

Summary Status Report for 2005-2006

**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 used in this document

AAPC	Academic Affairs Planning Committee
AIRC	American Indian Resource Center
CEL	The Center for Extended Learning
CAL	The College of Arts and Letters
COPS	The College of Professional Studies
CSNS	The College of Social and Natural Sciences
DLiTE	Distributed Learning in Teacher Education
FYE	First Year Experience
FYRE	First Year Residential Experience
MnSCU	Minnesota State Colleges and Universities
NTC	Northwest Technical College
PDP	Professional Development Plan
TRIO	Federal grant program including support for three programs: Upward Bound, Talent Search, and Student Support Services

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.

2005-2006 Status Report Summary

Each college continues to develop strategies for growth in existing programs. In CAL, these strategies include regular discussions in chair's meetings, and the development of promotional materials and ideas for specific programs. In COPS, one strategy for enrollment growth has been to expand articulation agreements with community and tribal colleges. In CSNS, much of the focus has been on incorporating ideas for enrollment growth into 5 year program assessments.

Work Plan 1B

Network with Regional Two-Year Schools and State Universities

Work Plan Director: Vice President for Academic and Student Affairs

Time Line: Spring 2003

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

2005-2006 Status Report Summary

The “partnering” process used by Academic Affairs wherein one or more Deans are identified as the liaison with each of our regional two-year partners continued during 05-06. This process will continue in the future. Among other things, this approach has led to the development of a number of articulation agreements with community colleges and other institutions.

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.

2005-2006 Status Report Summary

Not applicable

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 and Student Affairs. Suggested Participants: Director of Research and Assessment.

2005-2006 Status Report Summary

The AdmitGold software system for tracking prospects has been fully implemented, and with it, a 30-month system of communication between prospects and the University. Additional training for University Ambassadors has occurred, and a tele-counseling center was established. To assist departments with recruitment, a consulting firm, Stamats, has collected data and provided guidance on departmental marketing messages. This work will continue during the next year. Additional analysis of opportunities to recruit students to existing programs will continue during 2006-2007.

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 and Student Affairs. Suggested Participants: Dean of Professional Studies and interested faculty.

2005-2006 Status Report Summary

Collaboration between the Admissions Office and the CEL has led to the development of a separate CEL database for student recruitment, and the creation of a joint Admissions/CEL staff position for evaluating CEL transfer student credentials, CEL student advising, and to develop a plan to target recruitment for CEL programs to specific geographic areas. Work has also occurred with departments to enhance enrollment in specific CEL programs (e.g. BUAD program through the Arrowhead University Center, Technology Management BAS program offered through Central Lakes College).

Work Plan 1F

Present a Plan to Campus

Work Plan Director: Vice President for Academic and 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.

2005-2006 Status Report Summary

Goals for Distance Education offerings have been incorporated into the Master Academic Plan Goal 6B. *Guidelines: Five-Year Academic Program Planning and Review Cycle*, April 2006 link the goals of the MAP with departmental planning. The work accomplishments in this area have been ongoing, with implementation occurring each year. Examples of new deliveries for the past year include: Concurrent Enrollment of BSU's liberal education courses to select high schools, delivery of BSU's AA degree to a technical college, delivery of BSU's BAS degree to a corporate college, and discussions of delivery of BSU's business degree to an international educational partner.

**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 and 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.

2005-2006 Status Report Summary

Not Applicable

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.

2005-2006 Status Report Summary

The consulting firm, Stamats, presented information relevant to this item at a Department Chairs' workshop in January, 2006. Two years of recruitment data from AdmitGold will be available for analysis this fall; this will allow a comparison with the University's recruitment success with state and national data.

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.

2005-2006 Status Report Summary

In the CAL, recently completed 5-year reviews have led to substantial curriculum revisions in several departments. For example, the Mass Communication department is developing a focus on media literacy and the History department is enhancing a focus on public history. Other departments are also continuing to evaluate and update their programming. In COPS, curriculum revisions have culminated in several curriculum proposals, including Engineering Technology BAS and BS degrees, a Management Information Systems degree, Graduate certificate programs in Online Teaching and Technology Management, and an Accounting Computer Forensics minor program. In addition, a FasTrack program for teacher licensure has been implemented. In CSNS, new program ideas are regularly solicited from departments. Curriculum developments this year included a degree completion program for Criminal Justice with Central Lakes College, and continuing work to develop a traditional 4-year nursing program. In addition, Mathematics implemented a new Master's degree in K-8 education, and Psychology implemented a new Master's Degree in Counseling.

Work Plan 2D

Inter-College Communication on New Programs

Work Plan Director: Vice President for Academic and 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.

2005-2006 Status Report Summary

Many discussions were held over the course of the year with Department Chairs, Deans and the Provost in terms of academic programming. Discussions included the Master Academic Plan and the use of data to guide program development. Many data sources are identified in the Master Academic Plan, adopted December 2005. Other topics discussed included: Student Recruitment, Academic Departments, and STAMATS; Helping us Tell our Story: Academic Departments and Student Recruitment; and Strengthening our Financial Position.

Work Plan 2E

New Programs Identified by MnSCU

Work Plan Director: Dean of the College of Professional Studies

Time Line: Fall 2003 and ongoing

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

2005-2006 Status Report Summary

MnSCU's 2006-2010 Strategic Plan includes considerable focus on science, technology, engineering, and mathematics (STEM) fields. During 06-07, Bemidji State has been challenged by the system office to increase the number of credits generated in these areas as well as the number students eligible for teacher licensure in these areas. Discussions will begin with Academic Departments in the fall.

**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.*

Work Plan 3A

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

Work Plan Director: Director of Admissions

Time Line: Fall 2004 and ongoing

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.

2005-2006 Status Report Summary

The office of admissions is a partner in an Underrepresented Student Transitions grant designed to recruit from underserved student populations. Admissions staff participated in a financial aids conference; data from this conference will be used to assist prospective students in overcoming cost barriers in attending BSU.

Work Plan 3B

Potential Students

Work Plan Director: Director of Admissions

Time Line: 2004-2005 and Ongoing

2005-2006 Status Report Summary

This project will carry forward to the 2006-2007 academic year. A nationally recognized consulting firm in higher education will conduct research focused on enhancing student recruitment and matriculation. Strategies and tactics for implementing enhanced recruitment strategies will be developed by December 2006

**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.*

Work Plan 4A

New Student Markets

Work Plan Director: Director of Admissions

Time Line: 2004-2005

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: Recruitment and Retention Committee, Director of International Program Center, Dean of Graduate Studies, Director of American Indian Resource Center, Director of Institutional Research and Assessment.

2005-2006 Status Report Summary

This will carry forward to the 2006-2007 academic year. Work has begun on multi-year recruitment. The National Research Center for College and University Admissions has identified prospects matching BSU for the Fall 07, 08, and 09. The Integrated Marketing Committee was organized in Spring 2006. A major focus will be market research and developing marketing strategies. Training of admissions staff to fully use the Enrollment Information Service from ACT took place during the summer of 2006.

Work Plan 4B

Enhance Summer Opportunities

Work Plan Director: Dean of Extended Learning

Time Line: 2004-2005

2005-2006 Status Report Summary

Not applicable

**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.

2005-2006 Status Report Summary

The emphasis this year has been to increase the total amount of unrestricted scholarships the university has available to best implement the Admissions model of leveraging financial aid to encourage applicants to choose BSU. A master enrollment management (Level 2) plan is slated to be completed during the 2006-2007 academic year under the leadership of the interim Vice President for Student Development and Enrollment Management. Financial incentive packages will be addressed as part of this plan.

**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 and Student Affairs; Vice President for Finance and 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.

2005-2006 Status Report Summary
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Not applicable.

**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.

2005-2006 Status Report Summary

Retention guidelines for academic programs have been incorporated in the Master Academic Plan sections 4A and 6F. Similar guidelines will be developed for service offices with the Master Student Development Plan. Retention data and national practices will be utilized extensively in the development of the residential life strategic plan. The Student Union staff helped coordinate the communication of campus-wide activities this year and has assumed responsibilities for orientation. Increased emphasis on providing positive experiences outside the classroom will be one strategy for increasing retention rates.

Work Plan 7B

Office Retention Guidelines

Work Plan Director: Office of Enrollment Management

Time Line: 2003-2004

2005-2006 Status Report Summary

The document *Guidelines: Five-Year Academic Program Planning and Review Cycle*, April 2006, links the retention guidelines in the Master Academic Plan to academic department five-year plans. The student-centeredness report is being used by the service offices as a springboard in developing retention guidelines within five year plans. Institutional service offices will be surveying user satisfaction as part of their five-year review process so progress can be measured on a periodic basis.

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.

2005-2006 Status Report Summary

An Advising Center proposal, originated by the Recruitment and Retention committee, is being piloted in the 2006-2007 academic year. One stated goal of the Advising Center is to improve student retention. The Student Union has begun developing new programs focused on involving students and enhancing retention. As an example, an Associate Director of the Union was hired this past year; one of the goals of the director is to create a Leadership Center. The Student Senate came forward last year with a recommendation that volunteering and other forms of civic engagement become a graduation requirement. These types of programs will give students more

opportunities to become involved in activities outside of the classroom, which is expected to enhance student retention.

