

Summary Status Report for 2006-2007

**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.

September, 2007

**Joann Fredrickson
Provost and Vice President for Academic Affairs
Deputy Hall 301B
Bemidji State University
Bemidji, MN 56601**

**218-755-2015
jfredrickson@bemidjistate.edu**

**William Maki
Vice President for Finance and Administration
Deputy Hall 349
Bemidji State University
Bemidji, MN 56601**

**218- 755-2012
wmaki@bemidjistate.edu**

**Lisa Erwin
Vice President for Student Development and Enrollment
Deputy Hall 311
Bemidji State University
Bemidji, MN 56601**

**218-755- 2075
lerwin@bemidjistate.edu**

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
MARS	Marketing Assistance and Research Solutions
MnSCU	Minnesota State Colleges and Universities
NTC	Northwest Technical College
NWSBDC	Northwest Small Business Development Corporation
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.

2006-2007 Status Report Summary

CAL

Budget proposals were the main “guiding” force leading to new conversations about existing programs. Proposed changes in the theatre program prompted faculty in that area to suggest collaborative ventures with English Department program offerings. Similarly, German language faculty are beginning discussions with the English Department to expand the cooperation between those two departments. All of the changes have been undertaken to address budget considerations and to improve the enrollments in courses among the three areas, while making the offerings available more attractive to students.

The English and Music Department faculties are seeking to increase enrollments in the BFA and vocal and instrumental programs, respectively, through increased advertising in departmental

brochures. Although not a new program, the English Department faculty have increased their reach into area schools by expanding their concurrent enrollment course offerings.

Stephen Bogener's report of his study of prospects for Bemidji State and for our students in the area of public history is not yet complete. Aspects of that report could lead to future increases in enrollment through the History Department course offerings.

Anton Treuer and Ben Burgess have proposed curriculum changes to increase the number of education students enrolled in Indian Studies and Ojibwe language courses. When Dr. Treuer returns from his unpaid leave, this proposal will be discussed further.

Coupling monies available from a phased retirement with funds within the College, the Philosophy Department faculty will be hiring a fixed-term, ethics faculty person for fall 2007. Ethics within all aspects of study is an increasingly important topic. The plan is that course offerings in this area, connecting ethics to business, nursing and related fields, mass communication, among others, will draw students to the campus and support the learning of those already enrolled in the above-mentioned programs.

COPS

Efforts to attract new students to existing programs fell primarily into three categories:

- 1) Articulation agreements with other institutions
- 2) Accreditation efforts to further strengthen existing programs
- 3) Partnerships with regional organizations and other efforts, particularly in association with the applied engineering and applied technology programs.

Articulation agreements that have been put in place during the past year include:

- Fond du Lac Tribal and Community College – B.S. Business Administration – Marketing and Small Business Areas of Emphasis
- HELP Academy, Kuala Lumpur, Malaysia – B.S. in Business Administration
- Northland Community and Technical College – B.S. Business Administration
- Minnesota Community and Technical College (Architectural Technology A.A.S.) – B.S. Design Technology
- Riverland Community College (Computer Technology A.A.S.) - B.S. Design Technology
- Vermilion Community College – B.A. Sport Management
- Vermilion Community College – B.S. Accounting

Program accreditation by prestigious professional associations is indispensable to recruiting qualified students. Technological Studies is seeking accreditation from the National Association of Industrial Technology (NAIT) for the B.S. in Industrial Technology (Manufacturing Technology, Manufacturing Management, Construction Management and Model Making). The NAIT review team visited campus in April 2007. Their recommendation of accreditation will be given to the NAIT Board in October 2007. Business and Accounting are seeking accreditation

with the International Assembly for Collegiate Business Education (IACBE). Professional Education is seeking accreditation with the Teacher Education Accreditation Council (TEAC.)

Partnerships and other efforts include various Memorandums of Understanding and 360° Center Identity, which are described more fully in Section 33E – Partnerships with Regional Organizations.

CSNS

As part of the 5-Year Program Review and Assessment process, each Department/Program seeks input from an External Program Review Consultant, including input related to growth opportunities for each department or program. This year the Departments of Chemistry, Biology, Psychology, Political Science, and the Center for Environmental, Earth, and Space Science have developed 5-Year Plans that includes strategies for enrollment growth. In particular there has been growth or maintained high enrollment in Biology, Criminal Justice, Psychology (undergraduate and graduate), Physics, and Nursing.

Work Plan 1B

Network with Regional Two-Year Schools and State Universities

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

Time Line: Spring 2003 and annually thereafter

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

2006-2007 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 06-07. 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: 2004-2005

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

2006-2007 Status Report Summary

During this past year, most of the focus has been on concurrent enrollment.

During the fall and spring, PHYS 2101 was offered as a concurrent enrollment course at Bemidji High School, and was also offered at Park Rapids High School during the spring of 07. An

agreement was reached with BHS to offer concurrent enrollment English and Math courses beginning in the fall of 07 and concurrent enrollment Business courses starting in the fall of 08. Discussions are continuing with Bemidji High School regarding offering additional concurrent enrollment courses in the future. The CEL office is also in the process of reviewing potential costs associated with expanding PSEO offerings.

Work Plan 1D

Analyze Potential Enrollment for On-Campus Programs

Work Plan Director: Director of Admissions

Time Line: December 2004-2005

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

2006-2007 Status Report Summary

The Admissions Office continued its subscription to the ACT Enrollment Information Service. Currently, Bemidji State owns the responses from high school graduating class of 2003, 2004, 2005, 2006, and 10th graders from 2004-2005. Academic Affairs is able to use these databases to track high school graduates' interests in various academic programs, as well as determine the demographic characteristics of students who submit their ACT scores to Bemidji State and all institutions of higher education across the country.

Work Plan 1D.1

Implement AdmitGold System

Work Plan Director: Director of Admissions

Timeline: 2005-2006 and annually thereafter

2006-2007 Status Report Summary

No report requested.

Work Plan 1E

Analyze Potential Enrollment for Off-Campus Programs

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

Time Line: 2004-2005 and annually thereafter

Conduct an analysis of potential enrollment opportunities for our existing distance delivery course offerings or degree programs. Provide recommendation to Provost/Vice President for Academic and Student Affairs. Suggested Participants: Deans, Director of Admissions, and interested faculty.

2006-2007 Status Report Summary

During the past year, existing distance programs have been offered to a wider audience, and progress has also been made toward offering new programs through distance delivery.

In terms of a wider distribution of existing programs, the following programs have been delivered to new off-campus sites during 2006-2007:

- Master of Special Education to Natrona County School District – Wyoming;
- Early Childhood Education B.S. to Central Lakes College – Brainerd;
- Early Childhood Education B.S. to Itasca Community College – Grand Rapids;
- Liberal Education A.A. to Alexandria Technical College – Alexandria.

Other efforts to expand the distribution of existing programs during the 2006-2007 year included:

- Collaboration with the Northeast Higher Education District and the Arrowhead University Consortium to develop marketing strategies for the offering of the online Applied Engineering degree to students throughout northern Minnesota.
- Expanding marketing efforts of BAS Tech Management program to Arrowhead University Center to increase student enrollment, including the development of a new brochure for this group.
- Selection, through a competitive process, to deliver the BAS Tech Management degree through Schwan's University; potential for degree to be made available to over 23,000 Schwan's employees worldwide.
- Providing funding to the Admissions office for joint CEL/Admissions position to assist with expanded CEL program transfer evaluations, general student advising, etc.

In terms of the development of new distance education programs:

- The Business Administration degree is scheduled to be offered online, starting in the fall of 2007. This will include offering this degree program through the Arrowhead University Center in an online format.
- The online Criminal Justice degree program is scheduled to launch in 2008. Meeting with representatives of Central Lakes College, Hibbing Community College, Fond du Lac Tribal and Community College and Lake Superior College have already taken place to complete academic affiliation and articulation agreements for this program.

Work Plan 1F

Present a Plan to Campus

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

Time Line: Fall 2005

Provide a plan/recommendation to deliver our current programs to new student markets.

Suggested Participants: Deans and Director of Admissions.

