

**Summary Status Report for 2003-2004**

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**Bemidji State University  
Work Plan 2002-2007**

**The Summary Status Report is based on status reports submitted by Work Plan Directors. The original reports are available on request.**

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### **Abbreviations**

AIRC	American Indian Resource Center
CAL	College of Arts & Letters
CEL	Center for Extended Learning
COPS	College of Professional Studies
CRI	Center for Research & Innovation
CSNS	College of Social & Natural Sciences
CTLR	Computer & Technology Learning Resources Committee
DLiTE	Distributed Learning in Teacher Education
FYE	First Year Experience
MnSCU	Minnesota State Colleges & Universities
NTC-B	Northern Technical College-Bemidji
RMRW	Responsible Men, Responsible Women
VPASA	Senior Vice President for Academic & Student Affairs

### **Changed Titles**

Vice President for Advancement *to* Vice President for External Relations  
Vice President for Administrative Affairs *to* Vice President for Finances & Administration

**Strategy A (Resources)**

***Maintain, Expand, and Diversify Resources to Enhance Educational Excellence.***

Bemidji State University will pursue strategic, aggressive growth that retains currently enrolled students and draws from potential qualified student populations currently outside the University community.

**Strategy A: Resources  
Initiative 1. Enrollment  
Academic Programs**

**Work Plan 1**

**Analyze potential enrollment growth for *existing* academic programs and develop a plan to deliver current programs to these students, considering both campus and distance delivery.**

*Notes from the University Plan:*

*Identify and support potential enrollment growth for existing academic programs.  
For example, programs offering Liberal Education courses may be able to enhance enrollment through on-campus PSEO offerings, or off-campus College in the Schools offerings, and major programs and graduate programs may be able to enhance enrollment by identifying new student cohorts for existing degree offerings.*

Work Plan 1A

Solicit Enrollment Ideas from Academic Departments

Work Plan Directors: Deans

Time Line: Spring 2004 and annually thereafter

Through departmental evaluation of changes in industry, society, and discipline, identify suggestions of new student markets for existing programs.

**2003-2004 Status Report Summary**

Numerous activities occurred at the college level to help identify new student markets for existing program. In COPS, three forums were held over the past year to solicit ideas that emanated from the book *Good to Great*. In those conversations, the dean and faculty members discussed enrollment ideas for generating student FTEs. In addition, individual meetings were held with each department chair, and later by the chairs with their respective departments, on the topic of enrollment opportunities. In CSNS, each department submitted a 2003-04 Academic Year Strategic Plan. Most plans included methods of program promotion including such approaches as websites, brochures, school visits, mailings, or some combination of these approaches. Within CAL and COPS, the Design Technology program was articulated with numerous Associate programs across the state to insure effective transfer for state technical and community college graduates to Bemidji State University. In addition, curriculum proposals for new academic programs were put forward as a BA in Liberal Studies and a minor in Arts Management.

Work Plan 1B

Network with Regional Two-Year Schools and State Universities

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: Spring 2003

Network with regional two-year schools to identify new students for existing undergraduate and graduate programs.

**2003-2004 Status Report Summary**

Academic Affairs instituted a "partnering" process wherein deans were identified as liaisons with each of our regional two-year partners. A tracking system was created in which the deans could place notice of their visits to two-year institutions on a shared file, indicating who they visited, issues discussed, and appropriate information for other academic administrators. A printout from the shared file is available for review.

Work Plan 1C

Consider PSEO and Concurrent Enrollment Opportunities

Work Plan Director: Dean of Distance Learning

Time Line: January 2004

New markets for existing undergraduate offerings may include PSEO and concurrent enrollment students.

**2003-2004 Status Report Summary**

The Dean for CEL researched the University of Minnesota's "best practices" concerning implementing PSEO at BSU, and visited with various department representatives and Admissions Office representatives concerning expansion of PSEO offerings. Further analysis included reviewing potential costs associated with a training program for PSEO faculty.

Work Plan 1D

Analyze Potential Enrollment for On-Campus Programs

Work Plan Director: Office of Enrollment Management

Time Line: December 2003

Conduct an analysis of potential enrollment opportunities for our existing on-campus course offerings or degree programs. Provide recommendation to Vice President for Academic & Student Affairs. Suggested Participants: Director of Research & Assessment.

**2003-2004 Status Report Summary**

A new database was purchased from ACT in the fall of 2003 that will enable the Office of Admissions to utilize the Enrollment Information Service (EIS). This comprehensive database includes ACT tested High School graduates and represents the traditional college-bound student market. It assists in defining market potential, market penetration, collegiate competition, market position, yield/market share and trends.

EIS will allow Bemidji State University to assess student perceptions of its image, and its relative appeal to students compared to the appeal of competing institutions.

Some of the significant enrollment applications include the following:

- Defining the relative appeal of academic majors
- Increasing faculty awareness regarding the quality and quantity of students interested in specific programs
- Facilitating communications between the Office of Admissions and academic departments
- Providing an information base for establishing realistic marketing goals
- Providing data for enrollment forecasting, retention analysis and evaluation

#### Work Plan 1E

Analyze Potential Enrollment for Off-Campus Programs

Work Plan Director: Dean of Distance Learning

Time Line: December 2003

Conduct an analysis of potential enrollment opportunities for our existing distance delivery course offerings or degree programs. Provide recommendation to Vice President for Academic & Student Affairs. Suggested Participants: Dean of Professional Studies and interested faculty.

#### **2003-2004 Status Report Summary**

The Dean of CEL visited with numerous MnSCU institutions and private companies to determine potential opportunities for our existing distance delivery programs and identification of new such programs. Personal visits were made to the following Minnesota campuses to discuss new program collaborations:

- Lake Superior College, Duluth
- Mesabi Range Community and Technical College Eveleth
- Mesabi Range Community and Technical College Virginia
- Vermillion Community College, Ely
- Northland Community and Technical College, Thief River Falls
- Northland Community and Technical College, East Grand Forks
- Hibbing Community College, Hibbing
- Central Lakes College, Brainerd
- Central Lakes College, Staples
- Itasca Community College, Grand Rapids
- Leech Lake Tribal College, Cass Lake
- Inver Hills Community College, Inver Grove Heights
- Century College, White Bear Lake
- Target Corporation, Maple Grove

Based upon program demand, new distance delivery program agreements were developed in Criminal Justice, Industrial Technology, Business, and Education. CEL assisted with development of a grant proposal that was submitted to Blandin Foundation for funding of online business program, but did not receive funding. Further, CEL funded the development of six No Child Left Behind training workshops to be offered for k-12 educators beginning Fall, 2004.

CEL hosted Target Corporation representatives to discuss development of online Security

certificates. A secretarial staff position, paid for by CEL-generated funds, was added at the Perpich Center to facilitate the DLiTE program.

Work Plan 1F

Present a Plan to Campus

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: Fall 2004

Provide a plan/recommendation to deliver our current programs to new student markets.  
Suggested Participants: Deans and Office of Enrollment Management.

**2003-2004 Status Report**

Not required for this item.

**Strategy A: Resources  
Initiative 1. Enrollment  
Academic Programs**

**Work Plan 2**

**Identify and analyze potential new student enrollment growth associated with *new* programs (undergraduate, graduate, licensure, conference, and related offerings) and develop a plan on how these programs could be developed, delivered, and funded.**

*Notes from the University Plan:  
Identify and support programs not currently offered, including additional undergraduate, graduate, and licensure programs, summer conferences, and related opportunities.*

Work Plan 2A

Utilize Conceptual Framework

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: Fall 2004

Provide to departments and programs the conceptual model and criteria (economic engine, passion, best in the world; see Strategy D, Work Plan 38A) by which new programs ideas will be evaluated.

**2003-2004 Status Report**

Not required for this item.

Work Plan 2B

Distribute Career and Enrollment Trends

Work Plan Director: Office of Enrollment Management

Time Line: Fall 2003 and ongoing

Provide, to departments and programs, statistics on regional, state, and national trends in employment, academic programming, and enrollments.

**2003-2004 Status Report Summary**

Career Outlook information on all academic majors is provided to departments by Career Services, both hard copy and online. The Career Outlook for each major includes employment areas from the "Occupational Outlook Handbook," projected demand by majors (in Minnesota and nationwide), and levels of satisfactorily placed graduates. In addition, the BSU Graduate Follow-up Report is shared with deans and chairs each year highlighting placement data on our graduates.

Additional resources made available to BSU faculty/staff regarding enrollment trend data includes, but is not limited to, ACT summary data (institution, state and national data), BSU Data Book (Institutional Research – measuring five-year trends in enrollment by academic department), Enrollment Information Services (EIS) outlining demand for programs, and Student Flow Reports measuring yield by program.

Work Plan 2C

Solicit New Program Ideas from Departments

Work Plan Directors: Deans

Time Line: Spring 2004 and annual thereafter

Identify new program opportunities through departmental evaluation of changes in industry, society, and their disciplines and from outside consultant advice.

**2003-2004 Status Report Summary**

A variety of new program opportunities were proposed or developed during 2003-2004, including the following:

- New program ideas were solicited and put forward from each of the academic colleges and from outside reviewers.
- Within CSNS, department chairs were asked to provide new program ideas for growth. Some departments developed new majors or minors (Biology, Environmental Studies, Physics, Computer Science, Nursing) and submitted curriculum proposals for them. Other departments increased the number of or developed new outreach sites for their majors (Criminal Justice, Nursing).
- The Psychology Department put forward a proposal for resources to develop a graduate program.
- Within CAL, curriculum proposals were developed for new academic programs in Liberal Studies (BS) and Arts Management (minor).
- Within COPS, new collaborations have resulted in the development of additional cohorts (DLiTE and graduate education program offerings in Wyoming).
- Site visits were made in northwestern Minnesota to manufacturers to establish relationships which might lead to an applied engineering degree program.
- Three curriculum proposals were put forward as part of the CAET program development, including Prototype Engineering, Construction Management, and Controls Engineering Technology.

- Curriculum changes were made to enhance the Community Health program and revisions of CIS are under consideration. The process to establish a master's degree in International Business Leadership with corporate partners/sponsors is also underway.
- International Studies and Industrial Technology, facilitated by the CRI and Dave Kingsbury, worked to develop a Turkish Institute to bring new enrollment of students from Turkey and to increase BSU's reputation as a school of international studies.

Work Plan 2D

Inter-College Communication on New Programs

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: Spring 2004 and ongoing

Hold an inter-college meeting to share and further develop ideas on new programs presented in Work Plan 2C.

**2003-2004 Status Report Summary**

Conversations occurred between CAL and CSNS for a new program in Liberal Studies, between COPS, CAL, and CSNS for a new program in Applied Studies, between COPS and CSNS for a new program in Controls Engineering, between COPS and CAL for a new International Business Leadership master's degree, and between COPS, CSNS, and CAL for curriculum development of Applied Engineering. Other informal conversations also occurred; a formal inter-college meeting was not scheduled.

Work Plan 2E

New Programs Identified by MnSCU

Work Plan Director: Dean of Professional Studies

Time Line: Fall 2003 and ongoing

Review and incorporate, as appropriate, programmatic recommendations identified by MnSCU

**2003-2004 Status Report Summary**

The Dean of COPS and Graduate Studies served on the MnSCU Graduate Education Task Force where new program ideas were discussed, including Higher Education Administration, and Leadership Development.

**Strategy A: Resources  
Initiative 1. Enrollment  
Recruitment**

**Work Plan 3**

Recruit qualified students currently outside the University community and improve matriculation rates of students in the University's primary constituencies, including under-served and under-represented groups.

*Notes from the University Plan:  
Identify and support opportunities to improve matriculation of students for whom Bemidji State is an option, with a special focus on American Indian and first-generation students.*

Recruit and Matriculate Students from Primary Market Including Those Under-served

Work Plan Director: Office of Enrollment Management

Time Line: Spring-Fall 2003

Develop and begin implementation of institutional plan to remove systemic barriers to participation and to improve measurably the recruitment of students who have been under-served by higher education, including American Indian and first-generation students.

**2003-2004 Status Report Summary**

An Enrollment Management Strategic Plan (2003-2008) was developed, representing a comprehensive approach, including a number of key enrollment management goals and strategies in the following areas:

- Improve the undergraduate profile and primary enrollment through new markets, methodologies and technologies.
- Enhance retention and graduation through proactive programming.
- Recruit and retain a more diverse student body, with an emphasis on American Indian and international populations.
- Expand adult and international enrollment through access, articulation, programming and technology.

In addition, BSU developed an Under-represented Student Recruitment and Retention Plan (2003-2008) which outlines strategies associated with the following three goals:

- Increase American Indian enrollment 50 percent within five years.
- Increase the retention and graduation rate of American Indians to become more closely aligned with traditional student rates.
- Increase overall minority and under-represented student enrollment to eight percent of total enrollment within five years.

**Strategy A: Resources  
Initiative 1. Enrollment  
Recruitment**

**Work Plan 4**

Identify new markets of prospective students.