Work Plan 7D

Academic Advising

Work Plan Director: Director of the Center for Professional Development

Time Line: 2004-2005

Assess the current status of academic advising and, as appropriate, make recommendations for new approaches to support academic advising and faculty advisors. Suggested Participants: Faculty; Coordinator of Advising Services.

2005-2006 Status Report Summary

Not applicable.

**Strategy A: 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.

2005-2006 Status Report Summary

An annual CEL program profit/loss summary was prepared for review. Based on data collected this past year, a decision was made not to create a separate cost center for on-line graduate programs. This year, CEL participated in a pilot project with MN Online, surveying students who took on-line courses. Summary data has been prepared comparing BSU student survey results to Mn Online student survey results. Additional standardized evaluations for CEL courses will be investigated to assure student satisfaction with services. A CEL program improvement plan was developed based upon external consultant's report. Discussions of whether CEL courses should be included in banded tuition will continue this coming year. A Bemidji State University Online Course Policy was developed this past year, which allows faculty to teach online courses as part of load under specific circumstances. Work will continue this next year with the CEL Assessment Coordinator to incorporate off campus programs into the five-year review process of academic departments offering distance degree programs.

**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.)*

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.

2005-2006 Status Report Summary

Completed MnSCU notification of program delivery mode change to allow Special Education licensure programs to be offered online. A new web site and brochure materials for prospective students were developed for these programs. For other programs, it was determined that offering the DLiTE program to Department of Defense students overseas was not currently financially viable. Work continues on obtaining grant funds to support CEL programs. Currently, CEL is the fiscal agent for disbursement of Applied Engineering e-curriculum funds. Dr. Julie Adams, (eLearning Support) developed a new online course development matrix to assist faculty with online course evaluation and review. CEL implemented a stipend incentive for faculty to complete the online course consultation process for new or existing online courses.

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.

2005-2006 Status Report Summary

A number of new programs and new sites for program offerings have been developed this past year. These include five courses in the BAS in Technology Management to Marvin Windows and Doors in Warroad, MN, a B.S. in Criminal Justice that will be offered through Central Lakes College starting this fall, a Management program offered at Lake Superior College (via ITV), and a continuation of the George Brown IT collaborative. Other short-term programs, primarily for teachers, were also offered this past year. Work on streamlining the registration process for CEL courses was completed this past year. In addition, enhancements to the CEL website, enhancement of student support services for CEL students, and a new D2L on-line counseling service were implemented this year.

**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.

2005-2006 Status Report Summary

During 2005-06 there was a significant increase in the number of co- and extra-curricular programs supported and developed by the Hobson Memorial Union. Examples include the WOW programming at the beginning of each semester, Constitution Day activities, convocation, Fall Orientation planning, and other activities. There has been an increase in the level of summer programming during 2006 including partnerships with CEL, Summer School and Residence Life. A number of these programs have been tailored to mesh with the University's signature themes.

**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: Athletic Director

Time Line: Spring 2004 and ongoing

2005-2006 Status Report Summary

A thorough evaluation was made, for each sport, of the capacity to absorb additional student athletes. The Division I programs (Men's and Women's Hockey) are at or very near capacity. In Division II sports, Women's golf, Women's basketball, Women's track, Tennis, and Softball have capacity to add a total of approximately 36 student athletes. Currently, Bemidji State offers more sports than any other Northern Sun Intercollegiate Conference school. That, along with limitations of existing facilities and a limited coaching staff, suggest it would not currently be feasible to offer additional sport programs.

**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

2005-2006 Status Report Summary

The National Collegiate Athletic Association (NCAA) requires all affiliate institutions to collect data and report graduation rates annually. Using the graduation rate as a proxy for retention, the last three years of data indicate that student athletes are retained (and graduate) at a higher rate, compared to the general student population (see below).

1995-1996 Graduation Report: All Students 42%	Student-Athletics 29%
1996-1997 Graduation Report: All Students 35%	Student-Athletes 48%
1997-1998 Graduation Report: All Students 34%	Student-Athletes 66%
1998-1999 Graduation Report: All Students 42%	Student-Athletes 44%

The drop-off in student athlete retention for students entering in 1998 is likely due to turnover in coaching staff. This year, for example, the University lost a men's basketball coach and many of his players. The combination of losing student-athletes and no recruiting of new student-athletes led to the canceling of a golf season.

Student-athletes who excel academically are more likely to return to school the next year. For Division I athletes, the academic progress report is one indication of academic success. The data (shown below) indicate that these student-athletes are, as a group, doing well academically.

The Division I 2004-05 Academic Progress Rate Institutional Report for Bemidji State University:

Women's Hockey 994
Men's Ice Hockey 980

(A score of 1000 is a perfect score while a score of 925 may subject that academic institution and sport program with contemporaneous penalties considering the scores do not improve over a specified period of time.)

The athletic department has continued a series of initiatives to foster academic success for all athletes. These include grade checks for each student athlete in each sport, tutors to assist struggling students, and a laptop check-out program so student-athletes can continue to work on assignments when they are traveling. Mandatory study halls are also required for some sports, and will be instituted for all sports when sufficient resources are available. An athletic study center is another initiative likely to increase student-athlete success and retention, and is currently under consideration. In addition, one aspect of each coach's Professional Development Plan is the academic success of their student athletes.

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 and 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 (Erle Steigauf).

2005-2006 Status Report Summary

Two significant security projects are in progress. One project is a campus alert system, designed to notify faculty, students, and staff of potentially dangerous situations. The other security project is a new key access system. This should help ensure building security. In addition, other security improvements including the addition of emergency phones to the Bangsberg and Maple parking lots and the addition of new and upgraded security cameras across campus. Aesthetically, remodeling of the Student Union and Walnut hall will take place in the near future, and will help enhance the image of these heavily-used buildings. In addition, the completion of Bridgeman Hall will improve the visual appearance of the courtyard area. Other aesthetic improvements will be based on walkarounds with physical plant and admissions office staff to identify areas that could be enhanced at relatively low cost.

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

Work Plan 13.1 New Food Service Contract

Work Plan Director: Vice President for Finance and Administration

Time Line: Fall 2006

2005-2006 Status Report Summary

Students will have more venues in 2006-2007 and more flexibility in how they spend their meal plan dollars. The C-store in Walnut will be tripled in size, the C-store in the Union will be redone to have the same look as the Walnut store, the Lakeside food court will be remodeled, and a cybercafé will be added in Walnut Hall. \$250,000 in funding was secured from the vendor to assist with these facility improvements. Service should improve because of the new service accountability structure that was established between ARAMARK and the university in the new contract. The new contract will eliminate the risk Residential Life had in dealing with enrollment shortfalls because of the sliding meal scale price structure. The sliding meal scale structure has been replaced with a fixed structure so the university will only act as a financial intermediary for the vendor. This change will save the institution in excess of \$200,000 annually.

**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 and Administration

Time Line: Fall 2003

2005-2006 Status Report Summary

Three guiding principles were used to develop a plan for the residence halls. 1.) A focus on the development of suite-style apartments on campus; 2.) A reduction in the number of beds so we can focus facilities funds on fewer, higher quality units; and 3.) A financial plan that will not compromise the ability of the University to initiate future projects. Based on these principles, a renovation plan was developed in cooperation with the consulting firm ESG. Ultimately, the decision was made to renovate Linden Hall and decommission Maple Hall and the C-wing of Oak Hall. This decision was based on Noel-Levitz survey results, the recommendations of the Maxfield study, the EBI survey, and the Master Facility Planning process.

**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

2005-2006 Status Report Summary

Numerous members of the faculty, staff and administration continue to participate in advisory capacities at the System level. Representative Committees include: Minnesota On-line, Technical Advisory Committee for the Allocation Model, Master Finance Plan, Advisory Committee to the Vice Chancellor for Academic and Student Affairs, B-Pack, MnSCU Accounting Users, Chair of the Presidents leadership Council Advancement Committee, Graduate Studies, Costing Teaching Workload Instructional Cost Study, Diversity Initiative and the Teacher Education Center.

Work Plan 15B

Foster Relationships with Broader Community

Work Plan Director: University President

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 and Partnerships Planning Committee, Alumni Association Director, Executive Director of BSU Foundation.

2005-2006 Status Report Summary

The University continues to expand partnership opportunities throughout the community and the region. It is estimated that faculty involvement in community service approximates four hours per week. In addition many faculty also report they are engaged in consulting work that encompasses about three hours in a week. University representatives service includes the Joint Economic Development Commission, Bemidji Rotary, Lions Club, Public Television, Chamber of Commerce, Headwaters Regional Development Commission, Boy's and Girl's Club, Ingenuity Frontier, Bemidji Parks and Recreation, Race Relations Task Force, Arts Board, Downtown Development Authority, Bemidji Leads, Cancer Crusade, Merit Care Foundation Board and the United Way.

The University community is also widely engaged in economic development and research activities throughout the Region. The Small Business Development Center counseled over 250 clients that generated sales in the amount of \$8.3 million. The Center for Research and Innovation provided training opportunities for 2,000 clients and worked with 60 employers. The recently established Marketing Assistance Resource Solutions reports having worked with over 20 clients during its first year.