2006-2007 Status Report Summary

Not applicable

**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: Provost/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.

2006-2007 Status Report Summary

Not Applicable

Work Plan 2B

Distribute Career and Enrollment Trends

Work Plan Director: Director of Admissions

Time Line: Fall 2003 and annually thereafter

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

2006-2007 Status Report Summary

The admissions office can provide departments with a list of resources from ACT that deal with many of these issues (available at: <http://www.act.org/path/policy/reports/index.html>). The admissions office also sends regular updates of enrollment trends at Bemidji State University to the campus, via email.

Work Plan 2C

Solicit New Program Ideas from Departments

Work Plan Directors: Deans

Time Line: Spring 2004 and annually thereafter

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

2006-2007 Status Report Summary

CAL

Most discussions with department faculties centered on budget proposals. New program growth, when considered, was couched in existing programs within the College of Arts and Letters. See Work Plan item 1A. New programs, approved this past year, included Electronic Writing Certificate programs at the undergraduate and graduate levels.

COPS

New programs approved or in process in 2006-2007 included:

- Business Administration - Computer Forensics Minor
- Technological Studies – Engineering Technology, B.S.
- Technological Studies - Applied Engineering, B.A.S. (requires MnSCU approval)
- Business Administration - Management Information Systems, B.S. (requires MnSCU approval)
- Business Administration – International Business Field of Emphasis (in the curriculum process)

CSNS

Department Chairs have continued to look for ways to partner in terms of courses or program offerings. The primary focus this past year has been the development of a new 4-year nursing program, which will begin in the fall of 2007. In addition, a Wildlife Management Field of Emphasis – Biology B.S. and B.A.- was approved on campus, and is awaiting MnSCU approval. Other new programs in progress have included an online Criminal Justice program, scheduled to begin in the fall of 2008.

Work Plan 2D

Inter-College Communication on New Programs

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

Time Line: Spring 2004 and annually thereafter

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

2006-2007 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. One example was an inter-college conversation surrounding the launching of a generic nursing program in Fall 2007, and the effects that program will have on enrollments in supporting programs, curricular and career opportunities for Bemidji State students who are not accepted in the Nursing program in their sophomore year, and the development of an array of related academic programs that might be of interest to this group of students. Conversations were held with the Nursing, Biology, Social Work, Health and Physical Education, Chemistry, Center for Environmental, Earth, and Space Studies, and other departments. Other new programs were vetted through the existing curriculum process.

Work Plan 2E

New Programs Identified by MnSCU

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

Time Line: Fall 2003 and ongoing

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

2006-2007 Status Report Summary

MnSCU's 2006-2010 Strategic Plan includes considerable focus on science, technology, engineering, and mathematics (STEM) fields. During 06-07, STEM emerged as an important area for curricular development consideration through the University's Scenario Planning process. In addition, Bemidji State University has been well represented by faculty and administrators at statewide bioenergy planning meetings, including the BioBusiness Alliance of Minnesota, Action-Now Collaboration, the Renewable Energies Roundtable, and the Bio-Fuels Assessment workgroup. The University's response to these STEM opportunities will be included in the University's 07-12 Strategic Plan.

The science, mathematics, and technological studies departments have begun discussions about strategies to increase STEM enrollments. In particular, the Technological Studies department and 360° Center for Manufacturing and Applied Engineering, a MnSCU Center of Excellence have actively been pursuing avenues to increase the number of credits generated in the STEM areas. See Section 23 regarding the Ingenuity Frontier and Section 33E – Partnerships with Regional Organizations.

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.

2006-2007 Status Report Summary

The admissions office has taken a multi-pronged approach to enhance recruitment of underserved populations. One aspect of this approach is to identify appropriate prospects. Admissions has a multi-year recruitment plan for 2008, 2009 and 2010, which uses databases that contain information on student ethnicity from the Educational Opportunity Service (EOS) and National Research Center for College Admissions (NRCCUA).

A second part of this approach is devoting sufficient resources to follow up on student prospects. Through an Underserved Students in Transition (UST) grant, an admissions representative, who focuses on recruiting underserved students, has been hired.

A third part of this approach is ensuring that an education is affordable for these students. This is done through a process that includes identifying students from underserved populations who are eligible for specific Bemidji State scholarships.

Work Plan 3B

Potential Students

Work Plan Director: Director of Admissions

Time Line: 2004-2005 and Ongoing 2005-2006

2006-2007 Status Report Summary

The ACT Enrollment Information Service (EIS) was used again during 2006-2007 to identify prospective students. This tool provides information about Bemidji State's potential market among students who take the ACT, and informs decisions about enrollment initiatives. (Data is stored on the admissions server, and this information is accessible to the campus community.)

In addition, the admissions office began using the ACT Education Opportunity Service (EOS) this year. Since EOS includes students who take ACT's PLAN® test in their sophomore year, this database will allow the Admissions office to begin informing prospective students about Bemidji State earlier in their college decision process. The admissions office also began using the National Student Clearinghouse this year. Their enrollment tracker services provide information about students who applied to Bemidji State, but ultimately went elsewhere. This

information is then cataloged in AdmitGold and further analysis is handled by MasterMind report writer. In addition, the Customer Relationship Management Software AdmitGold keeps track of prospect, inquiry, applicant, and enrolled data for Fall 2005, 2006 and 2007, and year-end reports, based on this data, are available on the Admissions server.

**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; 2005-2006

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 the College of Professional Studies and the School of Graduate Studies, Director of American Indian Resource Center, Director of Institutional Research and Assessment, Director of Marketing.

2006-2007 Status Report Summary

The Integrated Marketing Group was organized in spring 2006, with the Director of Marketing leading the group. The major focus has been market research and developing marketing strategies. This Group is currently developing objectives, strategies, tactics, audience and outcomes for new and undeveloped markets. Some of these markets include Alaska, and, in Minnesota, the seven county metro area, and a corridor from the Twin Cities north to Brainerd.

Work Plan 4B

Enhance Summer Opportunities

Work Plan Director: Dean of Extended Learning

Time Line: 2004-2005

2006-2007 Status Report Summary

For 2006-2007, the primary initiatives in this area were a Request for Proposals for summer, online liberal education courses (three awards were given to faculty for course development in this area) and the offering of courses during a new May term (10 courses were offered this May).

**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 Finance and Administration

Time Line: 2004-2005; 2005-2006

Evaluate financial package options that could optimize student enrollments. Provide recommendations to the President by January 15th. Suggested Participants: Admissions Director, Director of Financial Aid, Business Manager, Director of Residential Life, Director of International Program Center, Director of American Indian Resource Center, Executive Director for University Advancement.

2006-2007 Status Report Summary
--

Not applicable

**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 Directors: Provost/Vice President for Academic & Student Affairs; Vice President for Finance and Administration.

Time Line: Spring 2003

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

2006-2007 Status Report Summary

Significant changes were made in the way faculty compensation costs were allocated between instruction, research, academic support, and student support. Approximately \$1.7 million in faculty salaries has been moved from direct instruction to these other cost categories. The result will be a more positive reflection on the institution's allocation based on the MnSCU instructional cost study for FY06. Please see Work Plan item number 17 for more information.

**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 Directors: Vice President for Finance and Administration; Provost/Vice President for Academic and Student Affairs

Time Line: 2004-2005

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. Include retention guidelines and expectations in the Master Academic Plan and the College Strategic Plans. Suggested Participants: Recruitment and Retention Committee, Coordinator of Advising Services, Interim Associate Vice President for Information Technology and Extended Learning, Director of International Program Center, Director of American Indian Resource Center, Vice President for Student Affairs and Enrollment Management, and FYE coordinator.

2006-2007 Status Report Summary

Not applicable

Work Plan 7B

Office Retention Guidelines

Work Plan Directors: Vice President for Finance and Administration; Provost/Vice President for Academic and Student Affairs

Time Line: Spring 2005

2006-2007 Status Report Summary

Not applicable

Work Plan 7C

Retention Programs

Work Plan Directors: Vice President for Finance and Administration; Provost/Vice President for Academic and Student Affairs

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: Recruitment and Retention Committee, Deans, Student Affairs, Academic Affairs Committee representative of the Student Senate.