*Notes from the University Plan:  
Identify and support recruitment from qualified student populations not addressed  
or emphasized in current recruitment efforts.*

**New Student Markets**

Work Plan Director: Office of Enrollment Management

Time Line: Spring 2004

Evaluate appropriate demographic, employment, recruitment and other data. Develop a plan for recruitment of new potential student markets with a report to the President. Suggested Participants: Enrollment Planning Committee, Director of International Program Center, Dean of Graduate Studies, Director of American Indian Resource Center.

**2003-2004 Status Report Summary**

In fall 2003, the Office of Admissions acquired Enrollment Information Service (EIS). Through this service, Bemidji State University has direct and unlimited access to more than one million ACT tested student data including backgrounds, skills and interests. Matching this data through a Predictive Modeling formula (2004-2005), Bemidji State University will match backgrounds and characteristics of currently enrolled students against prospective students, allowing us to better predict the propensity of the latter to enroll. Beyond the immediate benefits of optimizing resources, the residual benefit should be reflected in improved retention rates over time. In addition, this new model will allow us to identify new markets that best match our student profile and provide a logical fit with the institution.

**Strategy A: Resources  
Initiative 1. Enrollment  
Recruitment**

**Work Plan 5**

**Develop financial incentive packages targeted at enrollment increases.**

*Notes from the University Plan:  
Identify and support financial packages leveraging student enrollment. For  
example, offer packages with resident tuition, targeted scholarships, or related  
benefits.*

Incentive Packages

Work Plan Director: Vice President for Advancement

Time Line: December 2003

Evaluate financial package plans that could optimize student enrollments, and study the impact of banded tuition on enrollment. Provide recommendations to the President. Suggested Participants: Admissions Director, Director of Financial Aid, Vice President for Advancement,, University Advancement Accounting Officer, Director of Residential Life, Office of Enrollment Management, Director of International Program Center, Director of American Indian Resource Center.

**2003-2004 Status Report Summary**

The University continues to move toward a more targeted approach to the awarding of non-need based financial aid. Examples of this more targeted approach include the following:

- An increase in the financial award for transfer scholarships from \$600 to \$1000 that should result in a 38 percent increase in the number of high-ability transfer students accepting awards.
- An experiment with scholarship leveraging by the Music department, identifying the amount of scholarship dollars necessary to attract top students, rather than all awards based on a pre-determined amount.
- A matching donation opportunity coordinated by the University Foundation in which the University matches donations received in the amount of \$1000 or higher (up to a \$300,000 match). These donations are to be made available to students as high-ability and gifted-student scholarships.

The hiring of a Director of Admissions familiar with financial incentive packaging will add to the good work that has already been initiated in the Office of Admissions in predictive modeling.

**Strategy A: Resources  
Initiative 1. Enrollment  
Recruitment**

Work Plan 6

Study and report on the financial implications of allocation models and cost studies as they pertain to enrollment in academic programs.

See also Work Plan 17.

*Notes from the University Plan:  
Pay attention to the incentives provided by the MnSCU allocation formula when identifying and supporting recruitment of students.*

Allocation Models and Cost Studies

Work Plan Director: Vice President for Academic & Student Affairs; Vice President for Finance & Administration.

Time Line: Spring 2003 and ongoing

Study and report on the financial implications of allocation models and cost studies as they pertain to enrollment in academic programs.

**2003-2004 Status Report Summary**

The VPASA continued to serve on MnSCU's Technical Advisory Committee, which advises the MnSCU Board of Trustees on issues of allocation model implementation. The Vice President for Administrative Affairs and the Business Manager also follow the proposed MnSCU allocation models and shared their concerns with the VPASA as appropriate.

Academic and Administrative Affairs personnel continued to evaluate numerous approaches to measuring the three components of the conceptual framework: economic engine, quality, and passion. Presentations on conceptual framework components included two campus conversations on what FTEs can and cannot tell us about the economic engine status of our programs. Discussions at the events broadened to MnSCU Instructional Cost Study and allocation models.

**Strategy A: Resources  
Initiative 1. Enrollment  
Retention**

**Work Plan 7**

**Evaluate and improve student retention rates of current academic and service programs.**

*Notes from the University Plan:*

*Gather and analyze retention data by program (majors, Liberal Education, Honors, and related areas), and by student group, such as American Indian, traditional/nontraditional and others, and modify current and develop new retention programs and services as appropriate.*

*Gather and analyze retention data relevant to student services, business services, and related areas and modify current and develop new programs and services as appropriate; consider accelerated educational options as a way to recruit and retain.*

Work Plan 7A

Review Retention Practices and Data

Work Plan Director: Office of Enrollment Management

Time Line: 2003-2004

Determine how to best utilize retention data and national best practices to improve retention effectiveness of our academic programs and our student and University services. Suggested

Participants: Enrollment Planning Committee, Coordinator of Advising Services, Dean of Distance Learning, Director of International Program Center, Director of American Indian Resource Center.

**2003-2004 Status Report Summary**

The review of retention data and national best practices was not completed during the 2003-2004 year and is being suggested for the 2004-2005 academic year.

Work Plan 7B  
Office Retention Guidelines  
Work Plan Director: Office of Enrollment Management  
Time Line: 2003-2004

**2003-2004 Status Report Summary**

This item was moved forward to the 2004-2007 Work Plan.

Work Plan 7C  
Retention Programs  
Work Plan Director: Office of Enrollment Management  
Time Line: 2004-2005

Utilizing results of 7A, identify potential retention programs and identify ways to introduce these to the campus as options. Suggested Participants: Enrollment Planning Committee, Deans, Student Affairs.

**2003-2004 Status Report Summary**

During the 2003-2004 academic year, the Recruitment and Retention Planning Committee put forward two initiatives to the University Council to improve student retention. The first initiative was a Returning Student Scholarship program, focusing on sophomores in good academic standing, but also to be available to juniors and seniors. The second was support for the creation of an Advising Center. These initiatives will be reviewed by the University Council in 2004-2005.

**Resources**  
**Initiative 1. Enrollment**  
**Extended & Distance Learning**

**Work Plan 8**

**Analyze distance learning costs and benefits and, as appropriate, grow enrollments.**

*Notes from the University Plan:  
Analyze costs and benefits of Extended & Distance Learning offerings and services, and identify key thresholds appropriate to such offerings.*

Evaluate Resource Generation of Distance Learning  
Work Plan Director: Dean of Distance Learning  
Time Line: 2003-2004

Evaluate effectiveness of Extended & Distance Learning delivery models in generating additional institutional resources. See Work Plans 38A and 38B.

**2003-2004 Status Report Summary**

CEL established separate cost center reports for each off campus instructional program. These reports summarize credit/revenue generation, direct and indirect costs, and overall program profitability by off-campus program. CEL continues to assess faculty/student satisfaction of services via the following:

- Noel Levitz Priorities Survey for Online Learners to over 500 online students Spring, 2004
- Feedback from online students regarding online services and technical support provided by BSU
- Development of a Summer Session Survey to be e-mailed to registered students regarding Summer 2004 offerings

Strategy A: **Resources  
Initiative 1. Enrollment  
Extended & Distance Learning**

**Work Plan 9**

**Explore opportunities to expand current and identify new distance learning offerings.**

*Notes from the University Plan:  
Support appropriate current and new credit and non-credit offerings, including graduate programs, summer programs and camps, Elderhostel, conferences, continuing professional education (CEUs), and collaborations and partnerships with public and private educational institutions.  
Identify and support off-campus delivery models that will serve qualified students not currently enrolling at Bemidji State. Examples include additional ITV and Web offerings, 2+2 and 3+1 at community colleges, tribal college collaborations, College in the Schools (high schools), workshops, and related offerings. (Strategy A, 1, d, 3.)*

**2003-2004 Status Report Summary**

Numerous funding initiatives for CEL occurred during the 2003-2004 academic year, including the following:

- A higher tuition rate was implemented Fall 2003 for online courses. The increased tuition will support a new Instructional Technology position in Online Services.
- Additional funding for development of technology-enhanced courses was obtained through (1) a MnSCU grant for SmartThinking (online tutoring services ) for both on and off-campus students, (2) a MnOnline grant to pay for implementation of Noel Levitz survey for BSU online learner, and MnSCU funding to develop new online workshop for e-student services staff, and (3) Professional Development Collaboration and Partnership Initiatives

facilitated by CEL, including creation of ITV connections between the regions' tribal colleges and BSU.

- A two-day Teaching Online Summer Tribal College Workshop Summer, 2003 was offered.
- Off-campus "teaching online" workshops for other MnSCU institutions were facilitated by BSU.
- BSU was awarded a MnSCU contract to develop online workshops for MnOnline.
- An intellectual property primer was developed for MnSCU; it is the foundation for new MnSCU Intellectual Property web site.
- An Orientation to Online Learning CD-ROM was completed.
- An online pedagogy workshop was offered for Mankato State faculty Summer, 2004.

Summer Term initiatives have included the following:

- Offering of three new Visiting Scholar workshops, Summer 2003
- Hosting of the statewide Art Educator's conference 2003 and 2004
- Hosting of the MSUSA Student Conference 2004
- Hosting of the Minnesota Northwoods Writers Conference 2003 and 2004
- Funding for the development of a "Speaker Series" for summer sessions

Work Plan 9A

Online Academic Programs

Work Plan Director: Dean of Distance Learning

Time Line: Spring 2003 and ongoing

Evaluate departmental support and capacity for additional cohorts in online academic programs.

### **2003-2004 Status Report Summary**

Online Accreditation Initiative:

- A BSU Request for Change in Institutional Status to allow the offering of online programs was approved.

New Online Support Personnel Initiatives:

- CEL funded a portion of an exiting MSUAASF position in order to provide assistance to faculty for online course development.
- CEL funded a new Instructional Technologist position to support online learning.
- CEL funded additional support for the DLiTE program including the addition of adjunct Faculty and moving the DLiTE secretarial position to full-time.

Faculty Support Initiatives:

In support of online development and instruction CEL funded or hosted the following:

- Professional development travel for Education and Nursing faculty
- WebCT and D2L faculty trainings at the Perpich Center
- AUC faculty in-service in Hibbing
- Mentor training for new online faculty in conjunction with Center for Professional Development
- The Third Annual Teaching Online Summer Workshop

- The 2004 MnOnline Summer Conference for Distance Educators

Online Student Support Initiatives:

- CEL revised the CEL website and funded purchase of new Wilson full-text articles Education database.

Work Plan 9B

Other Distance Learning Programs

Work Plan Director: Dean of Distance Learning

Time Line: 2004-2005

Evaluate departmental support and capacity for other credit and non-credit Extended & Distance Learning offerings that advance the University Plan. Suggested Participants: Departments; Executive Director of CRI; Executive Director of AIRC.

**2003-2004 Status Report Summary**

The marketing initiatives for the past year to support Summer and CEL distance programs have included the following:

- A new 2004 summer school web site
- Revision of the entire CEL web site
- Development and mailing of over 18,000 flyers and other promotional materials
- Development of ads, table tents, posters, flyers, postcards, and electronic mailings

Hiring of a writer to prepare news releases related to summer offerings

**Strategy A: Resources  
Initiative 1. Enrollment  
Enrichment Activities**

**Work Plan 10**

**Grow enrollments through appropriate enrichment activities.**

*Notes from the University Plan:*

*Gather and analyze data relevant to clubs and organizations, student government, outdoor programming, the arts, intramurals, and related co- and extra-curricular offerings, and identify, support, and as appropriate create, co- and extra-curricular activities that directly contribute to improving recruitment, retention, and student success in measurable ways.*

Enrichment Activities

Work Plan Director: Vice President for Advancement

Time Line: Fall 2003-Fall 2004

Improve recruitment, retention, academic learning, and student growth and development through appropriate enrichment activities.

**2003-2004 Status Report Summary**

This item was moved forward to the 2004-2007 Work Plan.

**Strategy A: Resources  
Initiative 1. Enrollment  
Enrichment Activities**

**Work Plan 11**

**Recruit students to fully utilize coaching and facility capacities.**

*Notes from the University Plan:  
Identify athletic programs where coaches and facilities are under-utilized, and  
recruit students to realize full capacities.*

Coaching and Facility Capacities

Work Plan Director: Vice President for Advancement

Time Line: Spring 2004 and ongoing

**2003-2004 Status Report Summary**

Recruitment dollars were increased in under-participated sports and new coaches were hired resulting in dramatically increased participation in volleyball and soccer. Summer camps for high school students were initiated and strong participation has made the University's offerings more visible to prospective student athletes.

**Strategy A: Resources  
Initiative 1. Enrollment  
Enrichment Activities**

**Work Plan 12**

**Evaluate effectiveness of student athlete retention efforts.**

*Notes from the University Plan:  
Gather and analyze success and retention data on student athletes, and modify and develop  
programs and services as appropriate.*

Student Athlete Retention

Work Plan Director: Athletic Director

Time Line: Spring 2004; 2004-2005

**2003-2004 Status Report Summary**

Not required for this item.