**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: University President

Time Line: January 2004 and ongoing

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

2005-2006 Status Report Summary

The four primary projects that were pursued during the 2006 Legislative session were: (1) planning and design dollars for remodeling and an addition to Sattgast Hall; (2) asset preservation dollars to replace heating plant boilers, Sanford roof and expand the University chiller capacity; (3) support for the Regional Community Events Center (This project will house the University's Division I Hockey Program); and (4) land acquisition dollars for the former junior high school/senior high school property. All requests, except the fourth one, were funded this year, for a total of \$2,700,000. Funding of approximately \$8,000,000 for Sattgast Hall remodeling and construction will be pursued in the next regular bonding cycle. The ability to replace antiquated boilers will result in substantial energy savings. The commitment to the City for \$3,000,000 in planning and design dollars for the Regional Community Events Center will enable the University to move forward with the Men's Hockey Program application for admission to the WCHA. The acquisition of the school properties will be accomplished by the University Foundation. This land acquisition is consistent with the University's Master Facilities and Properties Plan and will serve to address future University growth and development needs.

Work Plan 16B

Communication of University's Mission

Work Plan Director: Vice President for Advancement; University 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.

2005-2006 Status Report Summary

The University's primary mission is to provide access and support for the intellectual, cultural, social and economic needs of Minnesota as a whole, with a focus on northern Minnesota. Considerable progress towards becoming the University 'of and for' Northern Minnesota is occurring on many fronts that include; educational access opportunities, research and creative activities, and service. The involvement and presence of the faculty, staff, administration as well as students throughout the region is growing stronger based on focus group discussions. The University's mission is also becoming much more apparent throughout the state based on educational partnerships (e.g., Center of Excellence, Schwan's University, Summer School, and DLiTE), research based activity that frequently involves Minnesota State Government sponsorship, artistic performances, participation on statewide commissions, legislative relations, and consulting activities. The President, in particular, and the senior leadership team have the primary responsibility for communicating the University's mission.

**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; Vice President for Academic and Student Affairs

Time Line: 2003 and ongoing

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

2005-2006 Status Report Summary

Information from the MnSCU instructional cost study is incorporated into "economic engine" criteria within the Master Academic Plan Goal 6A and the accompanying program indicators. Further, considerable time was spent with Departmental Chairpersons reviewing components of the instructional cost study and the impact of academic decisions on institutional funding. Finance and Administration and Academic Affairs also went through a thorough review of our faculty assignment coding, and resulting expenditure coding, to ensure the most advantageous representation allowable.

In October 2005, MnSCU funded Bemidji State's Center of Excellence proposal in Manufacturing Technology for \$2.5 million dollars over two years.

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

2005-2006 Status Report Summary

The senior leadership team continues to study potential administrative realignments, designed to enhance efficiencies and maximize organizational effectiveness. In 2005-2006 four primary areas were the focus for realigning structures to promote efficiencies and improve institutional effectiveness. The four areas were (1) implementation of the plan to further strengthen information technologies, (2) strengthened access to senior administrative leadership in athletics, (3) realignment of student services and the development of an Enrollment Management Master Plan, and (4) the reorganization of customized training services between the CRI and NTC to jointly provide employee development opportunities. The decision in 2005 to reorganize Informational Technologies under the leadership of an Interim Associate Vice President for Informational Technologies and Distance Learning has proven effective. The decision to reorganize IT was based, in part, on a recently completed five-year program review by an external consultant. Information Technologies has been reorganized to better support three core initiatives. The three initiatives are to: (1) enhance the teaching and learning environment for students, faculty and staff; (2) improve administrative functions; and (3) advance the University's technological environment. Each of the initiatives has action steps to accomplish the initiatives going forward in an environment of continuous improvement. The initiatives and action steps are set forth in the University's first comprehensive Technology Master Plan. The development of the plan was guided by research published in Educause Review (2005) that identified the "Top-Ten Issues 2005," external review, campus consultation, and the University's mission statement.

A second administrative realignment centered on University Athletics. Direct reporting for Athletics has been relocated from the Office of the President to the Vice President for Finance and Administration. This decision was reached to: (1) reduce the number of direct reports to the President; (2) more directly involve the Vice President for Finance and Administration in the development and implementation of the forthcoming Athletic Department's five-year strategic plan; (3) align athletic facilities needs within the Master Facilities and Properties Plan, and (4) enhance contract administration. An additional

administrative step will be advanced with the hiring of the new Executive Director of the University Advancement in relation related to policy development impacting athletic fund raising and development activities. This step will be completed by October 1, 2006.

A third planned administrative realignment scheduled for completion in 2005/2006 in Student Development and Enrollment has been delayed because of a failed national search for a Vice President. An interim Vice President for Student Development and Enrollment will be hired following an internal search. The two primary foci of the Interim Vice President will be to: (1) implement the realignment of student service areas into a single reporting structure; and (2) prepare a five-year Master Plan for enrollment management. Each of these actions is intended to further strengthen the student centeredness of the University, improve communications across student services and enrollment services, and better focus resources on priorities.

Each of the four administrative reorganizations will be developing measures to evaluate progress towards goals that will be evaluated on an annual basis. Goal development will be linked to Master Plans that support the University's mission.

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 and Student Affairs

Time Line: 2003-2004; 2004-2005

Identify appropriate resource considerations to be applied in curriculum proposals.

2005-2006 Status Report Summary

Many discussions were held over the course of the year with Department Chairpersons, Deans, and the Provost with regard to the instructional cost study, our changing revenue streams, and the ways in which curriculum drives both costs and revenues. Additional meetings were held on ways to strengthen our financial position through academic programming. Goal 6A of the Master Academic Plan addresses academic program initiatives and resource allocation.

In CAL, curriculum realignments have focused on matching curricula with faculty resources. Other discussions have taken place to develop ways reaching more students with existing or new programming. These discussion have involved a variety of departments including Theatre and Speech, Music, Mass Communication, and English. In COPS, a review of the MIS/CS curricula resulted in the submission of a new MIS degree program. In CSNS, curriculum proposals are

reviewed based on the effect of the proposal on program quality and appropriate use of resources. In addition, all departments with 4 credit courses have been asked to consider the possibility of revision to 3 credit courses to enable a more efficient use of resources.

**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 and Partnership Planning Committee. Spring 2004

2005-2006 Status Report Summary

Not applicable.

**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 Academic and Student Affairs

Time Line: Fall 2003 and ongoing

2005-2006 Status Report Summary

Four federal earmark requests were prepared by Bemidji State this past year, with two successfully being placed on proposed federal appropriations. The two earmarks that moved forward are Engineering Technology and Baccalaureate Nursing. Final notification on funding should be known by Fall 2006.

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: University President

Time Line: Ongoing

2005-2006 Status Report Summary

The University continues to strengthen public and private relationships throughout the region and state by providing services to strengthen economic development. Key activities are occurring in the areas of educational instruction and training outreach, research and service. The Center for Extended Learning continues to expand course offerings and degree programs throughout the region state and beyond through alternative delivery formats designed to address critical employment sector needs. Nearly 28 percent of the University's students participated in distance learning opportunities in 2005-2006. The Center for Research and Innovation also is performing a vital service to the region through non-credit training opportunities that this past year reached over 1500 individual learners and in excess of 100 corporate and non-profit partners. The Ingenuity Frontier initiative involving manufacturers, higher educational partners, K-12 school districts and Foundations is an exemplary example of a regional collaboration designed to address growing economic pressures created by globalization through value-added employment opportunities. Approximately \$2.5 in Center of Excellence funding was received by the Technology Studies Department to design new courses, develop new curriculum and expand partnership opportunities to enable the manufacturing sector to be innovation driven. In addition, the Northwest Minnesota Foundation provided valuable leadership assistance and resources to initiate the project along with the Minnesota Department of Trade and Economic Development.

The University's faculty are engaged in meaningful regional research that focuses on improving the natural environment, bio-conversion, marketing solutions and economic development. Granting sources include: Legislative Commission on Minnesota Resources, Blandin Foundation, Minnesota Office of Environment Assistance, Leech Lake Area Watershed Foundation, and the Minnesota Pollution Control Agency. Quality of life projects were supported by the Minnesota Department of Education, U.S. Department of Education, Regional Head Start Agencies, and the Minnesota Higher Education Services Office.

The University is also committed to supporting economic prosperity as a part of its mission. The Center for Research and Innovation (CRI), Small Business Development Center (SBDC) and the

Marketing Assistance Resolutions Center (MARS) provide vital services to potential first time business start-ups as well as to potential business expansions. Many of the services that are provided involve support from private sources and government entities. In addition, undergraduate students have opportunities to engage in meaningful research through MARS. Approximately 20 students participated in marketing research during the Center's initial partial year of operation. MARS start-up costs were supported by a grant from the AURI.