2006-2007 Status Report Summary

The Advising Center concept discussed in the 2005-06 Work Plan began to materialize in 2006-07, funded in part through the MSUAASF New Initiative Grant program. Preliminary advising activity focused on a particular cohort, students admitted on probation Fall, 2006, with the intent of improving retention in this particularly high risk population. Spring semester advising focused largely on students placed on academic probation after fall semester, 2006, with the intention of improving retention within this additional cohort of students who are at high risk of dropping out of school.

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.

2006-2007 Status Report Summary

As mentioned in Work Plan item 7C, through the MSUAASF New Initiative Grant program, the Advising Center came to fruition during 2006-2007. Several grants were used to initiate Advising Center activities. Additionally, a full GA position was allocated to the advising center, formally titled the Academic Success Center, and office space in Sanford Hall was secured. Faculty volunteered office time, and walk in traffic was encouraged. The focus this past year

was on two particular student cohorts, those admitted on probation, and those placed on probation after their first term of attendance in the fall of 2006.

Through the major budget realignment effort of 2006-07, resources were dedicated toward supporting a fully functioning advising center. It is anticipated that a full time position will be filled to coordinate the activities of the center by the beginning of 2008. Until then, a GA position has again been dedicated to the center for 07-08, and new initiative grants have also been awarded to sustain and develop the center until the coordinator is hired. The activities of the center will grow beyond the originally identified cohorts as staffing and funding permit.

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: Interim Associate Vice President for Information Technology and Extended Learning

Time Line: 2003-2004 and ongoing

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

2006-2007 Status Report Summary

Not applicable

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: Interim Associate Vice President for Information Technology and Extended Learning

Time Line: Spring 2003 and annually thereafter

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

2006-2007 Status Report Summary

Several programs were examined during 2006-2007 for either expansion of existing online opportunities or for the development of new on-line programs. These included:

- The Special Education online licensure programs in EBD and LD. MnSCU notification of program delivery mode change for was completed this year, allowing these programs to be offered online.
- The BS degree in Criminal Justice, which will be offered online beginning January, 2008.
- The B.S. degree in Business Administration, which will be offered online beginning fall 2007.
- An analysis was conducted regarding the feasibility of offering the DLiTE program in collaboration with the Department of Defense. Based on discussions, it was determined it was not currently financially viable to expand that program at this time.
- Other efforts relating to on-line programs included a review of support services provided to online students. This included completing a Center for Transforming Student Services online student services audit and staff attending the MnSCU Minnesota Online and WCET Joint Workshop on improving online student services.

Work Plan 9B

Other Distance Learning Programs

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

Time Line: 2004-2005 and annually thereafter

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

2006-2007 Status Report Summary

A large number of credit-based distance learning opportunities were developed during 2006-2007. These included:

- BAS in Technology Management degree courses delivered to Marvin Windows and Doors employees in Warroad, MN (this was the second year of on-site course delivery at Marvin Windows).
- Planning for Associate of Arts program delivery on-site at Alexandria Technical, which led to approval of Bemidji State course offerings to begin fall of 2007.
- A for credit, “Action Research Seminar” was offered to teachers in the Bemidji School district during spring semester, 2007.
- An application is currently being prepared for the Ontario Ministry of Education to allow the Bemidji State/ George Brown BAS in Technology Management collaborative program to continue.
- Providing courses in the Masters in Special Education degree to teachers in the Natrona County School District. This involved delivering 2-3 blended courses each semester to about 15 teachers working towards degree completion in Professional Education.
- Continued work with Schwans University and MN State Community and Technical College on a BAS in Technology Management collaborative degree program. Work this year included evaluating transcripts of potential students to determine start dates, and meeting with both Schwans and MSCTC representatives to create a student portal and develop processes for student registration and course delivery

Other initiatives, designed to improve enrollments in online courses and programs, included:

- Collaboration with the School of Graduate Studies on a booth at Education Minnesota conference, and providing funding for expenses related to a marketing program, with the goal of increasing enrollments.
- Streamlining the online registration system, and offering “partnered” courses in ISRS to students at NTC through the seamless registration system.
- Staff participated in the Minnesota Online e-Student Services work group and incorporated shared student services into Bemidji State online and off campus student services; i.e. SmarThinking, QuickStart/QuickStudy.

**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: Director of the Student Union

Time Line: 2004-2005; 2005-2006

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

2006-2007 Status Report Summary

Not applicable

**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 annually thereafter

2006-2007 Status Report Summary

Division I sports (Men's and Women's Hockey) are at or near capacity, with the potential for a maximum of two additional student athletes.

Division II Sports have a capacity for approximately 52 additional student athletes, mostly female athletes (of the 52, eight males, 44 females could be added). In particular, there is additional capacity in Women's volleyball, Women's golf, Women's Basketball, Women's track, Women's softball, Tennis, and Men's basketball.

Bemidji State currently offers a large variety (17) of intercollegiate sports, and the primary justification for any new offering would be to better meet the goals of Title IX compliance.

**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 and annually thereafter

2006-2007 Status Report Summary

While official National Collegiate Athletic Association (NCAA) data is not available yet for this time period, the athletic department continued a series of initiatives to foster academic success for all athletes. These include grade checks for each student athlete, tutors to assist struggling students, and a laptop check-out program so student-athletes can continue to work on assignments when their team is in travel status. Some sports require mandatory study halls. In addition, all of the coach's professional development plans include measurements on the academic success of their student athletes.

The Division I hockey student athletes have excelled in particular, for example: For the fifth consecutive season, the Bemidji State men's ice hockey program leads College Hockey America in the number of skaters named to the annual Academic All-CHA squad. BSU placed 14 skaters on the 58-man 2007 Academic All-College Hockey America squad, continuing its historical domination of the league-wide academic honor roll.

Bemidji State also led the WCHA women by having six players named WCHA Scholar-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 annually thereafter

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

Develop wireless access points in the residential halls, student union, and the academic buildings; provide email kiosks on campus. Suggested participants: Interim Associate Vice President for Information Technology and Extended Learning.

2006-2007 Status Report Summary

The master facilities plan update was completed this last academic year and places high priority on managing and improving the campus physical environment. Ten priority responses to facilities challenges were identified with seven of them addressing issues that will assist in managing the physical environment to improve recruitment, retention, and student success. The seven are improve access to parking; create a campus with a “front” and “side” doors; create a more “centered” campus; enhance campus boundaries; improve environmental quality; create a more pedestrian-oriented campus; and remove and improve outdated facilities with high asset preservation costs.

Campus safety and security projects that are currently in progress and will be completed during fall semester 2007 include the implementation of a keyless entry system to all exterior doors on campus, acquisition of Connect-ED (a communications product to be used for rapid message sending in an emergency), and continued installation of the Informer system, which was piloted last year in Bridgeman Hall.

Projects designed to improve the aesthetics on campus this past year included the completion of the pergola near Bridgeman Hall and the addition of tables and chairs in the courtyard between the upper and lower Hobson Memorial Student Union.

**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: 2005-2006

Negotiate a long-term food service contract that includes enhancing the campus dining facilities.

2006-2007 Status Report Summary

Not applicable

**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 and annually thereafter

2006-2007 Status Report Summary

\$8.5 million to redevelop Linden Hall into residence hall suites was approved by the MnSCU Board of Trustees this past year. Abatement and interior demolition was completed at the start of 2007. The renovations began in April 2007 with an expected occupancy date of spring semester 2008. The renovations include converting the building from traditional dormitories into two- and three-bedroom suites, each with its own bathroom, more storage space, air conditioning, and more electrical outlets and technological amenities as well as improved energy efficiency.

Current work is being done on a twenty-year plan that continues to adjust capacity, reflect current students' demands, and preserve existing assets. Demolition of Maple Hall is scheduled to be the next phase in this plan in 2009.

**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

2006-2007 Status Report Summary

The President continues to be actively involved in System Governance. His participation includes membership on the President's Human Resources Committee, President's Leadership Council for the Minnesota State Colleges and Universities System, and the System Accountability Task Force. The President will serve as the 2007/2008 Co-Chair with the Chancellor of the President's Leadership Council for the Minnesota State Colleges and Universities. In this capacity he will also serve as a member of the Executive Leadership Council Committee for a period of three years.

