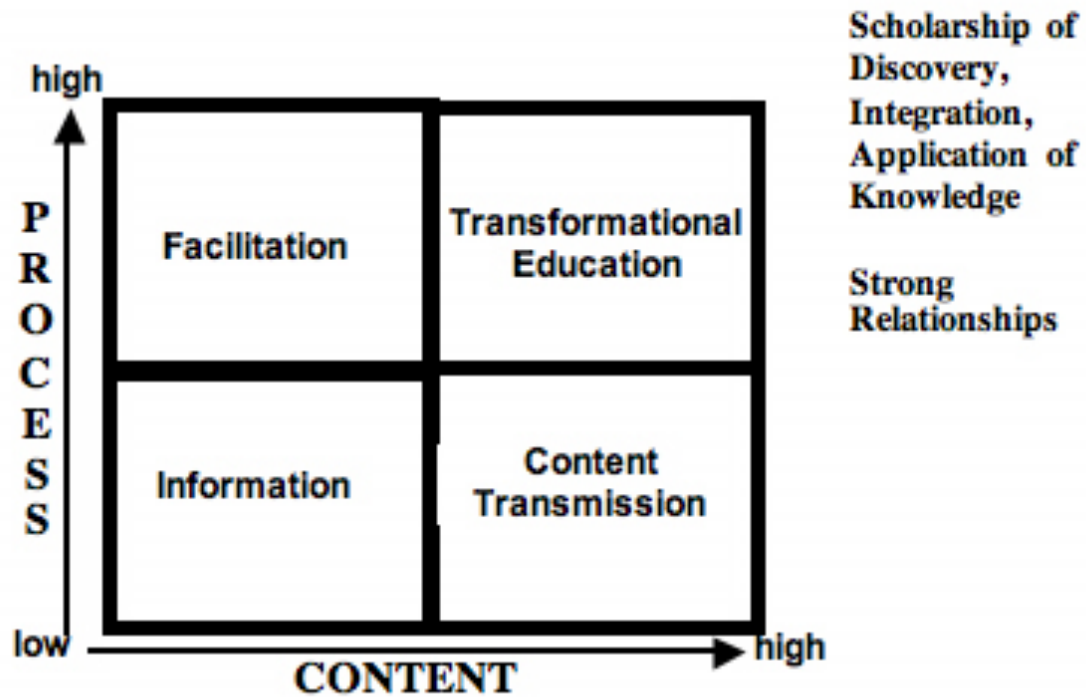
Transformation

- *Transformation* means going beyond our form¹
- *Transformational education*: building trusting relationships with partners, scholarship that draws and builds, and development of capacity (engage in problem solving or taking actions with the "creative implementation of a purpose")²

¹ From Wayne Dyer

² Blewett, T., Kelm, A., Leser, J. and Jones, L. (June 2008) "Defining a Transformational Education Model for the Engaged University", Journal of Extension, Volume 46 // Number 3

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Maggie Bethel, 2004
Adapted from Merrill Ewert

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Recalibrate (“to adjust precisely for a particular function”)

Recalibrating...

- Our sense of what **really matters** to our university
- Our beliefs about how we **generate excellence**
- Our beliefs about **who our students are** and what our **students need**
- How we **attract new students**, and how we build **sustainable relationships** with new students
- Our brand, i.e., rethinking **what we want people to think about us**
- What we want our team to **do and believe**

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Sharpen

How shall we sharpen our educational edge?

1. Responsive listening and effective leadership
2. Goals and plans that are synchronized, relevant and do-able
3. An understanding of the expectations and satisfaction levels of our students
4. An effective approach for gathering information on organizational outcomes, achievements and progress toward our short- and long-term goals
5. **C**aring, **C**ommitment and **C**ommunication

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Richly Innovative

“For any university that chooses to innovate, the foremost challenge is this: Are we willing to step back and ask, ‘What’s the problem we’re trying to solve?’ Well, that’s what designers do: They take on a mystery, some abstract challenge, and they try to create a solution.”

What if Higher Education Thought like Google?

¹ Adapted from Roger Martin, Dean of the University of Toronto’s Rotman School of Management

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***If Higher Education
thought like GOOGLE!***

1. Make academia a network of links.
2. Share resources and [connect library databases](#).
3. Courses could become collaborative
4. Highlight achievements of alumni by inviting them back to adjunct.
5. Offer discounted courses, virtual workshops or [evening classes to alumni](#) so learning continues even after graduation.
6. Act as a liaison to students to help them discover a passion and find a path.
7. Show students how to be creators, not just writers, editors, test-takers and researchers.
8. If large institutions are grounded by research, the information should be shared.
9. The role of the educator should move beyond that of teacher to that of curator, mentor and role-model.
10. Students should be taught to embrace their individuality and differences, not how to respond or behave like everyone else. or entrepreneurs.