**Strategy A: Resources  
Initiative 1. Enrollment  
Physical Environment**

**Work Plan 13**

**Manage campus physical environment toward improving recruitment, retention, and student success.**

*Notes from the University Plan:  
Identify and support areas in need of improvement or enhancement, including parking, purposeful landscaping, sidewalks, residence halls, disabled access, levels of maintenance staffing, and health and safety issues; improve visibility of the campus in relation to the city of Bemidji.*

Campus Physical Environment

Work Plan Director: Vice President for Finance & Administration

Time Line: Spring 2004 and ongoing

Identify and manage areas in need of improvement or enhancement, including parking, sidewalks, disabled access, health and safety, and maintenance staffing. Suggested Participants: Vice President for Finance & Administration, Physical Plant Director, Student Government representative, Coordinator of Environmental Health and Safety, Parking Committee Chair (Earle Steigauf).

**2003-2004 Status Report Summary**

Administrative Affairs personnel, including the Director of Physical Plant, Director of Security and Safety, Coordinator of Environmental Health, Facilities Planning Coordinator and VP for Administrative Affairs met frequently with the President, and participated in wheel chair campus tours and numerous related student meetings to correct access issues for disabled students. Maintenance issues were addressed promptly and the campus landscaping was kept at the expected high level of quality. BSU responded to ongoing parking issues by opening one new lot and beginning construction of another. The University also entered into a special arrangement to use the adjacent Diamond Point Park for parking.

**Strategy A: Resources  
Initiative 1. Enrollment  
Physical Environment**

**Work Plan 14**

**Enhance residence halls with an eye toward recruitment, retention, and success of students, and support of student involvement in campus life.**

*Notes from the University Plan:  
Explore and develop initiatives and creative revenue streams to enhance on-campus housing facilities, including the possible development of suites and apartments.*

Enhance Residential Housing

Work Plan Director: Vice President for Finance & Administration

Time Line: Fall 2003

**2003-2004 Status Report Summary**

This past year was one of intense study and exploration to recreate our residential campus. The Director of Residential Life and Vice President for Administration hired a financial consultant and an architect to render pre-design drawings and complete a revenue stream forecast to support a plan to build a new 600 to 800 bed facility and to decommission an outdated 800 to 1,000 bed facility. This is work-in-progress and will help with recruitment and retention in the future.

**Strategy A: Resources  
Initiative 2. State Allocation**

**Work Plan 15**

**Work collaboratively with Minnesota State Colleges and Universities and the Office of the Chancellor to enhance Bemidji State University funding.**

*Notes from the University Plan:  
Identify and support relationships with state, regional, and community decision-makers and constituents to strengthen and broaden the University's base of financial support within the state.*

Work Plan 15A

Participate in System Governance

Work Plan Director: University President

Time Line: Annually

Participate in MnSCU dialogues, advisory groups, and in other forums, as opportunities become available. Suggested Participants: Executive Council and other campus members

**2003-2004 Status Report Summary**

The President co-chaired the MnSCU Presidential Leadership Committee on Academic & Student Affairs. In addition, the President is a member of the Chancellor's Strategic Planning Group that prepares recommendations for the Minnesota State Colleges and Universities Board of Trustees on matters pertaining to legislative policy and budget initiatives, including the special initiative to the legislature requesting funding to increase the number of nurses being prepared in Minnesota included Bemidji State University.

Members of the BSU faculty and staff served on more than 20 MnSCU councils and boards.

**Work Plan 15B**

Foster Relationships with Broader Community

Work Plan Director: Vice President for Advancement

Time Line: Spring 2004

Identify relationships with state, regional, and community decision-makers and constituents to strengthen and broaden the University's base of financial support within the state. Suggested Participants: Outreach & Partnerships Planning Committee, Alumni Association Director, Executive Director of BSU Foundation.

**2003-2004 Status Report Summary**

The President, in conjunction with the public relations firm of Russell and Herder, conducted more than 15 listening session within northern Minnesota's private and public employment sectors. One of the purposes of the sessions was to ascertain current and future employment needs. In addition, mutual strategies to foster relationship building were identified. New relationship-building strategies have been initiated as a result of the listening sessions and are now a part of the vision on becoming the University "of and for" northern Minnesota.

A report of the findings prepared by Russell and Herder has been shared with all of the session participants and the University Foundation Board. The findings have also been used as a resource in the preparation of the University's recently developed marketing and communications plan.

The Foundation and Alumni Association have increased communication links with their member and have planned for aggressive growth in fundraising activities.

**Strategy A: Resources  
Initiative 2. State Allocation**

**Work Plan 16**

**Provide compelling case statements for appropriations, allocations, and bonding requests.**

*Notes from the University Plan:  
Identify, develop and provide documentation for legislative, bonding, and related requests and represent to the region and the state the University's leadership role in the economic, social and cultural vitality of its region.*

**Work Plan 16A**

Develop Case Statements

Work Plan Director: Vice President for Advancement

Time Line: January 2004 and ongoing

Consistent with the University Plan, identify, develop and provide documentation for legislative, bonding, and related requests.

**2003-2004 Status Report Summary**

Proposals consistent with legislative requirements were developed for all bonding requests. Pre-design for an arena is complete, and pre-design for Sattgast remodeling is underway. The design for Phase II of the CAET is complete. Presentations, written and PowerPoint, were made to legislative bonding committees. Testimony was given before those committees that met for hearings on bonding projects. Procedures for the timely development and presentation of future projects have been assigned to architect Koehnlien in conjunction with the Vice President for Finance and Administration.

**Work Plan 16B**

Communication of University's Mission

Work Plan Director: Vice President for Advancement; President

Time Line: Ongoing

Represent, to the region and the state, the University's role in its region. Suggested Participants: Executive Council, Director of News Services and Publications.

**2003-2004 Status Report Summary**

In addition to 15 listening sessions conducted by the President throughout northern Minnesota (see Work Plan item 15B), three on-campus conversations were hosted by the President to discuss the future of the University. Discussion topics included "What is the University's true passion?" and "What does the University do best?" The comments from these sessions were shared in the President's Newsletter and have been incorporated into the new University marketing and communications plan. The Center for Research and Innovation, Alumni Association, University Foundation, Athletic Department and Beaver Pride, Center for Extended Learning, American Indian Resources Center, Upward Bound, Government Relations, and the Colleges, to name a few areas, also performed vital mission-building responsibilities beyond the campus.

**Strategy A: Resources  
Initiative 2. State Allocation**

**Work Plan 17**

**Where appropriate, utilize allocation models and cost studies in operational decisions.**

*Notes from the University Plan:  
Understand the MnSCU allocation model, and identify and support its  
appropriate utilization in operational decision-making.*

Utilize Allocation Models and Cost Studies

Work Plan Director: Vice President for Finance and Administration; Senior Vice President for Academic & Student Affairs

Time Line: 2003 and ongoing

Utilize allocation models and cost studies as evaluated by administrative group in Work Plan 6.

**2003-2004 Status Report Summary**

The VPASA and the Vice President for Finance & Administration continually evaluated the proposed allocation model and recognized that the proposed model would be detrimental to our University.

Academic and administrative affairs personnel continued to evaluate numerous approaches to measuring the three components to the conceptual framework: economic engine, quality, and passion. Presentations on the conceptual framework components included two campus conversations on what FTEs can and cannot tell us about the economic engine status of our programs (as noted in Work Plan 1A) and pointed out that Cost Study and Allocation Models also have a role in measuring the economic engine component of the conceptual framework.

**Strategy A: Resources  
Initiative 3. Academic Resources**

**Work Plan 18**

**Investigate opportunities to expand resources by realigning administrative structures.**

*Notes from the University Plan:  
Create a culture of strategic thinking that supports reviewing and improving effectiveness and efficiency of organizational structures. Determine appropriateness, consistency, nonduplication, and similar qualities for lines of reporting and oversight, and modify as appropriate, including consideration of academic, administrative, and student support areas.*

Investigate Realignment of Administrative Structures

Work Plan Director: University President

Time Line: 2003-2004

**2003-2004 Status Report Summary**

Initial steps in re-organizing the administrative structure of the organization were implemented to better enable the University to accomplish its purposes. The Vice President for Administration position description was revised to include an emphasis on both finance and administration; the title was changed to Vice President for Finances & Administration. The Vice President for Advancement position and title were revised to place an increased emphasis on University marketing and communications. The recently advertised Vice President for External Relations responsibilities will include admissions, alumni association, athletics, and the Office of University Communications (formerly News and Publications). The University Foundation, which formerly reported to the Vice President for Advancement, will report directly to the President rather than to the Vice President for External Relations.

Discussions continued regarding the creation of a Provost model because of the changing priorities in the Office of the President. The President now devotes approximately forty percent

of his time to off-campus relationship building and fund raising activities. Accordingly, the position of Senior Vice President for Academic and Student Affairs has been revised to the Provost and Vice President for Academic & Student Affairs. This change maintains the position's focus on the priorities of students and academics while designating an administrator who can make University decisions in the absence of the President.

Other areas reviewed for re-organization included information technology services, student affairs and the University Foundation.

**Strategy A: Resources**  
**Initiative 3. Academic Resources**

**Work Plan 19**

**Investigate opportunities to expand resources by realigning curriculums.**

*Notes from the University Plan:*

*Consider array of programs and offerings, and benefits of creating groupings of related programs; determine appropriateness, consistency, nonduplication, and similar qualities of curriculums; and recommend modifications as appropriate.*

Investigate Realignment of Curriculums

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: 2003-2004; 2004-2005

Identify appropriate resource considerations to be applied in curriculum proposals.

**2003-2004 Status Report Summary**

Two campus discussions were held by Center for Professional Development and Academic Affairs that begin to touch on how actions and operations of programs and departments are reflected in University financial reports. It was acknowledged that further conversations will be needed to open the discussion to the "quality" and "passion" indicators of the University's conceptual framework. It was determined that the outcome of these conversations should be scheduled for a BSUFA Meet and Confer and appropriate consultation, and that eventual adoption of appropriate decision tools in evaluating curriculum proposals should be considered during 2004-2005.

**Strategy A: Resources**  
**Initiative 4. External Resources**

**Work Plan 20**

**Identify and support ongoing and new philanthropic opportunities that support University priorities.**

*Notes from the University Plan:  
Identify and support ongoing and new philanthropic opportunities that support  
University priorities.*

**Fundraising Plan**

Work Plan Director: University Foundation Executive Director; Alumni Director

Time Line: Spring 2004

Develop institutional plan for fundraising and present to the President and the Executive Council. Suggested Participants: Director of Development; Outreach & Partnership Planning Committee. Spring 2004

**2003-2004 Status Report Summary**

The Bemidji State University Foundation has reorganized this year into seven fundraising groups, and staff members have been assigned to each group. An organizational chart has been approved by President Quistgaard, which includes goals and objectives for each of the fundraising areas. Those seven groups and goals include:

College of Arts and letters	\$400,000
College of Social and Natural Sciences	\$617,000
Center for Extended Learning	\$130,000
College of Professional Studies	\$900,000
Department of Athletics	\$768,000
American Indian Resource Center	\$210,000
Institutional Priority – Scholarships	<u>\$500,000</u>
The total goal for the Foundation is	\$3,525,000

The past year primarily dealt with restructuring the Foundation, getting the four Deans, athletic director, and other key administrators on campus to participate in the development of long-range fundraising goals.

Changes were made to the by-laws, including increasing the Foundation board to 33 members, with 11 from northern Minnesota, 11 from other areas of Minnesota, and 11 from areas other than Minnesota (national and international representation.)

**Strategy A: Resources  
Initiative 4. External Resources**

**Work Plan 21**

**Leverage institutional resources with federal funding to support the University's curriculums and priorities.**

*Notes from the University Plan:*

*Increase the University's presence at the national level through evaluation of and participation in an array of opportunities; leverage federal funding to support the University's curriculum and priorities.*

Federal Funding Support

Work Plan Director: Vice President for Advancement

Time Line: Fall 2003 and ongoing

#### **2003-2004 Status Report Summary**

The Vice President for Advancement drafted and presented to federal legislators a University position paper on proposed changes to federal financial aid grants that would adversely affect BSU students. Over the past year, the Vice President and President maintained close relationships with federal legislators and their staffs.

The CRI Director studied the complex issue of garnering a federal legislative appropriation for funding at BSU, including a \$100,000 earmark for a Turkish Institute Project (also noted in Work Plan 2C). The expertise of the Director, as well as his relationships with key staffers in Congressional offices, MnSCU, and Department of State, are valuable for other federal appropriation efforts including one for the Department of Nursing.