The Provost and Vice President for Academic Affairs participates in the Academic and Student Affairs MnSCU leadership Team chaired by the Senior Vice Chancellor for Academic and Student Affairs. She also serves on System level task forces that include the Energy Roundtable. The Vice President for Finance and Administration serves on a number of System level task forces including one on the allocation model and one on financial planning. He also represents the University as a member of the administrative bargaining team with the faculty association. The newly hired Vice President for Student Development and Enrollment will also be expected to be actively engaged at the System level.

Other members of the President's leadership team that participate on System level committees or task forces include; the Dean of the College of Professional Studies and School of Graduate Studies (graduate studies committee and deans of education), Dean of the Colleges of Arts and Letters (international studies committee), Assistant to the President (MSUAASF statewide negotiations team), Vice President for Finance and Administration (IFO statewide negotiations team and MnSCU Capital Project Advisory team), Associate Vice President for Information Technology and Extended Learning (Minnesota Online).

The University maintains a high profile at the System Level. University participation in system-wide committees and special initiatives also include substantial involvement by the faculty, staff and student leadership.

Work Plan 15B

Foster Relationships with Broader Community

Work Plan Directors: University President; Executive Director for University Advancement

Time Line: Annually

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: President, Executive Director for University Advancement, Alumni Director, Athletic Director, and Marketing Director.

2006-2007 Status Report Summary

The University endeavors to maintain a very high profile throughout Minnesota and northern Minnesota, in particular. Programs and activities have been designed to meet regional and statewide needs, based on the assessment conducted by the consulting firm Russell and Herder. These initiatives include:

- program delivery for Marvin Windows and Doors
- the forthcoming program collaboration with Southwest Minnesota State University for Schwans, Inc.
- University in the Schools focusing on science, mathematics, and English
- collaborative delivery of the Associate in Arts degree with Alexandria Technical College
- alignment with Northwest Technical College
- Center for Research and Innovation training programs for business and industry that reach over 2000 clients and 150 business
- programming and special events scheduled through the American Indian Resource Center
- business counseling through the Small Business Development Center
- marketing research conducted by the Marketing Assistance and Research Solutions (MARS)
- research studies performed by the faculty of the Center for Environmental, Earth and Spaces Studies and other departments
- cultural arts programming conducted the Music Department, Theatre Department and Visual Arts Department throughout Minnesota and beyond
- academic program advising groups
- consulting and volunteer activities performed by the faculty, staff and administration

Relationship building in the broader community is also advancing very rapidly through the University Foundation and University Alumni Association. The Foundation continues to generate approximately \$2,000,000 in annual giving from the friends and supporters of the University. The level of annual giving to the University Foundation typically places Bemidji State in the number three position across the Minnesota State Universities. The Foundation Board's decision to assign a development officer to each of the colleges this past year should

enhance relationship building between the University and the broader community. Because of this increased staffing in University development, the 2010 goal is to increase annual giving to \$3,000,000.

The Alumni Association also continues to aggressively work to increase the percentage of alumni donors. Presently, the percent of alumni giving each year is at the national average for institutions of our type and size at about 12 percent. The work in progress to develop a Bemidji Area Alumni Chapter along with state and national events should serve to improve the percentage of alumni givers and enhance Bemidji State's national rankings. The University's goal for 2010 is to increase the percentage of alumni donors above that of our peer institutions.

**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.

2006-2007 Status Report Summary

The FY2008-2013 MnSCU Capital Bonding request was submitted in December 2006. The projects submitted along with their priorities were developed through the University's master academic plan and facilities plan. The Board approved the list for submission to the Legislature in June and the following university projects made the \$347 million, 36 item list: #1 (HEAPR projects of \$3.9M: #5 Sattgast Addition and Renovation - \$8.9 M; #9 Science Initiative – Clinical Resource Center - \$525K; #28 Old HS Property Acquisition - \$2M; and #29 Maple Hall Demolition - \$2.1M.

Work Plan 16B

Communication of University's Mission

Work Plan Director: 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 Communications, Director of the Center for Research and Innovation.

2006-2007 Status Report Summary

The goal of developing a clear, concise and readily understood mission statement and statement of vision needs to become an institutional priority. The present statements are not easily communicated to either internal or external audiences. The President will be addressing these needs in the next year within the charge of the proposed Future's Council planning structure. The Future's Council will have responsibility for sharpening the current mission statement and vision statement as well as monitoring progress in accomplishing the mission and working towards the institutional vision in conjunction with the implementation of the revised five-year Strategic Plan.

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 Directors: Vice President for Finance and Administration; Provost/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. Suggested Participants: Director of Accounting Services, Assistant to the Vice President for Academic and Student Affairs.

2006-2007 Status Report Summary

Refer to Work Plan 6 update for campus conversations regarding MnSCU Instructional Cost Study and allocation models, and their role in measuring economic engine conceptual framework component.

The MnSCU allocation model and cost studies became the basis for several conversations, budget proposals, and final budget decisions during the year. In fall of 2006, the University's administration proposed a \$5 million budget reduction and restructuring, to occur over the 2007-2010 academic years. The target reductions of \$5 million were spread over the IPEDS cost categories in the following way: changes in revenues of \$1 million, reduction in current direct instructional expenditures by \$1 million, reduction in current institutional support expenditures

by \$1 million, reduction in current athletic expenditures by \$750,000, reduction in current student support expenditures by \$250,000, reduction in current academic support expenditures by \$450,000, and reduction in current physical plant expenditures by \$550,000. One intention of setting the targets by expenditure category in this way was to increase the University's proportional expenditure for direct instruction and bring it more into line with comparison schools. In doing so, some other expenditures by category would be decreased, also bringing them into line with comparison schools.

On October 13, 2006, a campus-wide faculty conversation was held, which focused on answering the question "what can faculty members be doing right now to help strengthen their programs and to help the University through our current financial situation?" The discussion included a focus on how each department approaches a budget cut should be guided by the role or function they have within the university, but that regardless of role or function, there are steps all programs should consider. The administration's presentation included: size of the major, sharing of curriculum, number of emphases or tracks (breadth), curriculum integration, class enrollments, and faculty workloads.

Five breakout sessions lead by faculty included:

Managing the major: reducing preparations and workload without reducing quality

Sharing courses across the disciplines: integrating the curriculum

Navigating the choppy waters of curriculum revisions: barriers to change

Pressures on the curriculum: external forces and demands

Other approaches

In addition to the budget reduction and reallocation of \$5 million, and the faculty conversations, a significant change in the way faculty costs are coded also took place in 2006-2007.

Approximately \$1.7 million in faculty salary costs were recoded from direct instruction to academic support, student services, and other expenditure categories. While this reclassification of expenditures may lead to a reduction in the proportion of university expenditure for direct instruction, this cost study should serve as a new benchmark for the University, and will put the University in a more competitive position vis-à-vis the allocation framework.

Work continues on developing a better understanding of how instructional decisions could impact future allocations. The new MnSCU BRIO software tool was developed to assist in running various scenarios, which should assist future planning efforts.

**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; 2004-2005 ongoing, as appropriate

2006-2007 Status Report Summary

The investigation of realignment has led to changes in three broad Planning Level II administrative areas with additional Planning Level III operational level restructuring occurring in areas such as admissions, orientation, American Indian Resource Center, Student Conduct, and the University Foundation and Alumni Association. Planning Level II reorganization is underway in Student Affairs and Enrollment to better support the University's mission of "access and opportunity." The hiring of a Vice President for Student Development and Enrollment will bring new ideas, experience and fresh perspectives to initiatives associated with improving student retention rates and graduation/completion rates, student satisfaction levels through increased engagement in learning, and furthering the "student centeredness" aspirations of the President. The Level I University Plan (i.e., strategic plan) will be updated and presented to the campus during the 2007 fall semester for comments prior to consideration for adoption by the President.

The Planning Level II realignment initiative in the broad category of Information Technologies will occur based on an evaluation of the temporary reassignment of the Dean of Extended Learning in the leadership position. Considerable progress continues under the leadership of the Associate Vice President and Dean in putting together a Master Plan for Technologies. However, it has been determined that a leader with formal education and experience in Information Technologies reporting directly to the Provost and Vice President for Academic Affairs will serve to further strengthen the University's needs and commitments in this area. This decision also will enable the Associate Vice President and Dean of Extended Learning to focus on furthering the University's distance delivery access mission beyond the campus.