Andrea Genevieve, July 9, 2010, If Higher Education Thought Like Google, <http://www.andreagenevieve.com/think-about-this/if-higher-education-thought-like-google/>

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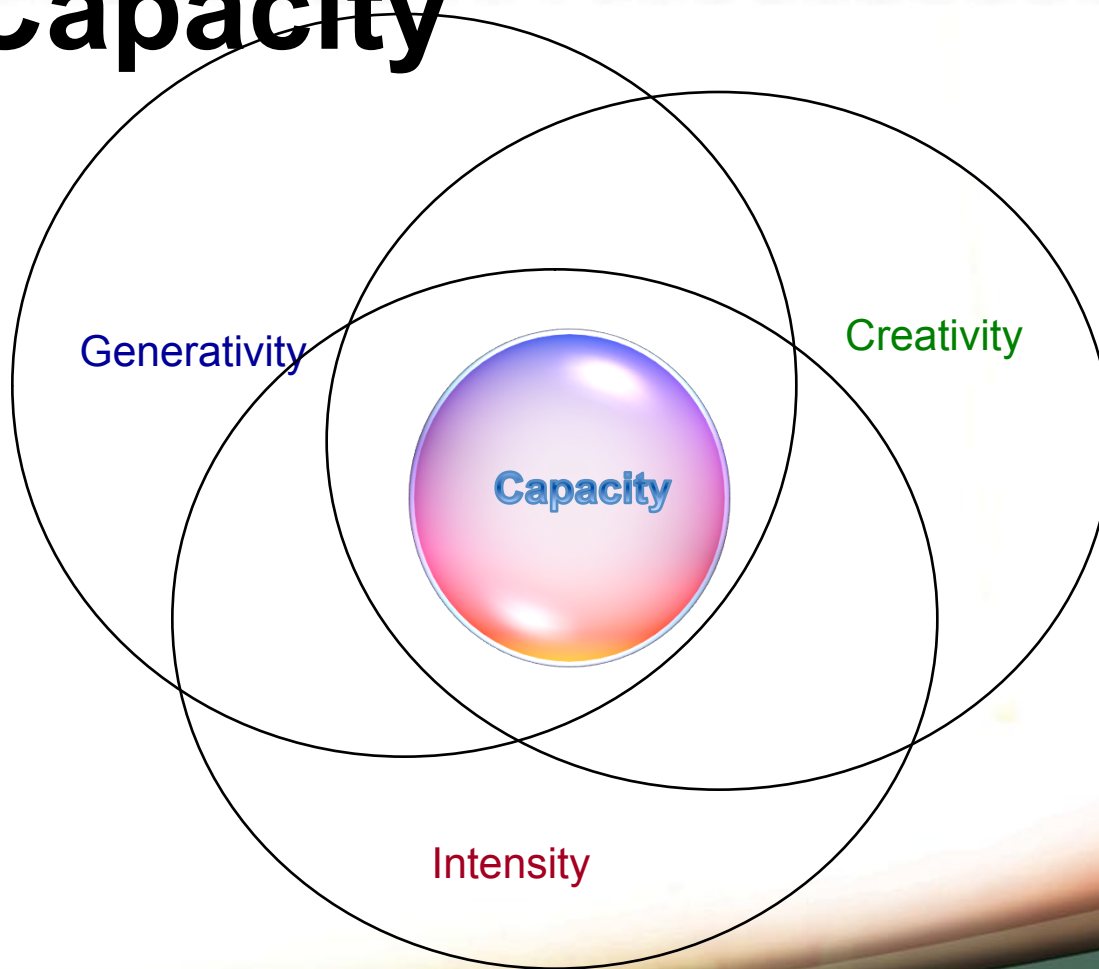
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Capacity



Generativity = a form of communication that possesses [compositional](#) and the ability to construct complex messages; struggle against stagnation.

Creativity = ability to generate innovative [ideas](#) and manifest them from [thought](#) into [reality](#).

Intensity = ability to move the surrounding material; [Strength](#), [Amplitude](#), [Level](#), [Magnitude](#).

Capacity = actions that improve effectiveness actions that enhance our ability to work towards meeting our mission.

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Keep Improving

1. How shall we continue to shape our academic climate?
2. Sharpening institutional services, other than instructional programs, for students and other external stakeholders.
3. Short- and long-term requirements and expectations of the current student and other key stakeholder groups that are served.
4. Organization and use of administrative, faculty, and staff human resources.
5. Alignment between leadership, decision-making, and communication processes with the mission and values and our legal, ethical, and social responsibilities.
6. The use and management of the data and information collected and distributed.
7. Key commitments, constraints, challenges, and opportunities with we must align the short- and long-term plans and strategies.
8. Key partnerships and collaborations, external and internal.

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Moving the Institution Forward to:

- Boldly step into tomorrow?
- Recalibrate what we are into what we will be?
- Provide a powerfully creative and transforming experience to our students?
- Preserve a rich and impressive history while we engage a challenging and unpredictable tomorrow?

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