#### **Strategy A: Resources Initiative 4. External Resources**

#### **Work Plan 22**

**Pursue public and private partnerships as appropriate to our University Plan and resources.**

*Notes from the University Plan:*

*Identify and support community, city, county, regional and state partnerships with businesses, governments, educational institutions and similar entities.*

Partnership Opportunities

Work Plan Director: Vice President for Advancement

Time Line: Ongoing

#### **2003-2004 Status Report Summary**

A central part of the vision of becoming the "University of and for Northern Minnesota" involves identifying and actively pursuing partnership opportunities that enable the University to accomplish its service mission. New private partnership opportunities are being actively pursued by the President, the Dean of Professional Studies and Graduate Studies, the Executive Director of the AIRC, and the Executive Director of the CRI, among others. Examples of activities include the President's northern Minnesota conversations across a broad spectrum of employment sectors, the Department of Industrial Technology interactions with northern

Minnesota manufacturing, meetings with several Fortune 500 companies in the twin cities, and new educational partnership opportunities emerging across the colleges.

**Strategy A: Resources  
Initiative 4. External Resources**

**Work Plan 23**

**Pursue relationships with regional, state, and national agencies as appropriate to our University Plan and resources.**

*Notes from the University Plan:  
Identify and support relationships with agencies such as EPA, PCA, Big Bog, and the DNR, including internships, sharing of resources and facilities, and related measures.*

Agency Relationships

Work Plan Director: Vice President for Advancement

Time Line: Spring 2004, Fall 2004

**2003-2004 Status Report Summary**

BSU worked closely with HUD to secure a \$100,000 facilities grant for the AIRC, and continues to work closely with the DNR to secure joint facilities and acquire DNR land adjacent to BSU. The CRI nurtured a number of relationships with state and federal government agencies and works to provide them access to BSU resources including facilities, student internships, and the sharing of knowledge. A knowledge cluster process was developed and facilitated by CRI and includes additional participants such as private industry wood manufacturing plants, the Chippewa National Forest, county government officials. Additional relationships fostered by the CRI involve agencies such as the Minnesota Department of Employment and Economic Security, the Minnesota Workforce Center, and regional health care entities.

**Strategy A: Resources  
Initiative 4. External Resources**

**Work Plan 24**

**Encourage mission-relevant grant writing across campus.**

*Notes from the University Plan:  
Encourage and reward mission-relevant grant writing across campus.*

Work Plan 24A

Review of Grant Proposals

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: 2003-2004

Evaluate proposals in light of institutional priorities identified in University Plan Five-Year Goals. Suggested Participants: Vice Presidents, Deans and Directors. Ongoing

**2003-2004 Status Report Summary**

Over \$2,250,000 in grant dollars were received by BSU faculty, staff and administration in support of University and College priorities during the 2003-2004 academic year. A complete listing of these grants and the faculty/staff who wrote them is available upon request and is summarized in the Data Book introductory pages. Over \$4,680,000 in grant requests were filed during the 2003-2004 academic year by BSU faculty, staff, and administration. Notifications on some of these grants are still pending.

Work Plan 24B

Application of Grant Indirects

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: 2003-2004

Review current application of grant indirects on campus and make recommendation on any changes as appropriate. Suggested Participants: Vice Presidents and Deans.

**2003-2004 Status Report Summary**

The Vice President for Finance & Administration and the Vice President for Academic & Student Affairs met on numerous occasions to review the application of grant indirects. Currently, application of grant indirects is within the purview of the Administrative VP, and is used to cover administrative costs including the salary of a Senior Accounting Officer. On occasion, the Administrative VP negotiates a portion of the indirect back to the faculty member or dean sponsoring the grant. Discussions on alternative approaches to grant indirect applications were held with the deans, the Director of CRI, and the Director of the Foundation. Suggestions included the following:

- Use indirects from new grants to pay for a grant writer
- Have a “grant ombudsman” to do much of the work in locating grant opportunities and assisting with the completion of grant applications
- Streamline the grant approval process
- Divide grant indirects between administration, academic affairs, and the college
- Have indirects allocated back to the department from which it was sponsored.

The new Vice President for Finance and Administration was asked to review our current practices and develop a proposal for review during 2004-2005.

**Strategy A: Resources  
Initiative 5. Tuition**

**Work Plan 25**

**Manage tuition to maintain quality and accessibility.**

*Notes from the University Plan:  
Identify and support appropriate means to create a balance between tuition, system allocation, outside funding opportunities, and cost-saving activities that promote affordable tuition coupled with high quality educational opportunities.*

Work Plan 25A

Gain Student Input

Work Plan Director: University President

Time Line: Spring 2003; Spring 2004

Identify key quality and cost factors considered by students attending Bemidji State University. Meet with Student Senate to discuss quality and accessibility issues. Suggested Participants: Office of Enrollment Management, Vice Presidents, Deans.

**2003-2004 Status Report Summary**

Student input was gained through several venues during the year. The President and other administrative staff met several times each semester with the Student Senate as well as with the Student Senate President. In addition, members of various Student Senate Committees met with the Vice President for Academic & Student Affairs, Vice President for Advancement, Director of the Student Union and the Director of Accounting Services on an on-going basis. The University's senior leadership team and the Student Senate's leadership team also met monthly to discuss areas of mutual interest.

The President acted on all Student Senate bills presented for his consideration. Representatives from the Student Senate also participated on the University Planning Committees, served on many staff and administrative search committees, and were invited to attend University forums.

Work Plan 25B

Identify Competitive Considerations

Work Plan Director: University President

Time Line: Spring 2004 and ongoing

Conduct comparison of tuition rates and enrollment patterns at BSU and sister institutions. Suggested Participants: Vice President for Finance & Administration and Office of Enrollment Management.

**2003-2004 Status Report Summary**

The President and the University's administration continued to closely monitor developments associated with the cost of student tuition. Cost comparisons with the competitors in the market place were a frequent topic of discussion when the President met with senior leadership and student representatives. Likewise, the increasing costs associated with a student's education were also discussed regularly with elected officials. The Office of Admissions and the Financial Aid Office were regularly consulted regarding student comments associated with educational costs. The Vice President for Advancement regularly monitored and participated in developments at the legislature pertaining to increasing educational costs, state support and financial aid. The Vice President for Advancement was also actively engaged in representing the

interests of the students and University pertaining to the Higher Education Re-Authorization Act now in the Congress.

The President recommended that an annual survey of prospective students be conducted by the Office of Admissions in conjunction with the Office of Research and Assessment to ascertain the implications of increasing educational costs on University enrollment.

Work Plan 25C

Manage Tuition

Work Plan Director: University President

Time Line: Annually

Through a campus consultative process, balance tuition rates with system allocations, outside funding opportunities, cost-saving activities, and tuition alternatives to couple affordable tuition with high quality educational opportunities. Suggested Participants: Senior administration.

### **2003-2004 Status Report Summary**

The consultation process with the campus pertaining to the University budget completed its fifth year. Information regarding planning assumptions associated with the development of the University budget as well as an itemized budget were shared in campus forums, at meet and confers, planning committees, senior staff and directors meetings and with the Student Senate. Budget implications associated with institutional effectiveness and University efficiencies were constantly under review. The University engaged the service of Dr. Dennis Jones to conduct a comparative analysis of University cost centers with peer universities throughout the nation. This information was used in budget development and was widely shared with the campus.

The University's tuition rate is now at a competitive level with the other Minnesota State Universities. The tuition rate was reduced from a projected fifteen percent increase to a thirteen percent increase for 2004-2005. This rate increase was two percent below the other Minnesota State Universities' 2004-2005 rate increases. Student satisfaction with their University education and services was closely monitored through regular administration of the Noel Levitz Student Survey. Survey results are within expected ranges with the exception of access to parking.

The University Foundation initiated an ambitious student scholarship campaign to increase both the number of available student scholarships as well as the amount of individual student scholarship awards.

The President asked that (1) a formal study of the student scholarship program be conducted in 2004-2005 for the purpose of determining the competitiveness and effectiveness of University scholarship offerings with other institutions, and that (2) a five-year strategic plan for scholarships be developed, and presented to the President in January 2005 by the Vice President for Finance & Administration and the Vice President for External Affairs.

***Strategy B (Excellence)***

***Support Excellence in Learning Programs and Services***

Bemidji State University strives to become the Midwest's premier student-centered University by integrating liberal arts with career development to prepare students for life-long learning and leadership in a global society.

**Strategy B: Excellence**

Work Plan 26

Provide an integrative Liberal Education experience enabling students to become life-long learners and leaders in a global society.

*Notes from the University Plan:*

*Identify and support excellence and innovation in the Liberal Education curriculum, including the following: program and learning outcomes assessment and curriculum development; appropriate technology and facilities, including the library, classrooms, laboratories, study and work rooms, offices, and campus environment; complementary opportunities that bring together co-curricular and formal learning, encourage teacher-student interaction and collaboration, and enhance a campus atmosphere of living and learning.*

Work Plan 26A

Liberal Education and Honors Curriculum and Assessment

Work Plan Director: Dean of Arts & Letters

Time Line: Winter 2004; Spring 2004; Ongoing

Continue curriculum development and further increase the use of learning outcomes assessment of the liberal arts curriculum delivered through Liberal Education and through the Honors program.

**2003-2004 Status Report Summary**

Discussions continued with the Liberal Education Committee, Liberal Education Director, and Dean of CAL on assessment of Liberal Education outcomes. The Liberal Education Director attended a national conference on Liberal Education assessment. A BSU proposal to the AAC&U Institute on General Education in Newport, Rhode Island, was accepted, and a team of five faculty and staff (three faculty members from Liberal Education Committee, the Liberal Education Director, and the Dean of CAL). The BSU proposal focused on Liberal Education assessment and identification of a unifying theme for Liberal Education reform. The outcome of this retreat will become part of the work for next year.

An NEH grant to provide resources for faculty to develop the civic responsibility component of Liberal Education was submitted (by Dr. Colleen Greer and Dr. Elizabeth Dunn); it was unsuccessful but was revised and will be submitted again.

The anticipated MnSCU-wide Conference on the Liberal Arts, to be held in conjunction with the MnSCU Center for Teaching and Learning, was not held. With regard to other MnSCU-sponsored faculty workshops, eight Bemidji State faculty members participated in four or more MnSCU Discipline Workshops during 2003-2004. An additional 11 faculty participated in Weekend Seminars or Conferences.

**Work Plan 26B**

Technology and Learning Resources

Work Plan Director: Director of Computer Services

Time Line: Spring 2003

Support and maintain appropriate technology and academic facilities, including the library, classrooms, laboratories, study and workrooms, and offices.

**2003-2004 Status Report Summary**

**Computer labs**

Over 40 computer-equipped labs exist on campus, containing nearly 700 computers. The computer labs are supported and maintained by the Computer Services Computer Labs staff. Those computer labs under the jurisdiction of academic departments or areas are supported under the terms of a Computer Lab Support Agreement which is renewed each year. To ensure that computer labs, both departmental and public, have up-to-date equipment, a plan has been adopted that will replace the computer equipment on at least a four-year cycle. Some labs, particularly those that require higher-end hardware and software are on a two-year replacement cycle. All the computer labs on campus are now part of this plan and all labs will have signed support agreements.

**Technology supported classrooms – “SmartRooms”**

The University has 56 Smart Classrooms in place that provide instructors with a technology-enhanced instructional platform for classroom presentations. The classrooms are equipped with LCD projectors, laptop connections, VCR's, and a variety of other presentation technology equipment. The larger smart classrooms are also equipped with sound systems. The Smart Classrooms are supported and maintained by the Academic Technology Center staff.

**Campus wired network**

All classrooms, lecture halls, laboratories, workrooms, offices, and work areas are connected to the campus data network. All residence hall rooms are connected to the campus data network. All public meeting rooms and many of the public gathering spaces are connected to the campus data network. The campus data network has over 2,800 connections across the campus. Each network connection is a 100 mbps (megabits per second), fully switched connection. Each building on campus is fed by a 1 Gbps (gigabits per second) full duplex trunk. The campus has a 25 mbps connection to the wide-area network, which carries our Internet and Internet 2 traffic. The campus data network is supported and maintained by the Network Manager on the Computer Services staff.

### **Interactive Television**

Interactive television provides a unique telecommunication between Bemidji State University and remote sites. All ITV rooms have computer and Internet capability. The system can broadcast the instructor, students, computer screen, video, overhead projector, or a satellite downlink to other sites. There are six interactive television rooms on Bemidji State University's campus. The interactive television rooms are supported and maintained by the Academic Technology Center staff.

### **E-mail for faculty/staff/students**

Every member of the faculty, every member of the staff, and all enrolled students are provided an electronic mail account. These accounts are active for as long as the person is a member of the BSU community. The e-mail system for faculty and staff is supported and maintained by the File Server Manager on the Computer Services staff. The e-mail system for the students is supported and maintained by the Academic File Server Manager on the Computer Lab Services staff of Computer Services.

### **Web space for faculty/departments**

The University provides Web server space for faculty and departments to use for publishing Web pages in support of their courses and programs. Web server space is also provided for administrative offices to use. The web server is supported and maintained by the File Server Manager on the Computer Services staff. Support for faculty and staff who publish Web pages is provided by a number of areas: Computer Support, Computer Services, Academic Technology Center, Information Services to name a few.