The Provost and Vice President for Academic Affairs is also engaged in Level II Planning discussions regarding the reorganization of the Colleges. The vacancy in the Dean of the College of Professional and Graduate Studies along with the recent announcement by the Dean of Social and Natural Sciences of her departure have created an opportunity to reconsider the present college structures. The University Plan and Academic Master Plan will guide discussions with the faculty and faculty association. The present College structures have been in place for about two decades.

The Vice President for Finance and Administration completed work on the Facilities and Properties Level II Master Plan following extensive campus and community consultation. The

President, Provost and Vice President are scheduled to present the forty year plan to the Office of the Chancellor in August for final approval. The Vice President for Finance and Administration is also examining potential Level II structural realignments in addressing future needs and priorities associated with finance in several areas including:

- the alignment with Northwest Technical College
- campus safety
- facilities and properties.

In addition, the Vice President is working with the Athletic Director in developing a five-to-seven year Athletics Master Plan that will focus on prioritizing future athletic commitments based on conference developments, finance and fund raising priorities, facilities enhancements needs, and Title IX compliance expectations. The Athletic Master plan will be completed during the 2007/2008 academic year.

Structural realignments will continue to be studied for the purpose of enhancing the effectiveness of the University in accomplishing mission objectives that include increasing access and opportunity, strengthening teaching/learning, addressing local, regional and statewide economic and quality of life needs, and furthering the capacity development of the organization. The University Plan and the Master Plans will be used to provide direction to structural realignment discussions across the campus.

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: Provost/Vice President for Academic and Student Affairs; Deans

Time Line: 2003-2004; 2004-2005 and ongoing

Identify appropriate resource considerations to be applied in curriculum proposals.

2006-2007 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. The October 13, 2006, conversation with faculty was a further example of these discussions.

As part of the budget decisions that were made in spring 2007, the BSUFA and administration agreed to the creation of a “curriculum liaison” faculty position. This faculty member will become expert in curriculum models and understanding the impact of curriculum decisions on faculty work loads, curricular integration, instructional costs, and programmatic silos. The curriculum liaison will assist departments that may need help with the process of revising their offerings, assist in training university curriculum committees, and advise the academic administration on curricular changes.

In addition to a decision to support a curriculum liaison, the BSUFA and academic administration agreed to a workgroup to examine current department and college structures, and to make recommended changes to each. The work of this committee will proceed over summer 2007.

Specific comments regarding the various colleges:

CAL

The departments of Mass Communication, History, Theatre and Communication Arts, English, and Indian Studies have presented proposals for curriculum realignment for the purpose of advancing student learning, but in ways that reduce instructional costs. Some issues still need to be addressed, including how to assign student FTE when faculty collaborate in course delivery.

COPS

A number of programs in the College have started discussing possible realignments of their curriculums. As an illustration, the new Technological Studies Engineering Technology program included courses from other programs on campus.

An example of a realignment proposed this past year was curricular changes in the Professional Education Early Childhood Program, which would allow students to get both an Early Childhood major and an Elementary Education major with only an additional 15 credits.

CSNS

All curriculum proposals are reviewed and decisions made related to the impact on quality of the program and appropriate use of resources. All Departments were asked to consider a larger core of courses and a smaller number of areas of emphasis (when appropriate). CEES, Criminal Justice, Sociology, and Geography modified curriculum significantly and entered the proposals into the curriculum approval process. Some curriculum revision was necessitated by the loss of a position from the program as well as a desire to use Departmental resources wisely and in the best interest of student learning.

**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 Directors: 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

2006-2007 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: Provost/Vice President for Academic and Student Affairs

Time Line: Fall 2003 and ongoing

2006-2007 Status Report Summary

In March 2007, two FY08 appropriation requests were submitted to Representative Collin Peterson's office by Bemidji State University. The first request, "Baccalaureate Nursing," was submitted under Health and Human Services for \$2.2 million. The second request, "Engineering Technology," was submitted under Education for \$2.5 million. Both requests have made it through the House of Representatives, at reduced levels, and await consideration in the Senate.

**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

2006-2007 Status Report Summary

The University continues to respond to regional educational, training, planning, and research needs. The recently approved bachelor degree programs in applied engineering technology and nursing are examples of programs developed in response to regional and statewide education needs. For example, the applied engineering program curriculum was developed in conjunction with representatives from the manufacturing sector, and the four-year bachelor's degree in nursing was developed to address regional and statewide shortages of nurses.

Other partnerships include the work of the University Center for Marketing Assistance and Research Solutions, which is participating in a statewide survey with Russell Herder and Southwest Minnesota State University to evaluate future employer needs in bio-energy.

The Center for Research and Innovation has continued as a primary outreach arm for the University. In 2007, the Center provided services to over one hundred and thirty five external organizations and in excess of 2400 individual clients. The number of individual clients served represents an increase of 316 percent, compared with fiscal year 2004. In addition, the Small Business Development Center continues to respond to business planning needs, primarily in Northwest Minnesota. New partners in the Small Business Development Center include Northland Community and Technical College and the University of Minnesota-Crookston.

The Center Marketing Assistance and Research Solutions also continues to expand its services through the region. In 2007, MARS worked with numerous clients preparing marketing information and analysis largely for businesses planning purposes. MARS also provides opportunities for undergraduate students to participate in the development of survey instruments, conduct research, analyze data, and collect information.

Research efforts in support of regional needs continue to occur across the University. The Center for Environmental Studies, Earth Sciences and Space Studies is particularly engaged in research efforts that directly affect northern Minnesota. Other research studies focusing on wetlands, fish, and Lyme disease also support the University's outreach and service mission.

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 Directors: Deans
Time Line: Annually

2006-2007 Status Report Summary

CAL

A number of relationships are continuing or are being developed, particularly relating to Native American programs. For example, the Dean's membership on the Minnesota Humanities Commission has allowed connections to be made between that organization's work and Native American faculty on the Bemidji State campus. In addition, in May, 2007, Georgia Wettlin-Larson along with her assistant met on campus with Brad Logan and Dean Nancy Erickson to discuss opportunities for collaboration. Ms. Wettlin-Larson is the director of "Common Ground: First Nations Composer Initiative." The FNCCI is affiliated with the American Composers Forum (a branch of the organization is located in St. Paul). The FNCCI offers grants and establishes residencies for Native American composers, connecting them with high school students primarily. Further meetings are being held to determine how the College might connect productively with FNCCI. Increased opportunities for Native American students to study music, humanities, and the arts at Bemidji State are long-term goals of this potential collaboration.

Also, the Dean continues to work with Leech Lake Tribal College through its president, Leah Carpenter, to make the connections between that college and Bemidji State stronger. To that end, Dean Erickson, along with Dan Gartrell, Ben Burgess, Anton Treuer, Kathleen Sonsteng presented an overview of Bemidji State academic programs at the College this past fall.

Another item that involved work with other agencies, planning for a regional art museum, was suspended, at least for the foreseeable future, because of budget and space constraints.

COPS

The College of Professional Studies has continued working with the Ingenuity Frontier. The Ingenuity Frontier partnership presently includes NMF, DEED, HRDC, Bemidji State University, Northland Community and Technical College (NCTC) and is supported by several of the region's largest industries, including Central Boiler, Digi-Key, Marvin Windows & Doors and Polaris Industries. The Ingenuity Frontier has evolved this past year. These developments include:

- Brand the region as the Ingenuity Frontier - a hub of engineering innovation. Industry has stepped forward with funding to financially support a marketing campaign to brand the region. A two-year marketing plan is being developed with industry input.
- Ingenuity Frontier has started to explore a follow-up entrepreneurial phase. This effort is targeted towards high school students, college students, and adults that may have a product or venture idea that requires some level of technology or engineering to be realized. This individual is referred to as a "Technopreneur" as opposed to an individual interested in starting a retail business. Ingenuity Frontier is evaluating the resources needed to support these ventures, the availability of the resources currently, and the subsequent gaps in resources. Ingenuity Frontier is looking at available grant opportunities to support this initiative.
- The Ingenuity Frontier was actively involved in having local schools get pre-engineering curriculum from Project Lead the Way (PLTW) in local middle schools and high schools. Currently, schools in Bemidji, Cass Lake, Clearbrook-Gonvick, Badger, Fosston, and Win-E-Mac offer PLTW courses. Bagley will offer PLTW starting next year.
- Summer technology camps are offered by Northland Community and Technical College and Bemidji State University with sponsorship from 360°.