**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: Academic Deans

Time Line: Spring 2004, Fall 2004

2005-2006 Status Report Summary

All three colleges have students and faculty actively engaged in work with various external agencies. In CAL, the BFA program has placed student interns with major publishing houses. In addition, advanced foreign language students work as interns at Concordia Language Village, and Theatre students work with community theatre and the Paul Bunyan Playhouse. In COPS, the partnership has continued between the on-campus Ingenuity Frontier for Technological Studies and regional industries. In addition, the Small Business Development Center and Marketing Research Solutions center has already reached capacity in terms of clients. Connections have been made with three Fortune 500 companies to develop a program for recruiting Native American Students into Business and Accounting. In CSNS, various departments have relationships with over 300 local, regional, and state agencies for intern placement. Other relationships include faculty or student involvement with the EPA, DNR, BCA, Beltrami County board, and other agencies.

**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 and 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

2005-2006 Status Report Summary

Over \$2 million dollars were received by BSU faculty, staff and administration in support of University and College priorities during the 2005-2006 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. Review of grant proposals in light of institutional priorities is an ongoing process.

Work Plan 24B

Application of Grant Indirects

Work Plan Director: Vice President for Academic and 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.

2005-2006 Status Report Summary

Not applicable.

**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.

2005-2006 Status Report Summary

The University remains very committed to an active and on-going educational cost consultation process with the Student Senate. The Vice President for Finance and Administration is the lead administrator designated to work with the Student Senate on matters pertaining to adjustments in tuition, fees, residential life rates and board rates. The President attends Student Senate Meetings and interacts directly with designated student representatives. The Student Senate passed resolutions supporting educational costs and provided letters to the MnSCU Board of Trustees regarding the effectiveness of the administrative consultation process. The consultation letters were uniformly positive, which represented an improvement over the previous year where concerns about time lines were expressed in the consultation process regarding residential life rates and board rates.

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 and Administration and Office of Enrollment Management.

2005-2006 Status Report Summary

Not applicable

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.

2005-2006 Status Report Summary

The University administration uses an open and inclusive consultation process in developing future budgets. Representatives from the Student Senate are invited to participate in campus budgetary information forums. In addition, the President of the Student Senate and the President of the University meet regularly to discuss areas of student interest. Discussions also occur on an on-going basis between senior administrative leadership and representatives from the Student Senate on a variety of topics. The topic of tuition is considered as a part of the University's larger budget development. The open and candid discussions regarding the setting of tuition rates, fee rates, residential life rates and board rates have been productive. As one might expect, there is a strong desire on the part of students to contain education costs. The University is also committed to this goal. The information sharing processes continues to be effective in creating a good understanding of the relationship between the setting of tuition rates, fee rates and associated costs in the context of the larger operational budget.

Work Plan 25D

Strategic Plan and Scholarships

Work Plan Directors: Vice President for Finance and Administration

Time Line: 2004-2005

2005-2006 Status Report Summary

A study of regional competitors' scholarships was conducted by the Admissions office. Based on this analysis, it is apparent that an increased emphasis needs to be placed on acquiring unrestricted scholarship dollars to give recruiters the most flexibility in attracting quality students. A five-year scholarship plan has not yet been developed, but is expected to be part of the university master enrollment management plan.

Work Plan 25 E

Identify Competitive Considerations and Potential Effects of Tuition and Fee Structure on Enrollment

Work Plan Director: Vice President for Finance and Administration

Time Line: 2005-2006

Study and report on the potential effects on enrollment of the University's tuition and fee structure including the impact of banded tuition. Suggested participants: Director of Admissions, Director of Financial Aid, Director of Marketing, Business Manager, Director of Research and Assessment.

2005-2006 Status Report Summary

The MARS group was hired by the Provost, Director of Admissions, and the VP for Finance and Administration to conduct a survey with applicants who were accepted by the university, but did not enroll, to determine what role cost played in their decision. The results of this survey will be available by the end of summer, 2006.

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 the College of Arts and 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.

2005-2006 Status Report Summary

The Honors Program underwent a successful five year review two years ago, and is in the next cycle for evaluation. The Liberal Education program's assessment plan was confirmed this past spring term by the Academic Affairs Planning Committee. The program is on track. The I.F.O. liberal education committee members are managing the current program alongside the deliberations of the campus wide Liberal Education Task Force. Critical thinking examinations were administered this past year.

Work Plan 26 A.1

Liberal Education Task Force
Work Plan Director: Chair, Liberal Education Task Force
Timeline: 2005-2008

Propose and pursue revisions to the Liberal Education Program. Suggested participants: Members of the Liberal Education Task Force.

2005-2006 Status Report Summary

During 2005-2006, the Liberal Education Task Force met on numerous occasions throughout the school year (minutes from Task Force meetings are available). The Task Force developed a working mission statement for Liberal Education:

“Liberal education, a central component of university life, provides an opportunity to reflect on what we value in arts, sciences, and social relations. The unifying mission of the Liberal Education Program at Bemidji State University is to promote a spirit of free inquiry and to foster critical thinking skills needed to make sound choices; it serves to enhance quality of life by helping each person reach full potential. Liberal Education develops effective citizens who appreciate learning as a life-long search for understanding and who are willing to engage and evaluate new ideas and diverse perspectives.”

Three members of the Task Force participated in the AAC&U January conference on Liberal Education held in Washington, D.C. The Task Force’s work is continuing on developing learning outcomes, and aligning the learning outcomes with the Liberal Education Mission Statement. The Task Force will deliver its conclusions during the fall term, 2006.

Work Plan 26B

Technology and Learning Resources

Work Plan Director: Interim Associate Vice President for Information Technology and Extended Learning

Time Line: Spring 2003

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

2005-2006 Status Report Summary

Technical Support Services and the Academic Technology Center continued work on supporting individual computers, network servers, and classroom technology. This included support for over 2100 laptop and desktop computers, redistribution of numerous computers in various computer laboratories, and responding to nearly 6000 requests for technical support. It also included maintaining and upgrading a variety of computer programs, including e-mail and anti-virus programs. A series of upgrades to the Network and the on-campus servers occurred this year as well. In the classrooms, the Academic Technology Center was heavily involved in installation of smart room technology as part of the Bridgeman Hall remodel project, and the development of the Center for Advanced and Emerging Technologies. In addition, the Center installed \$164,000 of technology upgrades in other buildings on campus, continued to assist with web site development, developed a priority list for continued smart room upgrades, and offered other technology training and services.

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.

2005-2006 Status Report Summary

The Academic Affairs Planning Committee met throughout the year as needed to approve assessment plans. Assessment coordinators were regular guests at the meetings. Beginning with discussions within the AAPC and with the leadership of the provost, the five year review and assessment guidelines were rewritten to better reflect the goals of those processes. In CAL, all programs except for Visual Arts are “on track” with assessment and five-year review activities within the college. Personnel shifts and other issues have kept the Visual Arts Department faculty from being able to focus on those tasks. Departments within CAL are taking seriously the suggestions by the outside evaluators in the five year review process and are engaging in major revisions of curricula.

In COPS, each of the five departments completed a successful five-year review and consultant’s visit. Departments in COPS are on track for new five-year department plans in Fall of 2006. In CSNS, all departments, except one, are on track in terms of their five-year review. Curriculum modifications and other program changes are made in response to these regular reviews.

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

2005-2006 Status Report Summary

Most programs change portions of their curriculums frequently due to information related to changes in the field of study or upgrades in technology. Curriculum review is also required for all 5 year program reviews and assessments. Faculty expertise is an important consideration in curricular changes, so decisions about new faculty hires are intimately connected to planned curricular modifications. Summaries of new curriculum developments as an outcome of five-year program reviews are available through each College Dean.

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.

2005-2006 Status Report Summary

Career Services has been active with a number of career development opportunities. These include workshops on Choosing a Major and Finding and Internships, continuing to offer the Major and Career Expo in conjunction with advising services, and providing individual career counseling and assessment to students, using a variety of means. In addition, the Portfolio for Academic and Career planning has been updated, and will be distributed to entering freshmen this fall. Career Services has also been active in assisting with the development of the Advising Success Center, and has partnered with NTC to sponsor a career fair for both campuses. Career Services staff also co-taught an experimental course in Business, *Career and Internship Development*, this past spring. The Colleges are also active in student career development, with many majors granting credit or requiring internship, practicum, service learning, and other employment-related coursework. Departments regularly assess the "job market" to provide up-to-date information for students and also keep updated on graduate school opportunities for students.

Work Plan 27D
National Academic Honorary Membership
Work Plan Director: Director of Hobson Memorial Union, Deans
Time Line: 2004-2005; 2005-2006

Investigate national academic honorary organizations (by discipline) and memberships for students, and make available as appropriate.

Provide a recommendation regarding the development of chapters of national academic honorary organizations at the University to the Provost/Vice President for Academic Affairs by April 15th.

2005-2006 Status Report Summary

No progress at this time.

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 and University Services Planning Committee, Office of Enrollment Management.

2005-2006 Status Report Summary

Not applicable

Work Plan 28B

Noel-Levitz Survey

Work Plan Director: Director of Research and 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 and University Services Committee.

2005-2006 Status Report Summary

During the spring of 2006, the Noel Levitz Student Satisfaction Inventory was administered to over 600 on campus Bemidji State University Students. Results have been compiled, and will be presented to the Department Chairs and Directors during fall startup August, 2006.

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 and University Services Committee.

2005-2006 Status Report Summary

Not applicable.

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.