### **On-line file storage/backup for faculty/staff**

All current faculty and staff are provided an account with 128 MB of on-line file storage. All data and documents placed in the on-line file storage are backed up every night. The on-line file storage facility is supported and maintained by the File Server Manager on the Computer Services staff.

### **Instructional Management System**

The University, in partnership with MnSCU, has provided faculty with access to WebCT, an Instructional Management System (IMS) to facilitate and support the creation and publication of Web accessible courses and supplemental material for courses. The University is now in the process of helping faculty move their course materials from WebCT to Desire2Learn, the IMS that MnSCU will support going forward. The staff of Online Services, part of the Center for Extended Learning, provides support for the University's instructional management systems.

### **Faculty Laptop Program**

The University provides a new laptop computer every three years to all teaching faculty who are three-quarter time or more. The laptop computers that are replaced by new ones are then issued to adjunct faculty, other teaching faculty, and grad assistants. The Faculty Laptop Program ensures the Bemidji State faculty has current and appropriate technology available for their use. The Faculty Laptop Program is supported and maintained by the Computer Support area of Computer Services.

### **Faculty/staff Help Desk and Computer Training Support**

Computer Support provides day-to-day support for faculty and staff who use computer technology. Computer Support provides training for faculty and staff on a variety of computer use topics.

## **Strategy B: Excellence**

### **Work Plan 27**

**Through career preparation, help students prepare for life-long learning and leadership in a global society.**

*Notes from the University Plan:*

*Identify and support excellence and innovation in career preparation, including the following:*

*ongoing program curriculum development and review, learning outcomes assessment, timely completion and graduation rates in majors and graduate programs;*

*related offerings that encourage high levels of engagement, such as research projects, cultural events, career development and associations, and lectures;*

*appropriate technology and facilities, including the library, classrooms, laboratories, study and work rooms, offices, and campus environment;*

*continued faculty preparation;*

*complementary opportunities that bring together co-curricular and formal learning, encourage teacher-student interaction and collaboration, and enhance a campus atmosphere of living and learning;*

*ongoing support of career development opportunities.*

Work Plan 27A

Assessment Activities

Work Plan Director: Deans

Time Line: Ongoing

Continue ongoing programmatic review and assessment activities. Suggested Participants: Academic programs, Assessment Coordinators, Academic Affairs Committee. Five-year review cycle. Ongoing assessment activities.

### **2003-2004 Status Report Summary**

Activities included the following:

- Each college continued to support an Assessment Coordinator to assist with the five-year review process as well as help with departmental assessment programs. In addition, new to the 2003-2004 academic year, the Center for Extended Learning added an Assessment Coordinator to facilitate assessment of online learning activities.
- The academic departments of Philosophy, Sociology, and Business Administration hosted outside consultants as part of their five-year review processes. The academic departments of

Chemistry, Center for Environmental, Earth, and Space Studies, and History will be finishing their reviews in the Fall of 2004.

- The Assessment Coordinator and Dean for COPS visited Pella College to explore the AQIP evaluation process used at that College and its applicability to BSU.
- Requirements for the Malcolm Baldrige award (for continuous institutional improvement) were reviewed and the award is being considered as a route for COPS.
- A planning process for Graduate Studies was completed.

#### Work Plan 27B

Curriculum Development

Work Plan Director: Deans

Time Line: Ongoing

Use assessment data, program reviews, and other institutional data reported on a programmatic basis to make appropriate curricular recommendations and decisions, including utilization of the BSUFA curriculum process. Suggested Participants: Academic programs. Ongoing

#### **2003-2004 Status Report Summary**

Within CSNS, most programs changed portions of their curriculums in response to information related to changes in the field of study or upgrades in technology.

Within CAL, the Visual Arts and the Theatre/Communication Arts Departments undertook curriculum revisions based on their recent five-year reviews. These changes incorporate suggestions made by the outside consultants.

Within COPS, activities included the following:

- Previous reviews of the Department of Industrial Technology were used during the development of the Controls Engineering, Prototype Engineering, and Construction Management curriculums.
- Interviews with undergraduate students already holding a bachelor's degree and enrolled in the Professional Education Department programs were held, resulting in a proposal to add a graduate component to all Standards of Effective Practice courses in that program.
- Benchmarking data from professional organizations in the field of Health were used in proposing a revision of the Community Health degree program in the Department of Physical Education, Health and Sport.
- Site visits by administration, and faculty from the Industrial Technology, Business Administration, Accounting, Mathematics, and English Departments to manufacturers in Northwest Minnesota were utilized to begin a grid of skill sets needed by BSU graduates to be functional in those industries.

#### Work Plan 27C

Career Development Opportunities

Work Plan Director: Director of Student Life and Counseling

Time Line: Spring 2004

Provide students with ongoing career development opportunities through appropriate workshops, career fairs, career counseling, portfolio development, and other opportunities. Suggested Participants: Career Services.

**2003-2004 Status Report Summary**

The PAC (Portfolio for Academic & Career Planning) was more fully implemented through a variety of existing and new programs including dissemination to new students enrolled in the First Year Experience. The electronic portfolio concept will be further explored.

**Strategy B: Excellence**

**Work Plan 28**

**Enhance Bemidji State University's commitment to being a "student-centered" institution.**

*Notes from the University Plan:  
Explore venues for increasing student access to campus services including, for example, advising, counseling, registration, health services, tutoring, student support services, career services, food services, and financial aid.*

Work Plan 28A

Definition of Student-Centered

Work Plan Director: Director of Student Life and Counseling

Time Line: 2003-2004

Review by campus of white paper (or outside consultant's work) on what it means for a University to be "student-centered" or "learner-centered," followed by a campus forum on this topic. Suggested participants: Student & University Services Planning Committee, Office of Enrollment Management.

**2003-2004 Status Report Summary**

The Student and University Services Planning Committee met a total of 16 times during the year. Progress was made toward development of a common meaning for the term "student-centered".

Work Plan 28B

Noel-Levitz Survey

Work Plan Director: Director of Research & Assessment

Time Line: 2003-2004

Review and interpret 2003 Noel Levitz Survey results, and report findings and recommend next steps to the campus community and at appropriate Meet and Confer sessions. Suggested participants: Student & University Services Committee.

**2003-2004 Status Report Summary**

The next administration of the Noel Levitz *Student Opinion Inventory* is scheduled for 2005-2006. Copies of the survey results from the 2002-2003 administration were made available to

the campus community. These results have been used in discussions by various offices on campus, and included in presentations made by the President.

Work Plan 28C

Student-Centered Indicators and Guidelines

Work Plan Director: Director of Student Life and Counseling

Time Line: Spring 2004

Create measurable indicators of "student- or learner-centeredness" and guidelines for offices, services, access, and other dimensions as deemed appropriate. Suggested Participants: Student & University Services Committee.

**2003-2004 Status Report Summary**

The Student and University Services Planning Committee made plans to propose indicators once the definition of student-centeredness has been agreed upon.

Work Plan 28D

Institutional Adoption of Student-Centered Guidelines

Work Plan Director: Deans and Directors

Time Line: Fall 2004

Incorporate guidelines student/learner-centered guidelines into five-year plans to enhance institutional student-centeredness. Suggested Participants: Departments, programs, and offices.

**2003-2004 Status Report**

Not required for this item.

**Strategy B: Excellence**

**Work Plan 29**

**Connect faculty, staff and administrators to professional development opportunities.**

*Notes from the University Plan:  
Identify and support opportunities for faculty and staff that promote engagement within their professional fields, including publishing, conferences, grant writing, and related experiences.*

Work Plan 29A

Support Professional Development Opportunities for Faculty

Work Plan Director: Deans

Time Line: 2003-2004; 2004-2005

**2003-2004 Status Report Summary**

CEL supported online course/program development through the following activities:

- Funded professional development travel for Education and Nursing faculty

- Offered WebCT and D2L faculty trainings at the Perpich Center
- Hosted an AUC faculty in-service in Hibbing
- Offered mentor training for new online faculty in conjunction with Center for Professional Development
- Hosted the Third Annual Teaching Online Summer Workshop
- Hosted 2004 MnOnline Summer Conference for Distance Educators.

Along with the funds provided through the IFO for faculty development and the BSU Professional Improvement Grant process, a large portion of the deans' discretionary funds were allocated to faculty for professional development, including the following:

- Funds for travel abroad during sabbatical leave
- Partial costs of presentations at national and international conferences
- Program accreditation conference travel
- Workshop presentation and attendance
- Release time for special projects
- Hardware and software purchases.

Work Plan 29B

Support Professional Development Opportunities for Staff

Work Plan Director: Director of Human Resources

Time Line: 2003-2004

**2003-2004 Status Report Summary**

During February 2004, President Quistgaard requested that the Classified Staff Training Committee (CSTC) identify employee community involvement and employee improvement efforts undertaken by Bemidji State University non-instructional staff. A survey was developed that focused on training type, location, motivation to attend and perceived benefits, as well as on support staff community involvement. Twenty-six percent of those queried responded to the survey. The information provided by the responses was tabulated and is now being analyzed for application to future training efforts.

Work Plan 29C

Support Professional Development Opportunities for Administrators

Work Plan Director: Vice Presidents and President

Time Line: 2003-2004

**2003-2004 Status Report Summary**

The Vice Presidents held professional development discussions with their administrative reports. Goals for professional development were included in professional development plans, and outcomes from the year were included in annual reports. Professional development activities included membership on national associations, presentation and participation at national conferences including presentations at the Higher Learning Commission Annual Meeting, and MnSCU administrator training.

Work Plan 29D

Utilize MnSCU Resources

Work Plan Director: Vice President for Finance & Administration

Time Line: Fall 2003

Utilize MnSCU's report on resources needed to provide faculty, staff and administrative development and how well these needs can be met within existing budgets. Suggested Participants: Vice President for Finance & Administration and Vice President for Academic & Student Affairs. (MnSCU Action Step 9.5 due March 2003.)

**2003-2004 Status Report Summary**

The staff and administrators' needs for development have been partially served by utilizing MnSCU resources in the areas of finance and facilities. Trainers and facilitators for facilities planning, master planning, budget and labor management served our campus in 2004. In addition, a Classified Training Committee provided on-site specialists in front-line issues and safety.

**Strategy B: Excellence**

Work Plan 30

Encourage and support student engagement in their educational experiences.

*Notes from the University Plan:*

*Identify and support opportunities for students that especially promote engagement with society and pluralism in a democracy, including career development, service learning, internships, volunteerism, and related integrative experiences.*

Work Plan 30A

Review Student Engagement Survey Results

Work Plan Director: Dean of Social & Natural Sciences; Dean of Professional Studies; Dean of Arts & Letters

Time Line: 2003-2004

Identify current activities, practices, and programs that support student engagement on campus and report to campus community. Suggested Participants: Director of Research & Assessment, Academic Affairs Planning Committee, and Student & University Services Planning Committee.

**2003-2004 Status Report Summary**

Numerous planning activities in the area of student engagement occurred during the year, including the following:

- As noted in Work Plan 26A, an NEH grant submitted by Elizabeth Dunn and Colleen Greer (not funded) would have provided resources to more fully develop the Civic Responsibility component of Liberal Education at BSU.

- The Student Scholarship and Creative Achievement Conference (featuring Robert Bellah, *Habits of the Heart*) addressed society's need to engage in the democratic processes, and set some groundwork in identifying our need at BSU to prioritize civic engagement.
- The VPASA attended the AASCU Winter Meeting for CAO's which focused on the American Democracy Project, and returned with materials on what other state universities are doing in the area of civic engagement.
- A faculty survey of faculty members was administered to measure the service-learning activities currently being employed on campus. Based on the limited number of responses that were received, our campus does not have a common definition of service learning.
- Three members of Deans' Meetings attended a MnSCU CAO meeting on civic engagement and service learning.
- A process was begun to measure our level of campus engagement (faculty, staff, students, departments, administrators).

The University continued its numerous civic engagement programs and activities currently in place, including the following:

- International travel/study programs that emphasize the connection between experiential learning and global citizenship
- The Liberal Education committee; it is currently considering the revision of Liberal Education at BSU to include an integrating theme; civic engagement could provide such an integration
- The Dimensions of Student Learning, already used as the basis for assessment activities across both academic and service units at BSU; it includes the dimension "Participate in emerging, global society," the outcome "Responsible Citizenship," and the student learning objective of "contribution to broader community through activities such as community service, citizen participation, and social action"
- Transcripts that reflect student leadership and volunteer work

In addition, the following actions and activities were discussed and are under consideration:

- The possibility of making a civic engagement graduation requirement for all students at BSU.
- The possibility of including civic engagement coordination in the position description for the in-process position of Hobson Memorial Union Director
- The possibility of adopting the theme of *civic* leadership, including opportunities for experiential learning through civic, volunteer, service learning, and other activities for a Northern Minnesota Leadership Center; this Center was the subject of a white paper; the Center would be hosted by BSU and NTC-B
- The concept of endowed chairs for several policy issues central to northern Minnesota; leadership, rural leadership, and civic leadership could be an attractive niche for a potential donor.