NWSBDC and MARS

Both the Northwest Small Business Development Corporation (NWSBDC) and the Marketing Assistance & Research Solutions (MARS) are housed in the College of Professional Studies.

A new three year proposal (2008-2010) for Bemidji State hosting the NWSBDC was unofficially approved by the Department of Employment and Economic Development (DEED) in the spring of 2007. Both the University of Minnesota – Crookston and Northland Community and Technical College contributed monies for the NWSBDC which allowed for the required cash match for 2007. The NWSBDC also has a very active advisory board. This advisory board includes a variety of people from financial institutions, economic development agencies, state agencies and educational institutions. A new director for the NWSBDC started on June 18, 2007.

MARS offers Bemidji State students the opportunity to conduct marketing research. The program is successful and is used by businesses and educational institutions in northern Minnesota. MARS will be under the NWSBDC starting in 2008. This will allow for the leveraging of counseling hours and federal/state funding for the NWSBDC.

CSNS

Relationships between various departments and programs in the College continue with over 300 local, regional, and state agencies. These collaborations include internship placement in Nursing, Biology, Social Work, Criminal Justice, Political Science, Geography, Environmental Studies, Chemistry, and Psychology, and graduate programs in Environmental Studies and Psychology. Relationships exist with numerous other agencies including the Legislative

Commission on Minnesota Resources, Environmental Protection Agency, Minnesota Department of Natural Resources, Bureau of Criminal Apprehension, Beltrami County Board, and others.

**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: Provost/Vice President for Academic and Student Affairs

Time Line: Annually

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

2006-2007 Status Report Summary

Over \$2 million dollars were received by Bemidji State faculty, staff and administrators in support of University and College priorities during the 2006-2007 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.

In addition, guided by the Master Academic Plan 2C, Grant Writing and Sponsored Research, Academic Affairs worked with faculty representatives from each college, and one MSUAASF representative, to review ways to improve the current “green” approval form and approval process. As an outcome of that work group, the “green” form has been revised, to include both an online and paper version, steps have been removed from the previous approval process, and the administrative offices have offered to “walk” the approval forms through the approval offices for those grant applications that are presented in a reasonable timeframe, considered to be one week in advance of the grant submission deadline.

Continued discussion is needed in the area of developing support for finding/locating grants and for supporting the creation of the budget page(s).

Work Plan 24B

Application of Grant Indirects

Work Plan Director: Vice President for Finance and Administration

Time Line: 2004-2005

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

2006-2007 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: Annually

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 Research and Assessment, Registrar, Director of Admissions, Director of Marketing, Vice Presidents, Deans.

2006-2007 Status Report Summary

The University is committed to maintaining a close consultative relationship with the Student Senate. The President visits the Student Senate at least once each semester to listen to student issues and concerns and exchange ideas. Members of the administrative team attend each Student Senate meeting. In addition, individual members of the administrative team, including the president, meet regularly with representatives from the Student Senate on a variety of topics ranging from campus safety and health matters to proposed tuition and fee rates, board and room charges, and the bookstore.

There were two primary goals for gaining student input in 2007. The first was to involve the Student Senate in discussions about the budgetary status of the University and related decision-making. The second goal was to continue the legacy of a strong consultation process on matters of particular concern to the Student Senate. Regarding the first goal, the Student Senate representatives, including their Executive Committee, were invited to participate in campus-wide discussions pertaining to the 2008-2010 budgets. The consultation process also included a meeting between the Executive Committee of the Student Senate and the President's Leadership Council.

Regular consultations also occurred with the Student Senate regarding the University's position on the 2008 and 2009 tuition rates, room and board rates and student fees. The Student Senate provided positive letters each semester to the Office of the Chancellor regarding the administration's commitment to the consultation process. The Student Senate did request that future consultations pertaining to budgetary matters include additional explanatory statements pertaining to the figures contained in the various documents. Based on this and other data, the 2007 student consultation goals were fully satisfied. The 2008 student consultation performance goals will remain unchanged from 2007.

Work Plan 25B

Identify Competitive Considerations

Work Plan Director: University President

Time Line: Annually

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

2006-2007 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: Vice Presidents, Deans, Student Senate, Bargaining Units.

2006-2007 Status Report Summary

The University remains committed to reducing the rate of tuition increases. While recent surveys of entering, full-time students by the Office of Admissions do not indicate that tuition rates are turning students away from the University, students are becoming increasingly burdened with higher levels of indebtedness. In addition, the University is concerned that part-time students are unable to take advantage of the "banded tuition" opportunity available to individuals who enroll for more than twelve credits but fewer than nineteen credits.

Many more students today are working than was the case in previous decades. The University is concerned that off-campus employment, in particular, may be impacting student participation rates in campus activities beyond the formal learning environment. Involvement in informal learning opportunities is a priority for the University because of the enrichment provided to

student growth and development. Excess work commitments also likely reduce the ability of students to participate in civic engagement activities, which is a University Signature Theme.

The University proposed a 2007 tuition increase of four percent and a 2008 tuition increase of four percent for both undergraduate students and graduate students. The Student Senate requested a zero percent tuition increase with the understanding that additional funding support should be provided by the State of Minnesota up to the level of four percent. The University did support the Student Senate's position provided that additional state appropriation was provided to the level of four percent each of the next two years.

The goal for 2007 was to moderate tuition increases at the University. The University's plan for four percent tuition increases for each of the next two years met this institutional performance goal. The University also adjusted the tuition band for undergraduates by changing the flat rate from twelve credits and above with no maximum amount to twelve to eighteen credits with a per credit rate for each credit above nineteen. This change brings the University in line with the flat rate methodology at other regional universities.

Along with adjusting the band, the University will move towards differential tuition for the 2008-2009 academic year. Differential tuition will be applied to selected upper-division courses in some majors based on factors that may include cost, demand of the major, etc. Administration will work with departments during the next year on determining whether or not a differential tuition rate is feasible, and if so, what the proposed rate should be.

Work Plan 25D

Strategic Plan and Scholarships

Work Plan Director: Vice President for Finance and Administration

Time Line: 2004-2005; 2005-2006

2006-2007 Status Report Summary

Not applicable

Work Plan 25E

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.

2006-2007 Status Report Summary

Not applicable

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 Directors: Dean of Arts and Letters; Director of Liberal Education

Time Line: 2004-2005 and 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.

2006-2007 Status Report Summary

The Liberal Education Committee (LEC) assessment plan was approved in May of 2006. While the Liberal Education Task Force is working, no additional assessment is planned. The Liberal Education Task Force intends to include in its recommendations a five year schedule for the evaluation of the Liberal Education Program. The final proposal for restructuring the program is to be completed by the end of fall term, 2008. Because the task force is still deliberating, current curriculum proposals are being reviewed under the criteria established for the present liberal education program.

In addition, the LEC did complete a review of general education programs at other MnSCU universities this past year; it appears that there is a great deal of latitude in interpreting Transfer Curriculum requirements. The committee also submitted a report to the Provost, per MnSCU request, on Bemidji State's compliance with the Transfer Curriculum. The committee's cover

memo on the report states, in part, that “It is the opinion of the Liberal Education Committee that Bemidji State is in compliance with MnTC. The Committee also notes that the work of the Liberal Education Task Force is on track; that it promises to provide a template for a richer and fuller Liberal Education alternative at Bemidji State; and that a MnTC compliant program will be available at Bemidji State.”

Liberal Education Task Force members remain up-to-date on MnSCU requirements, through conferences and related activities, and Chair Donovan’s participation on the MnSCU Transfer Oversight Committee.

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.