2005-2006 Status Report Summary

Jon Blessing, Director of Student Life and Counseling, held numerous campus forums to further explain and clarify the recommended indicators of student centeredness. The faculty association has asked for further information on the process and the recommendation. The student-centeredness report is being used by the service offices as a springboard in developing retention guidelines within five year plans. Institutional service offices will be surveying user satisfaction as part of their five-year review process so progress can be measured on a periodic basis.

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

2005-2006 Status Report Summary

The Deans work closely with faculty to develop appropriate Professional Development plans, including suggesting leadership positions on campus for faculty with the appropriate expertise. Where possible, faculty receive additional financial support for professional development from the deans, over and above funds available from IFO travel accounts.

Work Plan 29B

Support Professional Development Opportunities for Staff

Work Plan Director: Director of Human Resources

Time Line: 2003-2004

2005-2006 Status Report Summary

A new performance review tool was implemented this year for classified staff employees that places more emphasis on both the supervisor and the staff member identifying professional development opportunities. This is a formal mechanism to record opportunities in a way that they can be reviewed periodically. The classified staff committee continued to show leadership by providing several opportunities for staff development throughout the year. Topics were chosen by surveying those interested and keeping abreast of current issues that impact higher education. The three sessions with the highest attendance this past year were *Bridging Across Generations*, *Security 101*, and *Veterans Reintegration training*.

Work Plan 29C

Support Professional Development Opportunities for Administrators

Work Plan Director: Vice Presidents and University President

Time Line: 2003-2004

2005-2006 Status Report Summary

Every administrator and staff member reporting to a Vice President is expected to participate in professional development opportunities, including attending conferences, giving presentations, producing written work, and making other scholarly contributions. These professional development experiences are included in Professional Development Plans submitted to each person reporting to a Vice President, or the President of the University. In addition, the President submits an annual professional development plan to the Chancellor and is evaluated yearly in this area. The President also annually evaluates the Vice Presidents' professional development performance. All members of the senior administration participated in professional development activities at the state and national level in 2006.

Work Plan 29D

Utilize MnSCU Resources

Work Plan Director: Vice President for Finance and 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 and Administration and Vice President for Academic and Student Affairs. (MnSCU Action Step 9.5 due March 2003.)

2005-2006 Status Report Summary

Not applicable.

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 and Natural Sciences; Dean of Professional Studies; Dean of Arts and 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 and Assessment, Academic Affairs Planning Committee, and Student and University Services Planning Committee.

2005-2006 Status Report Summary

Not applicable.

Work Plan 30B

Consider Adoption of Commercial Student Engagement Survey

Work Plan Director: Director of Research and Assessment

Time Line: December 2003

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

2005-2006 Status Report Summary

Not applicable.

Work Plan 30C

Identify Student Engagement Opportunities

Work Plan Director: Dean of Social and Natural Sciences; Dean of Professional Studies; Dean of Arts and 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 and University Services Committee, interested Directors.

2005-2006 Status Report Summary

Not applicable.

Work Plan 30D

Capstone Requirement

Work Plan Director: Dean of Social and Natural Sciences; Dean of Professional Studies; Dean of Arts and 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.

2005-2006 Status Report Summary

Not applicable

Work Plan 30E

Student Scholarship Link to Faculty Research Projects

Work Plan Director: Vice President for Academic and 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.

2005-2006 Status Report Summary

Not applicable

Work Plan 30F

Graduation Requirement

Work Plan Directors: Deans and Vice President for Academic and Student Affairs

Time Line: 2004-2005

Introduce concept of a civic engagement graduation requirement. Create an advisory committee to articulate the value in adopting such a requirement, and identify curricular and noncurricular avenues to fulfill this requirement. Support final plan with appropriate organizational structure and resources for development and implementation. Implement graduation requirement for students matriculating Fall 2005. Suggested participants: University Council, Planning Committee, Liberal Education Committee, other interested faculty, staff, and students.

2005-2006 Status Report Summary

Efforts to launch a civic engagement initiative at Bemidji State have moved forward. Our signature themes (which include civic engagement) are central to the Master Academic Plan (see Section 1A. Core Values and Signature Themes). The Liberal Education Taskforce is currently contemplating a civic engagement component and such is included in the first draft of the proposed curriculum, published spring 2006. The student senate has passed a resolution which would require student service as a requirement for graduation at Bemidji State. Finally, Goal 3A of the Master Academic Plan, Commitment to Quality of Life and Place, includes support for civic engagement in curricular, scholarship and/or service agendas as well as promotion of volunteerism and service learning. Academic plans are connected to the MAP through *Guidelines: Five-Year Academic Program Planning and Review Cycle*, April 2006.

Work Plan 30G

Engagement Surveys

Work Plan Director: Provost/Vice President for Academic and Student Affairs

Time Line: Fall 2004; Fall 2005

Identify and implement faculty, staff, and student surveys measuring types and levels of engagement activities.

Review results of civic engagement survey of faculty and staff and finalize Bemidji State's definition of civic engagement.

2005-2006 Status Report Summary

Results of surveys of faculty and staff and their civic-engagement-type activities will be available during Fall of 2006.

Work Plan 30H

Community Discussions

Work Plan Director: Director of the Center for Research and Innovation

Timeline: 2005-2006

Begin discussion with larger community regarding civic engagement and determine needs and expectations. Suggested participants: Interested faculty, and staff.

2005-2006 Status Report Summary

The Center for Research and Innovation staff been involved in several projects focused on civic engagement with the larger community. These projects have included:

- Continued support for the Academy of Life long learning which has provided a rich source of programming for the Senior Citizens in the Bemidji Region.
- The development of paid and non paid internships and opportunities with various religious organizations, non-profit groups, and governmental agencies.
- Assistance with grant applications for civic engagement projects.

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

2005-2006 Status Report Summary

The Affirmative Action Office completed the biannual review of the university Affirmative Action plan, which lays out a strategy to increase the number of underrepresented faculty, staff, and administrators. The Goals and Timetables (2006-2008) for Bemidji State University's Affirmative Action Plan are available on request. The goal of hiring a diverse faculty and staff is also incorporated in Master Academic Plan goal 4B, which is connected to College strategic hiring plans.

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.

2005-2006 Status Report Summary

As noted in Work Plan item 3A, the office of admissions is a partner in an Underrepresented Student Transitions grant designed to recruit from underserved student populations. In terms of Native American students, the AIRC director used Emergency assistance funds to assist students who had a short-term financial exigency, thereby helping some of these students stay in school.

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.

2005-2006 Status Report Summary

The International Studies Council defined a group of programs as “University-sponsored” travel-study programs. These included Sinosummer, Eurospring, and semester break trips to Malaysia, South Africa, and Australia. These programs are on-going, unless enrollment is insufficient.

Other “Department-sponsored” programs would typically not carry International Studies course credit, and would require annual program proposal submission. A process has been put in place for review of both “University-sponsored” and “Department-sponsored” programs. A process has also been put into place for choosing directors and associate directors for these programs. A program evaluation form is being developed to monitor and improve the quality of these offerings.

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.

2005-2006 Status Report Summary

The Liberal Education Committee has primarily taken action this past year on two items related to “Global Perspectives” in Liberal Education. In terms of foreign language courses, the Liberal Education Committee, as required by MnSCU, has asterisked first-year language courses, and language courses in Category Six, so they can continue to be included in Bemidji State’s own LE program. This issue continues to be discussed in the Liberal Education Committee and within MnSCU. In terms of International Study courses, the Committee also instituted, in cooperation with the International Studies Office and the Records Office, a system for numbering temporary study-travel courses, to facilitate approval of one-time travel courses.

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

2005-2006 Status Report Summary

The AIRC, in collaboration with the MN Department of Humanities, continues to conduct a summer teacher training institute to teach teachers how to reach and teach Indian children, through a better understanding of Indian culture, language and learning styles. The BSU Dean of Arts and Letters and Ojibwe Language Program continue to work to expand these summer teacher institutes, and to continue to encourage teaching faculty and students to avail themselves of the history, culture and learning styles of American Indians in the area, and across the nation.

The next phase of the AIRC/BSU teaching/training/learning initiative should be an Ojibwe Language Collaboration/Consortium with the Red Lake, Leech Lake and White Earth Tribal Colleges, which will originate out of the AIRC interactive classroom. This phase could then lead to the development of an intensive Indian student/Ojibwe Language teacher immersion and teaching program.

In addition, the Master Academic Plan, adopted December 2005, includes multicultural perspective as one of its signature themes (see Section 1A. Core Values and Signature Themes), adopted December 2005. Academic plans are connected to the MAP through *Guidelines: Five-Year Academic Program Planning and Review Cycle*, April 2006. In this way, programming for multicultural perspective will move forward at the department level, connected to the Academic and University Plans, through this planning structure.

Work Plan 31F

International Programming

Work Plan Director: Director of International Studies; Dean, College of Arts and Letters

Time Line: 2004-2005; Ongoing

Develop and implement, as appropriate, a strategic plan that addresses the University's commitment to international programming. Suggested Participants: International Studies Council, Director of International Program Center, Vice President for Academic and Student Affairs, interested faculty.