Work Plan 30B

Consider Adoption of Commercial Student Engagement Survey

Work Plan Director: Director of Research & Assessment

Time Line: December 2003

Review pros and cons to adopting commercial engagement survey and recommend to University Council.

**2003-2004 Status Report Summary**

The National Survey of Student Engagement (NSSE), created and published by Indiana University's Center for Postsecondary Research, Policy and Planning, was reviewed, and plans were made to administer it. A locally developed instrument with similar characteristics was piloted at Bemidji State University in 2003, and the results were disseminated through the President's office. If adopted, NSSE will be administered to students via their BSU email addresses by Indiana University in the spring of 2005. The opportunity exists within NSSE to include additional American Democracy Project questions specifically addressed to civic engagement activities.

Work Plan 30C

Identify Student Engagement Opportunities

Work Plan Director: Dean of Social & Natural Sciences; Dean of Professional Studies; Dean of Arts & Letters

Timeline: 2004-2005

Identify opportunities to improve student engagement in both learning and living environments. Make recommendation to University Council. Suggested Participants: Academic Affairs Committee, Liberal Education Committee, Student & University Services Committee, interested Directors.

**2003-2004 Status Report**

Not required for this item.

Work Plan 30D

Capstone Requirement

Work Plan Director: Dean of Social & Natural Sciences; Dean of Professional Studies; Dean of Arts & Letters

Timeline: Fall 2005

Evaluate opportunities for a capstone and/or service learning requirement as part of Liberal Education/Honors or graduation requirement. Propose recommendation to University Council. Suggested Participants: Liberal Education Committee, Honors Council, Deans, and programs/departments.

**2003-2004 Status Report**

Not required for this item.

Work Plan 30E

Student Scholarship Link to Faculty Research Projects

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: Spring 2004

Consider development of a scholarship program that links qualified freshmen with faculty research projects. Suggested Participants: Executive Director Foundation; Vice President for Finance and Administration; Director of Financial Aid.

**2003-2004 Status Report Summary**

An initial conversation was held with the Vice President for Administration, Business Officer, Financial Aid Director, and Admissions Director regarding the financial, recruitment, and retention issues of a Mentor Scholarship program. Under such a scholarship program, eligible incoming freshmen would be partnered with faculty mentors for collaboration on a faculty member's research project. The student would receive \$1000 during the freshman year to assist the faculty member on his/her research. Goals of the scholarship project would include recruitment, retention, and academic progress. A separate conversation was held with the academic deans about the potential retention and academic modeling associated with such a scholarship program.

Feedback on the proposal included the following concerns:

- This might be a cumbersome program to administer
- Retention rates within our current scholarship programs vary widely; this proposed program might best be partnered with scholarships that don't currently have the highest retention rates
- Would it be more effective to simply provide regular student payroll to any and all students seeking such
- We need more information on why students come to BSU and why they leave to know that this Mentor Scholarship program would have its intended results.

For now, this proposal has been tabled.

**Strategy B: Excellence**

Work Plan 31

Prepare students for a global perspective and understanding through diversity and multicultural experiences.

*Notes from the University Plan:*

*Identify and support opportunities to infuse multicultural, international, and American Indian perspectives into the curriculum, and co-curricular activities.*

Work Plan 31A

Attract and Retain More Diverse Faculty, Staff, and Administrators

Work Plan Director: Affirmative Action Officer; Human Resources Director

Time Line: June 2003 (MnSCU Work Plan 3.1)

Develop strategic plans with measurable goals and a time table to recruit, develop and retain diverse faculty, staff, and administrators. Suggested Participants: Senior Administration. October 2003

**2003-2004 Status Report**

As part of its recruitment activities, the University has advertised in a number of newspapers and web sites that have a diversity focus. Additionally, the University has used college and

university postings, trade journals, professional organizations, and direct mail as recruiting methods. Several cultural events and activities geared toward the retention of students and employees are conducted on the campus during the academic year. Some of the activities we host on a regular basis are Black History Month, Women's History Month, the Ojibwe Art Expo, the American Indian Awards Banquet and Annual Pow-wow, and Disability Awareness Week. These activities are sponsored by the University in collaboration with student services offices and programs and faculty services programs such as the American Indian Resource Center, the American Indian Studies Program, the Women's Studies Program, TRIO/Student Support Services, and Black History Month Committee.

Work Plan 31B

Enroll and Retain Students from Under-served Constituencies

Work Plan Director: Office of Enrollment Management

Time Line: 2003-2004 and ongoing

See Work Plan 3.

**2003-2004 Status Report Summary**

BSU developed an Under-represented Student Recruitment and Retention Plan (2003-2008) which outlines strategies associated with the following three goals:

- Increase American Indian enrollment 50 percent within five years
- Increase the retention and graduation rate of American Indians to become more closely aligned with traditional student rates
- Increase overall minority and under-represented student enrollment to 8 percent of total enrollment within five years.

Activities and accomplishments included the following:

- The AIRC initiated a dropout prevention program with BSU faculty and Tribal Education departments
- Two \$5000 grants for Indian student tutoring and emergency assistance were secured
- BSU increased Indian student enrollment by approximately 35 percent for 2004 academic year.
- The AIRC will host the 2005 International RETAIN Conference, with the Tribal College, at BSU.

Work Plan 31C

Develop Long-Range Plan for International and Domestic Study-Travel Programs

Work Plan Director: Director of International Program Center

Time Line: January 2004

Identify factors to be considered in determining appropriate mix and number of destinations, and sustainability of study-travel programs. Identify process by which international and domestic destinations are identified and prioritized. Create itinerary for two-year cycle.

Suggested Participants: International Studies Council, Center for Extended Learning, Deans.

**2003-2004 Status Report Summary**

The VPASA requested examination of (1) the goals of the Study-Travel Programs, (2) the criteria by which proposed destinations can be reviewed and assessed, (3) the guidelines for the selection and rotation of program directors, and (4) the processes to be used in the creation of a two-year travel/study itinerary. The review will be undertaken by the Director of International Studies, the International Studies Council, and the Director of International Program Center.

Work Plan 31D

Enhance Diversity and Multicultural Component in Liberal Education Curriculum

Work Plan Director: Liberal Education Director

Time Line: Spring 2004

Support the development of the "Global Perspectives" component of the Liberal Education requirements. Suggested Participants: Liberal Education Committee, Deans.

**2003-2004 Status Report Summary**

The Liberal Education Committee addressed diversity and multicultural issues through curriculum change and consideration of potential program redesign. Activities included the following:

- Addition of ED/ML American Sign Language, Category 7 Human Diversity in the United States, and ED 2007 Anatomy of Hate, Category 7 Human Diversity in the United States, and Category 9 Ethical and Civic Responsibility. Discussion with MnSCU regarding the use of two years of languages in the Transfer Curriculum (formerly not allowed), resulting in the utilization of second year languages in Liberal Education. Through conversations between the LE Committee Chair and MnSCU transfer curriculum personnel, BSU was given permission to include the first two years of languages, and to include them in Category 6 as well as 8.
- Development of a policy for placement of foreign language courses in Categories 6 and 8.
- Plans were made to release a call for courses to be submitted for Category 7 Human Diversity in the United States, and Category 9 Ethical and Civic Responsibility with the intent of improving student options in those categories (Fall 2004).
- Two members of the Committee (Brian Donovan, Colleen Greer) and the Director of Liberal Education (Susan Hauser) participated in an AAC&U Institute on General Education, May 2004, with the intent of developing an assessment plan, and considering the redesign of the LE program.
- Work has begun on a Liberal Education handbook, bookmark, and web site for the purpose of improving student understanding of the Liberal Education Program.

Work Plan 31E

Infuse Multicultural Perspectives into Curriculum and Co-Curricular Activities

Work Plan Director: Director of American Indian Resource Center

Time Line: Spring 2004 and ongoing

**2003-2004 Status Report Summary**

A FIPSE Application for an Indian Teacher Education Program Grant was submitted, as was a second attempt for a Title III Application for Institutional Development Grant. Activities from funding would be carried out in future years and would provide resources to help infuse multicultural perspectives into curriculum and co-curricular activities. Also submitted was an NEH grant proposal for professional development of K-12 teachers at Cass Lake, Red Lake, Bemidji and Bug-O-Nay-Ge-Shig School systems. Planning was initiated with Tribal K-12 schools and Tribal Colleges for Summer 2005 language and culture-based summer camps and institutes.

**Strategy B: Excellence**

Work Plan 32

Prepare students for working and living in a technological environment and society.

*Notes from the University Plan:  
Identify and support opportunities to infuse into the curriculum, and into co- and extra-curricular activities, understanding of the ethical and bioethical implications of technology decisions, appreciation of communication opportunities and implications, and technology application skills.*

Work Plan 32A

Support Teaching of Ethical and Bioethical Implications of Technology Decisions

Work Plan Director: Director of Center for Professional Development

Time Line: Fall 2004

Survey students and faculty to determine appropriate teaching support needed. As appropriate, provide opportunities to meet these teaching needs. Suggested Participants: Director of Research & Assessment; Center for Professional Development, interested faculty.

**2003-2004 Status Report**

Not required for this item.

Work Plan 32B

Improve Computer Application Skills

Work Plan Director: Director of Computer Services

Time Line: 2003-2004 and ongoing

Identify and support opportunities to improve technology application skills by providing on-campus learning opportunities for faculty, staff and students in conjunction with recommendations in CTLR Committee strategic plan. Suggested Participants: Computer Services, Academic Computing, Center for Extended Learning, Computing, Technology & Learning Resource Committee.

**2003-2004 Status Report Summary**

Opportunities for faculty for improving computer application skills included the following:

- The Faculty Laptop program
- Computer Support training workshops
- Web support and course management system (CMS) support offered by the Academic Technology Center (ATC)
- Training sessions for First Year Experience faculty on Minnesota's eFolio project, offered by the SuperLab
- One-on-one training for faculty members on how to use a SmartRoom, offered by ATC
- One-on-one training for faculty members on how to make use of the test-scoring and survey scanning services
- Information presentations on Dragon Web Surveys, an application for authoring web-based survey forms

Opportunities for staff for improving computer application skills included the following:

- Computer Support training opportunities
- Brio Explorer and Brio Insight training by Computer Services
- Microsoft Access training by Computer Services
- Information presentations on Dragon Web Surveys, an application for authoring web-based survey forms

Opportunities for students for improving computer application skills included the following:

- E-Folio training for First Year Experience, presented by the SuperLab

Work Plan 32C

Incorporate Technology and Ethics into Freshman Year Experience

Work Plan Director: FYE Director

Time Line: Spring 2004

Consider incorporating technology literacy and ethical implications into First Year Experience, by utilizing electronic portfolios, technology assessment, and/or a book on ethical implications of technology decisions. Suggested Participants: FYE instructors.

**2003-2004 Status Report Summary**

The topic of practicing ethical behavior within the college experience was incorporated by several FYE instructors into their sections by utilizing "Ethics and College Student Life: A Case Study Approach." Several copies of this text were on reserve at the Library, and students were assigned to work in groups preparing and presenting on this topic. Student reviews of these assignments were notably positive.

**Strategy B: Excellence**

**Work Plan 33**

**Strengthen community development, cultural programming/outreach, and economic vitality of our service region.**

*Notes from the University Plan:  
Identify and support cultural, community building, economic development, and other opportunities that express the ongoing, supportive relationship between the University and the region.*

Work Plan 33A

Workforce Training and Economic Development

Work Plan Director: Director of Center for Research & Innovation

Time Line: October 2003

**2003-2004 Status Report Summary**

The Center for Research and Innovation went through an extensive Strategic development planning effort that focused upon how the University could meet the MnSCU Work plan item 12.1. In support of this effort the Director of the Center for Research and Innovation facilitated a strategic planning effort of all of the higher education institutions in the Northwest Minnesota Region and facilitated the development of action plans to create an alliance organization. In addition CRI staff were involved in carrying out the work plans of the alliance to achieve greater regional efforts in custom training.

The Director met personally with the Senior Vice President of Academic & Student Affairs as well as with the President to confer on the role of the University with Chancellor's work plan Goal 12.. In addition the Director of the CRI has ensured the timely reporting to the office of the Chancellor all reports requested and related to the efforts of Bemidji State University in the Customized training network.

CRI and the University provided non-credit instruction to 321 participants from eight separate industries, and served 1,047 participants at 46 sessions on three separate topics.

In addition the Center began its second year of hosting the Northwest Regional Small Business Development Center which has added a great deal of support to the regions' enterprise organizations, including the following, since January 1, 2002:

- Delivered of 5,324 hours of counseling to 524 entrepreneurs and business owners
- Assisted 58 business owners in accessing over \$11,065,000 in financing for the operation and expansion of their businesses
- Sponsored and cosponsored 74 professional development training conferences presented to 510 prospective and existing business owners
- Contributed in the creation and retention of 8,104 state jobs.