2006-2007 Status Report Summary

Numerous meetings of the Liberal Education Task Force, and subgroups of the Task Force, were held during 2006-2007. Discussions initially focused on a draft model for liberal education. There was support for this model, but there were also a number of questions and concerns raised about the model. Most of the concerns related to the cost of implementing the model, and the capacity of the courses that would be offered under this program. Further discussion was encouraged within departments on campus. Ultimately, additional models were considered, and further discussion occurred on five proposed models for Liberal Education. In addition, further work was done on developing a goal statement. The goal statement currently reads:

Upon completion of the liberal education program students will have gained

- intellectual and practical skills in thinking critically and reasoning logically, communicating both orally and in writing, and accessing and generating new knowledge;
 - foundational knowledge in the natural and social sciences, arts, humanities, and mathematics;
- and
- an appreciation of arts, knowledge and learning, intellectual virtues, and personal, ethical, and civic responsibilities.

Work Plan 26B

Technology and Learning Resources

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

Time Line: Spring 2003 and ongoing

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

2006-2007 Status Report Summary

Technical Support Services continued to provide support for over 3000 laptop and desktop computers used by faculty, staff and students this past year, including computers in all academic computer labs. Specific accomplishments during 2006-2007 include:

- Piloting and testing the new Apple Intel Computers and implemented their use in Campus Superlab
- Logging 7816 tickets providing technology services to faculty, staff and students (an increase of 2224 from last year).
- Providing event set up for the following groups: AAR, Northwoods Writer's Conference, Senior Finale, Combined Charities Campaign
- Managing the Microsoft Campus Agreement which allows for the installation of many Microsoft applications on Bemidji State-owned computers. This agreement is paid for by University funds rather than by individual departments/offices.
- Managing several software agreements whereby faculty and staff can purchase software at special rates for use on Bemidji State computers.
- Providing recommendations and purchasing information amounting to over \$450,000 to departments' students and offices needing to purchase computers and peripheral devices.
- Generating numerous queries throughout the year for academic departments involved with determining past activity within certain majors.
- Generating queries to determine graduation information for the Records office, Grad office, Alumni Office, various academic departments.
- Designing, creating, and maintaining course evaluation information for academic departments and returning statistics for departmental analysis.

There were also a number of improvements to the campus network and servers during the past academic year. These improvements include:

- Enhanced network security in the dorms
- Installation of 16 new servers and SAN (disk storage) unit
- Planning for the MnSCU Oracle and Consolidated Access Point (CAP) server project for conversion from current replicated database system to new Oracle database
- Installation of two CAP servers at Bemidji State
- Conversion of all MnSCU Replicated Database data access applications to the new Oracle database and the CAP server
- Planning for Keyless Entry Project to improve campus security
- Planning for potential move from current phone system to Voice over Internet (VOIP) Project
- Designing and installing additional campus wireless network hubs
- Investigating new technology for clustering servers and creating virtual servers to reduce the number of servers required to run critical services.
- Continuing to develop the disaster recovery plan for ITS related to network and server functionality
- Working to improve the Novell web mail service
- Installing new web servers to host new Bemidji State web site
- Evaluating and revising SPAM rules for GroupWise e-mail

- Installing room security system cameras, ID Card related applications and new ID Card format programming support
- Providing TRIO/SSS programming support
- Redesigning student e-mail address management programming and implementing an online method for students to get their e-mail address and create their e-mail account password.

The Academic Technology Center also had a number of accomplishments this past year, including:

- Working in partnership to re-install interactive television capabilities at Leech Lake Tribal College. The ITV connectivity there is under a cooperative agreement with Bemidji State.
- Designing and facilitating the purchase of and installation of technology equipment for plasma hallway display systems in Memorial Hall. This is Career Services system and the ATC office will develop and maintain the systems for them.
- Designing, coordinating and facilitating over \$100,000 in technology upgrades to multiple smart rooms all across campus.
- Developed and fully implemented a complete in-house inventory system for all technology equipment that is the responsibility of the Academic Technology Center.
- Developed and completely implemented a time accounting recordkeeping system (computer based) for tracking all student worker duties and activities.
- Continuing to develop and expand the student worker web team that supports over 50 Bemidji State web sites.
- Working with Marvin Windows in Warroad to establish an Interactive Television connection to help deliver classes there from Bemidji State.
- Conducting the annual smart room survey and developing a smart room upgrade and priority list to be implemented for this next year.
- Support conferences, seminars, meetings, off campus requests (weddings) and Park House functions for all their technology needs including the Student Scholarship and Achievement Conference and the Minnesota Online conference.
- Providing training and support to faculty and staff in all areas of technology needs, Smart rooms, ITV Digital video, Web, CD's, DVD's audio, presentation needs, and course materials production.
- Representing ITV facilities of Northwest Technical College-Bemidji including ITV facilities at Redby.
- Providing training for off campus groups for ITV teaching and facilities use.
- Producing and circulating the fall and spring ATC and ATC Web campus newsletter.
- Maintaining, managing, and upgrading the campus fiber optic network for telecommunication.
- Expanding Academic Technology services to include filming and DVD production of presentations and classroom instruction.
- Began implementating iMovie production and services.
- Working with Bemidji State student union to help facilitate technology upgrades for speakers system throughout both buildings, including new portable audio equipment and video display systems throughout the facility.
- Planning with Bangsberg Hall faculty to upgrade the Thompson Recital Hall to include video and audio recording equipment for recitals and general performances.

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 Directors: 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.

2006-2007 Status Report Summary

CAL

The nine departments within the college are on track with review and assessment activity timelines. The outgoing assessment coordinator during fall term, 2006, positioned each of the departments to continue their activities. Three departments within CAL, English, Theatre and Communication Arts, and Modern Languages, have five-year reviews scheduled for AY 2007-08.

Curriculum changes in the History, Mass Communication, and English Departments during the past year and a half have been based entirely or in part on the external reviewers' comments. Reviews are resulting in positive steps toward improving student learning through these curricular revisions.

COPS

All of the departments in the College of Professional Studies (with the exception of Professional Education) have completed their five-year department plans and their department program assessment plans (with some minor detail work left to be done) as their first year activities of Bemidji State's five-year academic program planning and review cycle. Some of the plans still await administrative approval.

The Professional Education Department will be given some additional time for submitting their plans, due to the department's participation in the Board of Teaching licensure review and their starting the process for seeking TEAC accreditation.

All of the departments in COPS appreciated the input from the outside reviewers and are planning on making changes and improvements to their programs, based on the reviews.

CSNS

All departments in CSNS are current in their 5-year reviews and program assessments, except for the Physics department. Departments have used the reviews to make curricular changes designed to enhance student learning.

Work Plan 27B

Curriculum Development

Work Plan Directors: 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.

2006-2007 Status Report Summary

CAL

Please see item 27A.

COPS

With information from a variety of sources, including the five-year reviews, the departments in the College of Professional Studies continually review their curriculums. All of the departments in COPS, with the exception of Accounting, implemented curriculum changes to further serve the needs and interests of the students. All of the departments have been engaged in campus-wide conversations regarding curriculum changes.

CSNS

Most programs change portions of their curriculums at least every other year due to information related to changes in the field of study or upgrades in technology. Curriculum review is also required as part of 5-year program reviews and the 5-year plan must include curriculum plans.

Work Plan 27C

Career Development Opportunities

Work Plan Director: Director of Student Life and Counseling

Time Line: Spring 2004 and ongoing

Provide students with ongoing career development opportunities through appropriate workshops, career fairs, career counseling, portfolio development, and other opportunities. Suggested Participants: Career Services, Alumni Association representative, Dean's Council representative, Student Senate representative.

2006-2007 Status Report Summary

Career Services continues to be active with a number of career development opportunities. These include workshops on Choosing a Major, Finding an Internship, Resume Writing, the Art of Interviewing, and Job Searching. Career Services again co-sponsored (with Advising Services) the Major and Career Expo in 2006-2007. This office also continues to provide individual career counseling and advising sessions. Career Services participates in FYE, providing a mechanism for students to receive the Portfolio for Academic and Career Planning. This office held the second annual Career Connections Fair in conjunction with NTC this past spring and offers eDiscover to NTC students as well to help in their career development.

Other career-related activities include a new Career and Internship Development class, which was approved through the curriculum process and has now been taught for three semesters. The Senior Finale, in the fall, brings a number of student services staff into one location to meet with seniors to help them prepare for graduation and life beyond.