2005-2006 Status Report Summary

Our signature themes (which include international and multicultural perspectives) are central to the Master Academic Plan (see Section 1A. Core Values and Signature Themes), adopted December 2005. Academic plans are connected to the MAP through *Guidelines: Five-Year Academic Program Planning and Review Cycle*, April 2006. In this way, international programming will move forward at the department level, connected to the Academic and University Plans, through this existing structure.

In addition, the University remains committed to offering an International Studies Student Conference, although a conference was not offered this past year due to low registrations and scheduling difficulties.

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 and Assessment; Center for Professional Development, interested faculty.

2005-2006 Status Report Summary

Not applicable

Work Plan 32B

Improve Computer Application Skills

Work Plan Director: Interim Associate Vice President for Information Technology and Extended Learning

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 and Learning Resource Committee.

2005-2006 Status Report Summary

For staff in IT areas, a variety of training opportunities were available this year. A mandatory training program for student employees in IT was implemented this year. Other professional development training for IT staff included: attending the MnSCU IT conference, Novell Brain Share, Visual Basic.Net programming class, Novell Linux training, and ZENworks training. For faculty and staff outside IT, laptop training was provided for all users, new documentation was created to assist computer users (e.g. with Groupwise, Microsoft Word), and specialized training was provided to departments and offices that requested it.

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.

2005-2006 Status Report Summary

A chapter on ethics is included in the current FYE textbook. A staff member gave a presentation to FYE faculty last year regarding ethics and technology. Staff will be available again during this academic year to provide instruction in ethics and technology for FYE faculty and students.

Work Plan 32D

Consultant Recommendations for Computer Services

Work Plan Director: Vice President for Finance and Administration

Time Line: 2004-2005

Review Computer Services consultant report and, as appropriate, act on recommendations, especially regarding organizational structure and program priorities. Suggested participants: Director of Computer Services; Vice President for Academic and Student Affairs; CTLR Planning Committee.

2005-2006 Status Report Summary
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Not applicable

Work Plan 32E

Develop the Ingenuity Frontier Concept

Work Plan Director: Dean College of Professional Studies and School of Graduate Studies

Time Line: Ongoing

Implement *Project Lead the Way* pre-engineering curriculum in Bemidji, Cass Lake/Bena, and Clearbrook/Gonvick schools. Develop summer technology camps for students involved in the program. Suggested Participants: Ingenuity Frontier Core Planning Group, Chair, Technological Studies; Chair, Physics

2005-2006 Status Report Summary
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Regional economic development planning continues through collaboration with companies involved in the Ingenuity Frontier consortium. In a related development, an advisory board has been constituted for the new Center of Excellence in Manufacturing and Applied Engineering.
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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: Dean of the College of Professional Studies

Time Line: October 2003

2005-2006 Status Report Summary

The Small Business Development Center and the Marketing and Research Solutions Center collaboration to deliver regional business development services has been very successful. Multiple clients are being served by these programs and both are operating at full capacity. In addition, the staff of the Center for Research and Innovation facilitated and developed a number of workforce training and economic development programs. These programs included Regional Employer Networking Sessions and monthly meetings for natural resources professionals. A full listing of services provided is available on request. The Center was also heavily involved in grant writing to facilitate economic development.

Work Plan 33B

Teacher Preparation Advisory Councils

Work Plan Director: Vice President for Academic and 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.)

2005-2006 Status Report Summary

Bemidji State University employees continue to participate on MnSCU teacher education committees and taskforces.

Work Plan 33C

Healthcare Education Programs

Work Plan Director: Dean of Social and 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.)

2005-2006 Status Report Summary

Efforts continue to seek funds to implement a 4 year nursing program. The curriculum has been developed and approved on campus and a Development Director will begin work on Minnesota Board of Nursing Approval of the program. Grant funds (\$175,000) were secured this year to help move the project forward. Federal Earmark funds for the project have also been requested. Work continues with area health care agencies and a collaborative relationship with the Northwest Technical College (NTC) has been established. A consultant was hired this year to help build the relationship with NTC.

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.

2005-2006 Status Report Summary

The ongoing professional and academic working relationships between Bemidji State and the adjacent Tribal Colleges at Red Lake, White Earth, and Leech Lake continue to expand and grow in curriculum development, interactive technology and telecommunications, mentoring agreements, distance learning, and professional development. The local tribal colleges either have or are in the process of receiving accreditation, and this should enhance our ability to co-develop courses and programs with these institutions.

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.

2005-2006 Status Report Summary

In CAL, faculty members are evaluated on their involvement with regional organizations that connect their expertise to the community at large. The college's music, art, and creative writing programs are the "front door" to the university. Those activities bring regional and local community members to campus and provide a connection between the two. In COPS, faculty are integral partners in the Ingenuity Frontier, a consortium of over 75 manufacturers in our region. Faculty are also involved in the Project Lead the Way as members of a statewide advisory board for that organization. In addition, the consortium created for the Center of Excellence in Manufacturing and Applied Engineering involves 7 two-year institutions in partnership with BSU. In CSNS, almost every Department has continuing relationships or partnerships with at least one regional organization. For example, several members of the Environmental Studies Program have ongoing collaborations and grant projects with LCMR, DNR, and others. College relationships with Red Lake Nation College and Leech Lake Tribal College remain strong.

Work Plan 33F
Respond to Regional Needs
Work Plan Director: Vice Presidents; University President
Time Line: 2004-2005 and ongoing

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

2005-2006 Status Report Summary

The University continues to advance both its presence and resource contributions throughout northern Minnesota as a vital part of mission responsibility. Focus groups, involvement in the private sector and survey research continue to become more important communication devices from which to learn about regional needs and priorities. Examples of University initiatives driven by regional needs include: Ingenuity Frontier, Center of Excellence for Manufacturing and Applied Engineering, Red Lake Teachers Program, bioconversion of potato waste research project, four-year generic nursing program, Marketing Assistance Research Solutions Center, Custom College, and the Leech Lake Area Watershed Project. The Center for Research and Innovation provides annual training opportunities to over 1500 individuals and 100 businesses. The Small Business Development Center also provides important services to potential new business as well as to businesses expansions.

The University also continues to expand exposure to visual, creative and performing the arts and arts education opportunities throughout the region. Special performing opportunities and creative expression opportunities are designed to reach K-12 audiences. The Summer Writer's Conference attracts many regional writers. The American Indian Resource Center (AIRC) is increasingly reaching into the region through workshops, gatherings, speakers, and conferences. For example the AIRC sponsored "Ancient Voices – Contemporary Contexts" Forum, June 23-25, 2006. Keynote speakers included: Oren Lyons, Onondaga; Wilma Mankiller, Cherokee; John Mohawk, Seneca.

In the realm of Administrative services, outreach is ongoing to increase participation and ownership of the campus emergency plan. The Director of Security and Safety and the Director of Student Health Services have met with county officials to discuss our emergency plan. In addition, the Director of Security and Safety and the Director of Student Life and Counseling have been active in a task force looking at sexual assault response protocol. The recent and upcoming pandemic planning may help improve communications with our plan. County, Homeland Security, and the Department of Health have been active in helping the university and the college prepare this plan.

The institution's resolve to be the University 'of and for' Northern Minnesota is on track through greater involvement throughout the region. In addition to contributions towards economic development, research, consulting, volunteerism, arts outreach and workforce development, education offerings and program delivery through blended technologies are expanding to meet learning needs.

Work Plan 33G

Recognize and Promote BSU Participation within the Region

Work Plan Director: Vice President for Academic and Student Affairs

Time Line: Fall 2004; 2005-2006

2005-2006 Status Report Summary

The goal of regional participation and cultural/outreach programming is included in Goal 3 of the Master Academic Plan. Specifically, the MAP addresses goals in terms of Commitment to Quality of Life and Place, P-12 Educational Collaborations, Industry Needs, and Influences from External Constituencies. "Guidelines: Five-Year Academic Program Planning and Review Cycle", April 2006 links these goals of the MAP to the planning of the academic departments.

Work Plan 33.1

Align Administrative, Service, and Academic Programs with Northwest Technical College.

Work Plan Director: University President, Vice-Presidents, NTC Provost

Time Line: 2005-2006

2005-2006 Status Report Summary

The prospect of the NTC becoming a college within the University with a distinct mission is becoming a greater likelihood in 2007. The alignment process, to date, has been focused in four primary functional areas that involve administrative affairs, student services, academic affairs and customized training. The administrative alignment between the organizations is nearly complete. Financial aid and human resources functions have become fully aligned with NTC and were much more effective and efficient in year two of the alignment than in year one. Accounting and budgeting functions have also become more aligned this year as the Vice President for Finance and Administration and the College Management Officer have become involved in the financial operations of the College. Annual financial statements for FY2006 will reflect the university and the college as one single entity based on GASB regulations.

The next stage of administrative alignment will involve the Vice President for Finance and Administration assuming complete leadership authority and responsibility for the administrative affairs of the College. The alignment of student services and academic services also continues to progress with the goal of not duplicating services where ever possible. Issues remain to be resolved in areas such as the payment of separate tuition for dual enrolled students. The Vice President for Student Development and Enrollment Management will be assuming complete leadership authority and responsibility for most student services and student development areas once the vacant position is filled. The alignment of academic programs has resulted in furthering collaboration in early childhood, nursing and technological studies.