These and other activities demonstrated that Bemidji State University is the leader in providing northwestern Minnesota with high quality, high impact technical business assistance.

Work Plan 33B

Teacher Preparation Advisory Councils

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: January 2003

By responding to requests for BSU representatives, participate in MnSCU's Teacher Education Advisory Council and Task Force on College and University Collaboration in Teacher Preparation. (MnSCU Work Plan item 13.1. convening November 2002.)

**2003-2004 Status Report Summary**

The following faculty participate in MnSCU advisory councils and committees associated with teacher education and teacher preparation:

- Pat Rogers: Teacher Center Coordinator, Minnesota Online Council
- Dave Larkin, Ron Oldham: Two- and Four-year taskforce on teacher education
- John Truedson: Council on Professional Education
- Crystal Kippenhan: MnSCU Graduate Council
- Louise Jackson: MnSCU Graduate Education Task Force
- Rikki Scheela: MnSCU Workload Taskforce

Work Plan 33C

Healthcare Education Programs

Work Plan Director: Dean of Social & Natural Sciences

Time Line: Fall 2002-Fall 2004

Participate in MnSCU's efforts to increase enrollment in health care education programs, particularly nursing, to meet workforce shortages. (MnSCU Work Plan item 13.2 scheduled for March 2003.)

**2003-2004 Status Report Summary**

Various initiatives were on-going in the health care service region. The new addition currently under construction at the regional hospital will include a classroom for use by our nursing students. Funds are also being sought to implement a "generic" baccalaureate nursing program with the enthusiastic support of regional health care organizations. Options for change are under discussion with Northland Community and Technical College and Northwest Technical College. Nursing curriculum issues have been discussed at great length this year by the Northern Tier Nursing Consortium.

Work Plan 33D

Tribal College Consortium

Work Plan Director: Director of American Indian Resource Center

Time Line: Spring 2003 and ongoing

Participate in the consortium of regional tribal colleges and state universities to further the missions of each educational institution as well as enhance the educational opportunities and quality of life for members of our communities. Suggested Participants: Vice President for

Academic & Student Affairs; Deans; Director of Computer Services; Director of Center for Professional Development; Director of Academic Technology.

**2003-2004 Status Report Summary**

The Tribal College Consortium and University activities included the following:

- The Tribal College Presidents met monthly at the AIRC.
- BSU conducted a technology assessment for the Tribal Colleges, and is working with them to install new ITV equipment.
- BSU offered the Tribal Colleges the opportunity to participate in BSU's ITV network and to work with them in their WebCT development, distance learning potential and training.

The following activities were discussed and are under consideration:

- Summer Ojibwe Language and Cultural Immersion Program, and Ojibwe Language Teaching Program: The Tribal Colleges and the Tribal K-12 Schools at Fond du Lac, Mille Lacs, White Earth and Leech Lake discussed working in collaboration with BSU to create programs, with hopes of launching both in Summer 2005.
- The development of a Teacher Training Institute at BSU.
- Collaborative delivery of a four-year Ojibwe language program

BSU and the Tribal Colleges are hosting the 2005 national RETAIN conference at BSU. This will be the 10th annual conference that brings together college administrators, student support persons, and tribal education leaders to hear and discuss best practices in recruiting, retaining, and graduating Indian students. This conference is anticipated to attract 1000 attendees.

Work Plan 33E

Partnerships with Regional Organizations

Work Plan Director: Deans

Time Line: 2003-2004 and ongoing

To strengthen community development and economic vitality of our service region, recognize, and align where possible, the ongoing partnerships of faculty with regional organizations.

**2003-2004 Status Report Summary**

Numerous partnerships were established during the past year. A partial listing of these include the following:

- Art Museum/Community Project
- Partnerships with area schools through NEH grant submissions
- Partnerships with area tribal colleges through the mentoring program
- Partnering with Minnesota Humanities Commission to address area native American concerns, especially in the area of education
- Ten two-year partners for creation of an Applied Engineering Technology program and Center
- Industry partners in Northwest Minnesota for IT programs, including TEAM, Polaris, Arctic Cat, and Marvin Windows
- Partnerships for Business Administration with 3M, General Mills, and Cargill

- Partnerships with Meritcare for health related programming
- Early Childhood partnerships with Itasca CC and NTC Bemidji
- An expanding partnership with the state of Wyoming in Education.
- A working relationship established with North Country Regional Hospital
- Partnerships with Pioneer Research, Bureau of Criminal Apprehension, Department of Natural Resources, Department of Transportation, Tribal Colleges, Community and Technical Colleges, Health Care Agencies, Social Welfare and state agencies, and area foundations

Work Plan 33F

Respond to Regional Needs

Work Plan Director: Vice Presidents; President

Time Line: 2004-2005 and ongoing

Provide support to the region by identifying new programs and other means to respond regional needs.

**2003-2004 Status Report**

Not required for this item.

Work Plan 33G

Recognize and Promote BSU Participation within the Region

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: Fall 2004; 2005-2006

**2003-2004 Status Report Summary**

Activities conducted which supported Engagement and Service, a new Higher Learning Commission criterion for accreditation, included the following:

- Regional development of a curriculum for applied engineering
- Academic activities supporting the region's elementary and secondary education systems
- Supportive activities of the Center for Research and Innovation and the Small Business Development Center
- Programs and offerings of the Center for Extended Learning
- Articulation of programs and transfer policies
- Work with the Red Lake Nation College mentoring program
- Faculty, staff, and student participation in community activities

**Strategy B: Excellence**

Work Plan 34

Explore opportunities to model environmentally responsible campus decisions.

*Notes from the University Plan:  
Explore means and methods to model responsibility toward the land and other  
natural resources, including continuation of waterfront protection.*

Work Plan 34A

Suggestions Clearinghouse

Work Plan Director: Vice President for Finance & Administration

Time Line: January 2004

Create clearinghouse opportunity for suggestions and recommendations regarding methods of conserving energy. Spring 2004

**2003-2004 Status Report Summary**

Suggestions and recommendations for conserving energy were solicited from the campus community as part of the information gathering for budget preparation; from the Student Senate as part of the environmental health walk-about; and from professionals in the field of water and energy conservation by the Physical Plant Director.

Work Plan 34B

Construction Decisions

Work Plan Director: Vice President for Finance & Administration

Time Line: Spring 2004

Include criteria of environmental responsibility in the Master Facilities Plan and in construction, repair, and renovation decisions. Suggested Participants: Physical Plant Director. Spring 2004

**2003-2004 Status Report Summary**

All construction planning had as a major concern the impact on the campus land and natural resources. Every project had professional design and MnSCU standards that had to be met. There was review at each construction site by a University Representative to monitor compliance. The Campus Master Plan was and is under continuing review and is bookmarked for updating to reflect the changes in our vision of the campus now and for the future. Repair and Betterment projects were solicited, as is annual practice, from the deans and directors by the Physical Plant Director and then reviewed for cost, environmental impact, and relationship to the Master Plan.

Work Plan 34C

Student Organizations

Work Plan Director: Director of Residential Life

Time Line: 2003-2004

Encourage student organizations to identify opportunities to model environmentally responsible behaviors. Suggested Participants: Clubs and Organizations; Student Senate.

**2003-2004 Status Report Summary**

The Students for the Environment continued to expand its numbers and initiated discussions about "green" construction if new housing becomes a reality.

Student senate passed a bill requesting the University to place cigarette butt receptacle away from buildings in order to reduce second hand smoke.

Students and staff have been concerned about recycling in the residence halls. In response to the need for better coordination and efforts in this area , a coordinator task was placed in the position description for the Assistant Director of Residential Life.

Student Senate and the Department of Residential Life both have two miles of road for clean up in the Adopt a Highway program.

***Strategy C (Alignment)***

***Align Resources with Priorities Identified in Five-Year Goal Statement.***

Bemidji State University will move toward achieving its five-year goal statement by funding its excellence priorities.

The *University Plan: Strategies for 2002-2007* is a strategic plan that, by definition, addresses the critical issues being addressed by Bemidji State University. The plan is complete and is available on the University web site:

[http://info.bemidjistate.edu/News/plans/strategies02\\_07.html](http://info.bemidjistate.edu/News/plans/strategies02_07.html).

The *Accountability Framework* offers a means of evaluating progress toward achieving the strategic directions identified in The University Plan and MnSCU's Strategic Plan.

The *Work Plan* is the managing tool that translates the broad range of objectives into specific activities and time frames. Progress is measured by accomplishment of the Work Plan tasks.

**Strategy C: Alignment**

**Work Plan 35**

**Work Plan Measurement: Strategy B, Opportunities to Support Excellence**

*Notes from the University Plan:  
Identify priorities for the areas addressed in the Five-Year Goal Statement.*

Work Plan Measurement, Strategy B

Work Plan Director: President

Time Line: Spring 2004 and ongoing

Provide feedback to campus community on excellence priorities that are approved, and status of implementation. Feedback should include status of plans regarding the Work Plan items of Strategy B (26-34):

**2003-2004 Status Report Summary**

The President and the Director of Research and Assessment continued to work on the preparation of "framework for accountability" that will address requests for data by external organizations such as the Higher Education Learning Commission, professional accreditation agencies, Minnesota State Colleges and Universities Board of Trustees, and the State Legislature.

A draft of the University's framework for accountability was begun and a completed draft will be presented to the campus in 2004-2005.

**Strategy C: Alignment**

**Work Plan 36**

**Work Plan Measurement: Strategy A, Opportunities to Expand Resources**

*Notes from the University Plan:  
Identify current resources, including general revenues and those that might be  
realigned through organizational restructuring, and new sources of funding,  
including new student enrollment and fund-raising.*

Work Plan Measurement: Strategy A

Work Plan Director: President

Time Line: Spring 2004 & ongoing

Provide feedback to campus community on plans to expand resources as they are approved, and status of implementation. Feedback should include status of plans regarding the Work Plan items (1-25) of Strategy A:

**2003-2004 Status Report Summary**

Considerable emphasis continued to be placed on enrollment strategies. The state appropriation for higher education continued to drive increased student tuition rates. New dollars available to the University, apart from gifts and bequests, will be in the form of tuition revenue. In addition, in response to the need to expand tuition revenue by enrolling new students and retaining a higher percentage of students, the University initiated a major commitment to increase the amount of external dollars available to students and the University. Increasingly, the University will need to rely on external fund raising, grants, contracts, and equipment/technology donations for operational costs. New initiatives in the areas of fund raising, federal appropriations, marketing and communications were designed to further strengthen opportunities through increased access to new revenues.

**Strategy C: Alignment**

**Work Plan 37**

**University Plan Measurement: Accountability Framework**

*Notes from the University Plan:  
Develop new approaches to ascertain the relationship between resource  
allocation and desired outcomes.*

University Plan Measurement: Accountability Framework

Work Plan Director: Director of Research & Assessment

Time Lines: Fall 2003; ongoing; annually

The Accountability Framework offers a means of evaluating progress toward achieving the strategic directions identified in The University Plan and MnSCU's Strategic Plan.

**2003-2004 Status Report Summary**

In conjunction with the Chancellor's Designing the Future project, the director of Research and Assessment attended a monthly set of online meetings chaired by the MnSCU office of Institutional Research that is charged with developing measures of accountability for the MnSCU Board of Trustees. These measures are meant to access data for statewide use, but also will have similar or equivalent measures at the state University level. The MnSCU accountability measures project has been underway for about two years, and will continue for at least one more, with regular progress reports being made by the state office of Institutional Research on a regular basis. Most of the MnSCU measures are relevant to the BSU Work Plan (and the development of accountability measures through the BSU President's office), and can be used for its assessment as well.

**Strategy D (Institutional Processes)**

**Enhance Institutional Decision-Making and Shared Governance.**

Bemidji State University will move toward achieving its five-year goals by improving its Institutional Processes.

**Strategy D: Institutional Processes**

Work Plan 38

Identify conceptual model and establish resulting criteria to be used in making decisions.

*Notes from President's Staff Retreat, January 2003:*

*Criteria embedded in the University Plan by which existing and new programs can be evaluated in terms of contribution to academic excellence and potential for sustained new-student growth, including the following:*

*Strategic (mission-central, positioning, competition, need demand, advantage, image/branding, passion);*

*Financial (sustainable enrollments, represents an "economic engine," allocations, external funding, existing or potential partners program generates resources, cost of not funding);*

*Capacity/Quality (BSU can be "the best" at....," expertise exists or is available, collaboration, synergy);*

*Diversity (ethnic, on-campus, distance delivery).*

Work Plan 38A

Conceptual Model

Work Plan Director: President

Time Line: Fall 2003

Agree upon a conceptual model that helps us develop a common language to use in evaluating institutional opportunities and challenges and in decision making.

Identify/establish criteria by which existing and new programs can be evaluated in terms of contribution to excellence and potential for sustained new-student growth, using the *Good to Great* model discussed in 38A, Task 2. Suggested Participants: Executive Council. December 2003.