Additional work will be required to explore possible collaborative relationships in business and accounting. The Provost and Vice President for Academic Affairs has been asked to study the feasibility of assuming administrative authority and responsibility for the academic affairs of the college. Alignment of customized training and related outreach has been completed with the decision by the President to have a single organization with one leader and a shared budget. A search for the Director of Customized Training will be completed in early Fall with the expectation that this combined unit will provide greater access opportunities for regional employers and enhanced workforce development possibilities. The Customized Training Unit is expected to increase participation rates by 10 percent in the initial year of operation.

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 and Administration

Time Line: January 2004

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

2005-2006 Status Report Summary

University goals were established in consultation with the Environmental Advisory Committee. This committee, along with the Students for the Environment, has acted as a conduit for suggestions to the administration. Suggestions implemented this past year include the purchasing of wind energy blocks for the Hobson Memorial Student Union (making the University the largest purchaser of wind power from Ottertail Power Company) and the purchasing of a hybrid vehicle for Campus Safety and Security. Administration, faculty, staff, and students have also become active in the Upper Midwest Association for Campus Sustainability (UMACS) with five representatives presenting at the inaugural conference this spring at St. Benedict's.

Work Plan 34B

Construction Decisions

Work Plan Director: Vice President for Finance and 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

2005-2006 Status Report Summary

The hiring of design teams for major construction projects now include criteria that places more emphasis on green building design. The architectural firm, LHB Inc., hired to update the university's master facilities plan, has specific experience in this area. Part of the master facilities plan update process included stakeholder meetings with the Environmental Advisory Committee and departments that expect to have construction projects in the next three to five years.

Work Plan 34C

Student Organizations

Work Plan Director: Hobson Memorial Union Director

Time Line: 2003-2004

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

2005-2006 Status Report Summary

Students for the Environment have continued to provide leadership on campus in modeling environmentally responsible behaviors. Students from this group have helped the University establish measurable goals to reflect the signature theme of environmental stewardship. These goals included adding more recycling containers and more clearly labeling existing the containers with the goal of doubling the amount of material that is recycled. In addition, this group was instrumental in including environmental stewardship in the food service contract, which, among other changes, included a new system for processing dishes that includes a pulper, which will significantly reduce the volume of waste from food service operations. The Student Senate also continues to support a University “Green Fee”, which would be used to support the responsible use of natural resources on campus.

Work Plan 34.1

Graduate Studies

Work Plan Director: Dean of the School of Graduate Studies

Time Line 2004-2005; Ongoing

Develop and implement a strategic plan for graduate offerings at Bemidji State. Suggested Participants: Graduate Council, deans, Vice President for Academic and Student Affairs.

2005-2006 Status Report Summary

The School of Graduate Studies strategic plan has been implemented and updated. Among the recent changes in programming are new graduate degree programs including: Masters in Counseling Psychology, Masters in Special Education, Masters in Education, Graduate Certificate in Technology Management, and Graduate Certificate in Online Teaching.

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.

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: University 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):

2005-2006 Status Report Summary

Recent action by the Minnesota State Colleges and Universities Board of Trustees as well as the posture taken by the Higher Learning Commission pertaining to direct measures of performance are included in the University's development of accountability measures associated with the University Plan. The Director of Research and Assessment continues to work with the President on performance measures for each of the four strategies contained in the 2002-2007 University Plan. In addition, the Director of Research and Assessment will be preparing measures for the revised 2008-2012 University Plan. The Director has been charged with the responsibility of preparing an annual evaluation of institutional progress based on performance expectations. The President will share performance results on an annual basis with the campus.

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: University 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:

2005-2006 Status Report Summary

The University continues to aggressively pursue alternative funding opportunities to advance educational quality and support innovation. State of Minnesota support for higher education operating costs remains largely unchanged. Large tuition increases do not appear to be a viable option in the future to offset the decline in state appropriation. The potential for rethinking the MnSCU allocation formula to direct resources to campuses beyond enrollment growth remains a possibility for 2007. Legislative support for University bonding proposals remains strong with most requests receiving full support during the past session.

Funding alternatives that continue to be actively pursued are the following: private support, government support, and alumni relations. The University Foundation continues to make steady progress with over \$2,368,000 received in 2006 through annual private giving. The total assets of the University Foundation have increased by 32 percent over the past five years to nearly \$12,000,000. Growth in the number of private donors and the amount of private giving in the Legacy Society is truly impressive with over 145 donors indicating legacies that total in excess of \$25,000,000. Many of these gifts are directed towards student scholarships which should further enhance the University's competitiveness in attracting talented in the future. The Foundation's decision to support major gift officers for each of the Colleges should serve to greatly strengthen private donations.

The University's ability to successfully compete for grant dollars remains good with more faculty members achieving success in 2006. Total grant dollars received within the institution were in excess of \$2,500,000 with many of these dollars supporting the TRIO Programs, Childhood Development Training, Engineering Technology, Minnesota Job Skills Partnership Programs and the SBDC. Larger than typical individual research grants were received in 2006 for research. The goal for grants in 2007 is \$3,000,000. Nearly \$1,700,000 in grant awards was received from MnSCU.

Several Federal Earmarks were submitted in 2006. The funding success for the federal earmarks is unknown at this time. Two earmarks were supported by the House of Representatives and have been advanced to the U.S. Senate. Institutionally, both the federal earmark in support of applied engineering and the federal earmark in support of the development of a four-year generic nursing program address University priorities and regional priorities.

The Alumni Association continues to expand its contact with former students. The number of alumni contacted parallels the national average. In addition, the Alumni Association is further strengthening its commitment to the University through more direct interaction with University students in a number creative venues. The Alumni Association is also considering forming a local organization. Specific fund raising and development goals will be developed for inclusion in all future University Plans and subsequent annual work plan reports.

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 and 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.

2005-2006 Status Report Summary

The Accountability Framework is a 4-year MnSCU project led by the Chancellor's Office that endeavors to construct measures for the four strategic directions articulated by the central office including Access and Opportunity, System Integration, Expand High Quality Learning Programs & Services, and Community Development & Economic Vitality. Measures are being developed (about 90% complete) for each direction. Bemidji State University's framework is modeled after the MnSCU project, and includes similar measures such as student engagement, student opinions, graduation rate, retention rate, enrollment growth or decline, expenditures by category, etc. A "report card" for the University is being created by the President's office.

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: University 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.

2005-2006 Status Report Summary

Not applicable.

Work Plan 38B

Criteria

Work Plan Director: University 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.

2005-2006 Status Report Summary

Not applicable.

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 and 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.

2005-2006 Status Report Summary

Meet and confers were held throughout the year, with each bargaining unit. Shared minutes were taken and distributed to memberships. Meetings with all the bargaining unit heads were held throughout the year on specific issues such as planning and to announce significant upcoming projects before they were presented to a broader audience. Meetings between the Student Senate executive council and the President's senior staff were held. In addition, the President or one of the Vice Presidents regularly attended Student Senate meetings, and representatives of the student senate had significant representation on administrative search committees and on the food service vendor selection committee.

Within Academic Affairs, numerous steps have been taken to enhance two-way communications. Examples include: shared meet-and-confer minutes with the BSUFA; "Big Picture" workshop, sponsored by assessment coordinators; "Shared Governance" presentation with Frank Conroy of IFO, sponsored by Center for Professional Development; six Academic Forums sponsored by office of Academic Affairs; "Open Forum" with VP Maki and VP Fredrickson, sponsored by Center for Professional Development; and a new Academic Affairs website.

Work Plan 39B

Planning Structure Communications

Work Plan Director: Vice President for Academic and Student Affairs

Time Line: Fall 2003 and ongoing

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

2005-2006 Status Report Summary

Dr. Rice, from University of North Dakota, had been hired to review the planning process and structure at BSU in spring 2005. The report was discussed broadly at the start of the academic year by chairs, directors, and all of the planning committees. As a result of that review and conversation, Bemidji State began using Scenario Planning as a process for strategic planning. A new Scenario Planning committee was identified, and numerous Scenario Planning meetings were held over spring semester and summer 2006. In addition, several external experts were brought to campus to provide information of forces affecting Bemidji State's external environment. The communication structure that will result after this phase is completed has not yet been defined.

Work Plan 39C

Office of the President Communications

Work Plan Director: University 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.

2005-2006 Status Report Summary

The Office of the President continues to seek opportunities to further strengthen communications with the campus and external constituencies. The President's newsletter, the "BSU Insider", was revised to increase information sharing with the campus. Several information forums were held throughout the year to address University challenges. The President attends virtually all meet and confer sessions with bargaining unit leadership. In addition, the President regularly meets with student leadership. A Presidential Blog is in the development stages.

As mentioned in 39B, an external evaluator was engaged to assess the effectiveness of the University's planning process in spring 2005. Two recommendations were forwarded to the campus for consideration by the consultant. The President reviewed the recommendations with the campus and accepted the second recommendation to revise the current planning approach. A scenario planning model was adopted after consultation with the campus. A revision to the former committee structures will be presented to the campus in the Fall by the President. The focus of the revised structure will be on streamlining the policy recommendations process, reducing the number of standing committees, and improving communications. It is anticipated that a single University Planning Council will be proposed. In addition, the President has indicated his preference for the use of task forces to address priority issues rather than returning to multiple standing committees.