**2003-2004 Status Report – 38A & B**

The conceptual model contained in Collin's *Good to Great* was introduced to the campus during the 2003 Fall Start-Up activities. As noted in Work Plan 16B, three campus-wide conversations were convened by the President to discuss two of Collin's three planning dimensions (i.e. "What are we deeply passionate about?" and "What can we be best at?") This model was also widely discussed by the VPASA and the deans. The Deans Council began developing indicators that can be used to operationalize the three planning dimensions to assess resource allocations. The

Vice President for Finance & Administration and the VPASA will develop cost center assessments and mission effectiveness measures to be shared with the campus in 2004-2005.

Work Plan 38B

Criteria

Work Plan Director: President

Time Line: Fall 2003

Identify/establish criteria by which existing and new programs can be evaluated in terms of contribution to excellence and potential for sustained new-student growth, using the *Good to Great* model discussed in 38A, Task 2. Suggested Participants: Executive Council. December 2003.

**2003-2004 Status Report Summary**

See Work Plan 38A, above.

**Strategy D: Institutional Processes**

Work Plan 39

Enhance effective University communications by continuing to develop institutional processes for sharing information on a timely basis.

*Notes from the University Plan:  
Identify and address challenges to effective communications and sharing of information among and between faculty, support staff, students, and administration.*

Work Plan 39A

Collective Bargaining and Student Leadership Communications

Work Plan Director: Vice President for Academic & Student Affairs

Time Lines: Fall 2003 and ongoing

Continue to improve communications through Meet and Confers and Student Reviews and Consultations. Suggested Participants: Union leadership, student leadership.

**2003-2004 Status Report Summary**

Meet and confers were held throughout the year, and across each bargaining unit. Shared minutes were taken and distributed to memberships other than the BSUFA. The BSUFA took minutes and shared them with its members. Meetings between the Student Senate executive council and the President's senior staff were scheduled monthly. In addition, administrative presentations at the Student Senate included representation by the President or the Vice Presidents.

Work Plan 39B

Planning Structure Communications

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: Fall 2003 and ongoing

Continue to develop the communications role of the planning structure on campus. Suggested Participants: University Council.

**2003-2004 Status Report Summary**

Communications of the Planning Committees, the University Council, and the Executive Council activities were facilitated by the posting of committee and council minutes on the planning website. In addition, communication among members of the University Council was improved with the creation and implementation of a planning initiative tracking form. From December through most of Spring semester, the BSUFA had a moratorium on participation in the planning process. In May, the BSUFA presented a report indicating concerns with the planning process on campus. The University Council and Executive Council began a review of those concerns that will continue forward in 2004-2005. Ways to improve operations and communications within the planning committees, as well as to the larger University community, continued and will be an agenda item for the 2004-2005 academic year.

Work Plan 39C

Office of the President Communications

Work Plan Director: President

Time Line: Fall 2003 and ongoing

Continue to improve communications through ListServes, Open Forums, Reports, Newsletters, Minutes of Planning Committee/UC/EC meetings, and publications.

**2003-2004 Status Report Summary**

A comprehensive plan to improve university communications was developed following campus conversations and external information gathering sessions. The new plan will include an integrated approach to University marketing and new internal and external communication strategies. The plan was developed in consultation with the public relations firm of Russell and Herder. The newly created Vice President for External Relations will be responsible for providing leadership in the implementation of this plan. The Vice President for External Relations will also provide an annual performance report to the President regarding the effectiveness of institutional marketing and communication strategies. Additional financial resources will be identified to support the marketing and communications plan.

**Strategy D: Institutional Processes**

**Work Plan 40**

**Continue to develop and advance the planning processes on campus.**

*Notes from the University Plan:  
Identify and address ongoing and new challenges to the planning process,  
including appropriate allocation of resources, clarification of the distinction  
between planning and operations, and timeliness in response to initiatives and  
opportunities.*

Work Plan 40A

Work Plan Development

Work Plan Director: Vice President for Academic & Student Affairs

Time Lines: Fall 2003 and ongoing

Continue to develop institutional processes for carrying out and reporting back on the Work Plan.

**2003-2004 Status Report Summary**

Reminders for Work Plan Directors were sent in April, including instructions on reporting back accomplishments at year-end from the 2003-2004. Input was solicited from campus community, bargaining units, and student government for updates to the 2004-2005 Work Plan. Communications were directed out of and directed back to the VPASA office.

Work Plan 40B

Changes in Planning Structure

Work Plan Director: Vice President for Academic & Student Affairs

Time Lines: 2003-2004

Develop process to address requests to change Committee and Council structure. Suggested Participants: University Council and Bargaining Units.

**2003-2004 Status Report**

The University Council and Executive Council continued to review the issue of how to initiate and institute change in the membership of the planning committees. Each bargaining unit was consulted on ways to consider such change. One proposed plan included bringing in an outside consultant to review the current process, and perhaps make suggestions for improvements.

Work Plan 40C

Planning versus Operations

Work Plan Director: Vice President for Academic & Student Affairs

Time Lines: 2003-2004

Continue to develop consensus on which issues should be moved through the institutional planning process and which should not. Suggested Participants: University Council and campus community.

**2003-2004 Status Report Summary**

The University and Executive Councils reviewed the concern regarding which issues should be moved through the institutional planning process and which should not. The Executive Council developed a suggested definition that will be brought to University Council in fall. If an outside consultant is brought to review our current processes, help with this definition will be sought.

**Strategy D: Institutional Processes**

**Work Plan 41**

**Support the development of campus understanding of issues important to the University.**

*Notes from the University Plan:  
Review, when appropriate, the University's name, vision and mission statements,  
and public image and, when appropriate, propose changes.*

Work Plan 41A

MnSCU Representation

Work Plan Director: Vice Presidents

Time Lines: 2003-2004 and ongoing

Support institutional representation at MnSCU meetings.

**2003-2004 Status Report Summary**

Institutional representation at MnSCU meetings included, but was not limited to, the following:

- The Spring Leadership Workshop sponsored by the Center for Teaching and Learning (MnSCU) was attended by Dr. Russ Lee, Center for Professional Development
- Vice President for Academic & Student Affairs served on the Technical Advisory Committee for the MnSCU allocation formula implementation and on the Advisory Council for MnSCU Senior Vice Chancellor for Academic & Student Affairs
- The Dean of COPS served on MnSCU Council on Professional Education, MnSCU Graduate Dean's Council, MnSCU Urban Teacher Education Program Committee, and MnSCU Workload Task Force
- The Dean of CEL completed Minnesota Online Consultant Evaluator Training Program and is authorized to participate in onsite peer review visits of other MnSCU institutions as a consultant/evaluator

Work Plan 41B

Accreditation Representation

Work Plan Director: Vice President for Academic & Student Affairs

Time Lines: 2003-2004 and ongoing

Coordinate institutional participation with Higher Learning Commission and discipline-specific accrediting agencies. Suggested Participants: Deans, Directors and faculty.

**2003-2004 Status Report Summary**

Four Bemidji State University members participated in the annual meeting of the Higher Learning Commission spring 2004, including the President, the VPASA, the Dean of Extended Learning, and the Director of Liberal Education. Further, BSU was successful in its request to the Higher Learning Commission for a change of status. As a result, BSU is authorized to offer three on-line programs, including a BS in Education, an MS in Education, and an MS in Industrial Technology.

Work Plan 41C

University Name

Work Plan Director: Vice President for Advancement

Time Line: 2005-2006

Review the University's name and, as appropriate, propose changes.

**2003-2004 Status Report**

Not required for this item.

**Strategy D: Institutional Processes**

**Work Plan 42**

**Anticipate Financial Challenges**

*Notes from the University Plan:*

*Take advantage of campus planning process to identify anticipated institutional situations and to set aside resources for strategic investments in the event of challenging financial times.*

Work Plan 42A

Anticipate Institutional Financial Challenges

Work Plan Director: Vice President for Finance & Administration

Time Lines: 2003-2004 and ongoing

Anticipate potential shifts in resources. Suggested Participants: Executive Council; Budget and Resource Allocation Committee.

**2003-2004 Status Report Summary**

The senior administration continued to evaluate the decrease in state support and increases in operational costs, and the University's need to rely on outside sources for both funds enrollment growth.

Work Plan 42B

Plan for Challenges

Work Plan Director: Vice President for Finance & Administration

Time Lines: 2003-2004 and ongoing

Plan resource allocations to accommodate challenges identified in 42A. Include in annual budget reports to campus. Suggested Participants: Executive Council; Budget and Resource Allocation Committee.

**2003-2004 Status Report Summary**

Senior administration accommodated the challenges in 42A by evaluating efficiency in operation and programs, and continued to study organizational structure and areas of emphasis.

**Strategy D: Institutional Processes**

**Work Plan 43**

**Leadership development.**

*Notes from the University Plan:  
Identify or develop opportunities for students, faculty, staff, and administration to gain a thorough and working understanding of educational policies and procedures, such as those relevant to accreditation, legislation, MnSCU.  
Leadership Development*

Work Plan Director: Vice President for Academic & Student Affairs

Time Lines: 2003-2004 and ongoing

Support program of leadership development for interested students, faculty, staff, and administrators.

**2003-2004 Status Report Summary**

Numerous discussions were held spring semester between NTC-B and BSU regarding the possibility of a Northern Minnesota Leadership Center. The Dean of COPS was the BSU administrative leader and co-author of a white paper on this topic which included this statement: "Currently, there are a variety of leadership development providers available in northern Minnesota, but there may be a need for an organization that networks those providers. A Northern Minnesota Leadership Center could provide that structure. The project goal is to establish a collaborative leadership center that will provide essential skills to innovative individuals and organizations, addressing the challenges and shaping the future of life in northern Minnesota."

Further discussions may include the concept of civic leadership, providing student opportunities for experiential learning through civic, volunteer, service learning, and other activities coordinated through the Center.

**Strategy D: Institutional Processes**

**Work Plan 44**

**Prioritize projects and develop master plans.**

*Notes from the University Plan:*

*Prioritize capital projects of the Campus Facilities Plan in alignment with the priorities of other plans, including the University Plan and the Academic Plan, and including concerns of space utilization, shared spaces with partners, parking, residential life, and the campus living and learning environment.*

Work Plan 44A

Utilize MnSCU Resources

Work Plan Director: Vice President for Finance & Administration

Time Lines: 2003-2004

Participate in MnSCU's efforts (MnSCU Work Plan items 15.1 and 15.2) to identify and develop key processes that serve as the strategic foundation for academic, financial, technology and facilities plans. Suggested participant: Vice President for Academic & Student Affairs.

**2003-2004 Status Report Summary**

The senior administration determined that the Master Academic Plan is the driver for the financial, technology, and facilities plan.

Work Plan 44B

Master Academic Plan

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: November 2003-November 2004

Develop a Master Academic Plan to guide program development (see Work Plans 1 and 2), staffing decisions, capital campaign priorities, capital project priorities, technology expenditures, pursuit of emerging curriculum and other grants, freshman recruitment plans, etc. Suggested Participants: Deans and departments.

**2003-2004 Status Report Summary**

Discussions were held by Academic Affairs personnel regarding indicators of the conceptual model identified in Work Plan 38A and 38B. Robert Dickeson's "Prioritizing Academic Programs and Services" emerged as a resource to help identify measurements of quality, economic engine, and passion. Plans were made to develop and submit a draft of these indicators for appropriate BSUFA consultation in Fall 2004.

Work Plan 44C

Master Technology Plan

Work Plan Director: Vice Presidents

Time Lines: 2003-2004 and ongoing

Use Master Technology Plan to guide decisions on replacing equipment, upgrading technology, and upgrading classrooms, and to prioritize leveraged-equipment matching grant allocations.  
Ongoing

**2003-2004 Status Report Summary**

The 2004 Master Technology Plan indicated the focus for the year to be increased support for the Instructional Management System, portals services development, and identity management.

Through numerous conversations with Brian Allen (lead innovator), Fred Hartman, Jerry Amble, Joann Fredrickson, Student Senate, and department lab coordinators, a two- to four-year lab rotation program for departmental computer labs was approved. Implementation of this program began summer 2004.

Work Plan 44D

Master Facilities Plan

Work Plan Director: Vice President for Finances & Administration

Develop a Master Facilities Plan to guide capital projects, space utilization, and future campus development. Spring 2003

**2003-2004 Status Report Summary**

The Master Facilities Plan was last formally updated in 2003. Activities in 2003-2004 included the following:

- Bemidji State University became active in pursuing major capital projects with a large investment in pre-design building projects during 2004
- The American Indian Resource Center came on-line with a new parking lot and access road
- Construction began on the Bridgeman Hall addition
- Design funding was received for the Bridgeman Hall remodel
- Pre-design contracts were let on Sattgast/Peters Hall, hockey arena, residence halls and soccer field/parking lot conversions

It was decided that 2005 will involve continued pre-design updating with the replacement of roofs on two academic buildings, consideration of the 16th Street parking lot and decisions on the financial capacity to remodel in the residence halls.