The President requested that a newsletter focusing on relationships between the University and its external partners be developed. The “BSU Link” was developed to communicate with external partners regarding contributions to the economic development, quality of place and community building in the region by the University community. The format for the “BSU Link” was created in consultation with members of the University Foundation Board of Directors. The format of the “BSU Link” will be regularly updated to enhance communications about partnership projects and partnership opportunities.

The President and members of the Senior Leadership Team continue to be very involved in organizations in the community and region. The President also chaired the MnSCU Presidents Advancement Committee and is president elect of the MnSCU Presidents’ Leadership Council. In this capacity, the President will co-chair the Leadership Council with the Chancellor.

The President remains very committed to improving communications within the campus and beyond the campus. The hiring of a University Director of Marketing should serve to further strengthen communication strategies.

Work Plan 39D

University Communication Plan

Work Plan Director: Vice President for External Relations

Time Line: 2004-2005; Ongoing

2005-2006 Status Report Summary

An integrated marketing team is being developed, including the recently hired director of marketing. One of the major University communication tools, *Horizons*, was redesigned this year as magazine-style publication to encompass institutional, alumni and foundation interests. Other communication media were also enhanced this past year. These included a BSU Today section on the BSU web site, a larger BSU Insider, which included more feature stories on BSU personnel and activities, and two issues of BSU Link, intended for distribution in the community. Funding for these improvements in University communications came from the BSU foundation and other sources. Regular progress reports regarding these and other activities were provided to the administration.

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 and Student Affairs

Time Lines: Fall 2003 and ongoing

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

2005-2006 Status Report Summary

Reminders for Work Plan Directors were sent in April, including instructions on reporting back accomplishments December 2006 on the 2005-2007 Work Plan. Communications were directed out of the VP for Academic and Student Affairs and the VP for Administration and Finance offices. Dr. Patrick Guilfoile serves as BSU's Work Plan Fellow and has numerous responsibilities with regard to the Work Plan Update and Summary Report.

Work Plan 40B

Changes in Planning Structure

Work Plan Director: Vice President for Academic and Student Affairs

Time Lines: 2003-2004

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

2005-2006 Status Report Summary

The planning structure was overhauled based on the feedback from the Rice report. Scenario planning was established as the new planning structure. At the start of spring semester, the university brought in experts to discuss the future with us of some of key external variables. Those variables included demographics, the new generation of students, finance in higher education, and technology. Teams were then formed to begin to develop stories that explored what the university would like under various futures, or "scenarios". Please refer to Work Plan item 39B for more details on the status of Bemidji State's planning process.

Work Plan 40C

Planning versus Operations

Work Plan Director: Vice President for Academic and 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.

2005-2006 Status Report Summary

Consensus was reached, with the adoption of a Scenario Planning approach, to focus on external forces affecting the University. The new scenario planning process has helped us focus our discussions on planning, and less on operational items.

Work Plan 40D

Review of the Planning Process

Work Plan Director: Vice President for Academic and Student Affairs, Vice President for Finance and Administration

Time Line: 2004-2005

Engage outside consultant to work with the planning committees and the university council to identify current strengths of and suggest appropriate changes to the current planning process. Suggested Participants: Planning Committees, University Council, Executive Council, and bargaining unit leaderships.

2005-2006 Status Report Summary

Not applicable.

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.

2005-2006 Status Report Summary

The Provost/Vice President for Academic and Student Affairs served on the Advisory Council for MnSCU Senior Vice Chancellor for Academic and Student Affairs. The Dean of COPS served on MnSCU Council on Professional Education, MnSCU Graduate Council, MnSCU Urban Teacher Education Program Committee, and MnSCU Task Force on Graduate Education. The Associate VP/CIO serves on the MnSCU Fiscal Services Workgroup, MnSCU Distance Learning Workgroup and the CIO Workgroup. This past year, he was also nominated and elected by MnSCU CIO's to serve on the MnSCU CIO Leadership Committee.

The Finance and Administration area has been actively involved with system-wide committees and there is encouragement for individuals to become involved. The VP for Finance and Administration is on the Allocation model technical advisory committee and master finance plan task force. The College Management Officer is on the Business Practices Alignment Committee and the Accounting Users Group. The Director of Logistical Services is on the statewide purchasing task force; the Director of Campus Recreation is on the Risk Management committee; and there is residential life staff membership on the Housing Module group. Other MnSCU committee memberships are held by Directors across campus.

Work Plan 41B

Accreditation Representation

Work Plan Director: Vice President for Academic and 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.

2005-2006 Status Report Summary

Six Bemidji State University members participated in the annual meeting of the Higher Learning Commission spring 2006 (Jon Quistgaard, Ranae Womack, Nancy Erickson, Martin Tadlock, Robert Griggs, and Joann Fredrickson). Further, BSU was successful in its Institutional Change Request Spring 2006. As a result, BSU was authorized to offer graduate programming in Wyoming. Also, Dr. Fredrickson was selected by the Higher Learning Commission in January 2006 to serve as a Consultant Evaluator for institutional accreditation visits.

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.

2005-2006 Status Report Summary

The President decided to place the prospect of a name change for the University in abeyance for a year. The national search for a new Executive Director of the University Foundation and the forthcoming retirement of the Director of University Communications necessitated this action.

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 and Administration

Time Lines: 2003-2004 and ongoing

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

2005-2006 Status Report Summary

Several budget scenarios have been developed for the university. A five-year financial plan has been used in some detail by senior administration for planning and has been presented to the campus at the “10,000 foot” level at the budget forum and to the various bargaining units. The conclusion of the scenarios were fairly clear that long-term expenditures of the university will rise faster than expected revenue if current enrollment and revenue flows remain relatively the same. The next step will be to establish what the university needs to look like financially in FY2012 and to make incremental progress in the strategic and level two plans driving budget decisions.

Work Plan 42B

Plan for Challenges

Work Plan Director: Vice President for Finance and 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.

2005-2006 Status Report Summary

Using the five-year financial plan, senior administration is working to establish what the university needs to look like financially in FY2012 and to make incremental progress in the strategic and level two plans driving budget decisions.

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.*

Work Plan Director: Vice President for Academic and Student Affairs

Time Lines: 2003-2004 and ongoing

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

2005-2006 Status Report Summary

Professional Staff – Opportunities for leadership development are encouraged as part of each staff’s professional development plan. We have professional staff members who are currently in doctoral and other programs. The university also has four members of its professional staff and faculty that have been nominated and accepted into MnSCU’s Leadership Academy through Maricopa.

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 and 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 and Student Affairs.

2005-2006 Status Report Summary

Not applicable.

Work Plan 44B

Master Academic Plan

Work Plan Director: Vice President for Academic and 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.

2005-2006 Status Report Summary

In consultation with the BSUFA, a process was agreed upon for development of the Master Academic Plan. The Provost/Vice President for Academic and Student Affairs and Deans worked through the Chairs and academic departments, and relevant BSUFA committees, for input to the Master Academic Plan, after which time the Faculty Senate was provided opportunity for comment and consideration. After three drafts and consultation with Department chairs, appropriate BSUFA committees, and the Faculty Senate, the Master Academic Plan was accepted by the BSUFA. It is published at www.bemidjistate.edu/academicaffairs.

The Master Academic Plan mediates between the University's Strategic Plan and its broad directions and the specific actions planned at the college and department level. Its purpose is to further guide academic development at the University. The Master Academic Plan coordinates efforts toward the following six outcomes: high quality educational programs and services that

support students' professional, personal, and citizenship development; excellent faculty; secured future for northern Minnesota; diverse student, staff and programming; excellent teaching and learning environment; and financial stability through appropriate growth and program development.

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

2005-2006 Status Report Summary

During the past year, the BSU 2006-2008 Technology Master Plan was completed. The plan was developed based on input from various constituencies, including the Computer Technology and Learning Resources Planning Committee, the Information Technology Services Advisory Work Group, the Inter-Faculty Organization Academic Computing Committee, and the Student Senate. Information was gathered through meetings of the various committees, through surveys of the campus community, via open forums, and through the meet and confer process. The text of the Master Technology plan is available from:

http://www.bemidjistate.edu/ITS/masterplan/Second_Draft_BSU_Tech_Master_Plan.pdf

Work Plan 44D

Master Facilities Plan

Work Plan Director: Vice President for Finance and Administration

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

2005-2006 Status Report Summary

LHB Inc. was hired early in 2006 and began work on updating the master facilities plans for both the University and NTC. Nearly 40 stakeholder meetings were held during spring semester. The stakeholder meetings included academic departments, student affairs offices, institutional services, and other entities such as the city and the neighborhood group. A survey was distributed to faculty and staff, students, community members. All of this information that was gathered will be fed into the process. The foundation of the plan has been the recently completed master academic plan and will integrate with the other campus master plans. The plan will be substantially completed this summer and likely finalized and presented to the Chancellor's Office this fall. It will be used as the driver for capital project requests for the 2008 legislative session. This process has already been a factor in determining the best available renovation/demolition plan in residential life. The plan will also help guide repair and betterment projects the next few years.