Bemidji State graduates have access to several career fairs each year, as well as access to multiple internship and full time openings through the Career Services website and the BSUCareers on-line recruiting system. Career Services involvement with AAR has grown over the past couple of years. Staff meet with new entering freshman and transfer students to provide career information and provide up to date placement information to students and parents. Career services was involved in helping to establish the Advising Success Center this past year. Funded through MnSCU initiative grants, the center focused this past year on working with at-risk students.

Work Plan 27D

National Academic Honorary Membership

Work Plan Directors: Director of Student 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.

2006-2007 Status Report Summary

Not applicable

Work Plan 27E

Co-Curricular and Extracurricular Programming

Work Plan Director: Director of Student Union

Time Line: 2005-2005

2006-2007 Status Report Summary

Not applicable

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; 2004-2005

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.

2006-2007 Status Report Summary

Not applicable

Work Plan 28B

Noel-Levitz Survey

Work Plan Director: Director of Research and Assessment

Time Line: 2003-2004 and ongoing

After each survey administration, review and interpret 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.

2006-2007 Status Report Summary

The Noel-Levitz Student Satisfaction Inventory was administered to a sample of Bemidji State University undergraduate students during the spring of 2006. Results were compiled and analyzed during the following summer and fall, and a summary of the results (together with results from the Educational Participation Survey of 2006) was produced by the Office of Research and Assessment, and provided to faculty and staff via the Provost's office and academic deans. Selected results were also provided to the President's office for various reports. Planning is underway in the Office of Research and Assessment for the next administration of the Student Satisfaction Inventory in fiscal year 2009 (the Student Engagement Survey will be administered in FY2008) as now is mandated by the Chancellor's Office under direction of the Board of Trustees.

Work Plan 28C
Student-Centered Indicators and Guidelines
Work Plan Director: Director of Student Life and Counseling
Time Line: Spring 2005

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.

2006-2007 Status Report Summary

Not applicable

Work Plan 28D
Institutional Adoption of Student-Centered Guidelines
Work Plan Directors: Vice President for Finance and Administration; Provost/Vice President for Academic and Student Affairs
Time Line: Fall 2005; 2005-2006

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

2006-2007 Status Report Summary

Not applicable

Work Plan 28E
Enhance Health and Wellness Opportunities for Students
Work Plan Director: Director of Campus Recreation
Timeline: 2005-2006

2006-2007 Status Report Summary

Not applicable

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 Directors: Deans; Director, Center for Professional Development

Time Line: 2003-2004; 2004-2005 ongoing

2006-2007 Status Report Summary

Not applicable

Work Plan 29B

Support Professional Development Opportunities for Staff

Work Plan Director: Director of Human Resources

Time Line: 2004-2005 and annually thereafter

2006-2007 Status Report Summary

The planning team for the 2006 Concordia Learning Retreat is commended for the success of the day-long event, particularly the co-chairs, who committed a great deal of time to coordinating the many details that made the event memorable. "Surviving and Thriving" focused on the various aspects and impact of change on Bemidji State/NTC staff.

The Classified Professional Development Committee (CPDC) will use a portion of their regular meetings during fall semester to identify the focus of the Fall 2008 Concordia Learning Retreat for classified employees and to identify and contract with speakers to deliver theme-supportive presentations, learner-focused activities, and team building.

During fall semester 2007, an online professional development assessment will be available to all classified employees. The assessment document will request input on professional development needs from the employee's perspective and from the perspective of their supervisors. Classified supervisors will be asked to identify leadership skills that they would like to enhance. The assessment will also identify individuals who wish to participate in professional development to prepare them for leadership roles within NTC and Bemidji State.

The CPDC will meet during Fall 2007 on a regular basis, initially to review the results of the professional development assessment. These professional development needs, as identified by the employees and their supervisors, will be the basis for creating a “rolling” 12-month professional development calendar for classified employees.

The Classified Professional Development Committee will identify multiple means of delivering various mandatory and voluntary training sessions to support multiple learning styles including webinar, audio conferences, classroom presentations, and online formats.

Work Plan 29C

Support Professional Development Opportunities for Administrators

Work Plan Directors: Vice Presidents; University President

Time Line: Annually

2006-2007 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 which are submitted 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. National level professional development participation was limited during 2006-2007 as the President placed a partial restriction on out-of-state travel for administrators due to budget constraints

The goal for the 2006-2007 academic year was that all members of the President's Leadership Council members would fully satisfy professional development expectations. This expectation was only partially satisfied.

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.)

2006-2007 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 Directors: Dean of Social and Natural Sciences; Dean of Professional Studies and School of Graduate 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.

2006-2007 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.

2006-2007 Status Report Summary

The decision has been made locally, and reinforced by a new MnSCU requirement, that the University administer the National Student Survey of Engagement survey to students biannually. The next administration of this survey at Bemidji State is scheduled for spring, 2008.

During May 2007, the Center for Professional Development sponsored a Provost Forum on student engagement. Vice Presidents Fredrickson, Maki, and Carlson presented the following topics on engagement: new focus on a not-so-new concept; definitions of student engagement; surveys and studies on student engagement; Bemidji State's survey results; connections to student grades, persistence and satisfaction; and how Bemidji State can affect engagement.

Work Plan 30C

Identify Student Engagement Opportunities

Work Plan Directors: Dean of Social and Natural Sciences; Dean of Professional Studies and School of Graduate 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, Directors.

2006-2007 Status Report Summary

Not applicable

Work Plan 30D

Capstone Requirement

Work Plan Directors: Dean of Social and Natural Sciences; Dean of Professional Studies and Graduate 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.

2006-2007 Status Report Summary

Not applicable

Work Plan 30E

Student Scholarship Link to Faculty Research Projects

Work Plan Director: Provost/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 for University Advancement; Vice President for Finance and Administration; Director of Financial Aid.

2006-2007 Status Report Summary

Not applicable

Work Plan 30F

Graduation Requirement

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

Time Line: 2004-2005; 2005-2006

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.

Support liberal education task force work regarding the possible incorporation of civic engagement as a liberal education requirement. Suggested Participants: University Council, Planning Committee, Liberal Education Committee, other interested faculty, staff, and students.

2006-2007 Status Report Summary

Not applicable

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.

2006-2007 Status Report Summary

The results of the faculty civic-engagement survey were analyzed and reported on by a faculty committee in May 2007 (consisting of Drs. Dunn, Greer, and Peterson). Excerpts from their report are included below. A complete copy of the report is available in the Provost's office.

“While there has been a strong tradition of service and civic engagement on our campus, recent advocacy of civic engagement by the administration as a signature theme for Bemidji State has heightened interest in the topic. In addition, the Higher Learning Commission has added a fifth criterion—“Engagement and Service”—as a component of our reporting and evaluation for accreditation. These two factors led us to search for information and data that might reveal the level of civic engagement at Bemidji State as well as a campus conversation about how to define such a criterion. Upon investigation, we discovered that very little data on faculty engagement exists nor has engagement been regularly assessed on this campus.

We also wished to evaluate how civic engagement might be better supported by our administration and the Minnesota State Colleges and Universities system office, how such activities might connect to University grant writing efforts, and how we might wish to link to other regional and national programs such as the American Association of State Colleges and Universities “American Democracy” project. Finally, we believe that the campus and the surrounding community would benefit from increasing awareness of their interconnections and

dependency on one another, particularly the roles that faculty play as members of both constituencies.

After an all-campus meeting where many faculty spoke about their participation in service learning, volunteerism, and other civic opportunities, a small group of University personnel attempted to define civic engagement and think more systematically about how this campus engages in and relates to such activities. It quickly became evident that we lacked good baseline data on faculty participation and attitudes in this area. In order to gather systematic information, we constructed a survey first to inventory faculty activities both inside and outside the classroom as well as both on and off campus. Second, we asked faculty to indicate whether or not specific activities, in their view, constituted civic engagement.

During spring 2005, Bemidji State University faculty were asked to complete a six-item survey in which they were asked about their own civic engagement activities in the classroom, in their programs or departments, and in the University and broader community, and whether or not they defined certain activities as forms of civic engagement. Since the survey was anonymous, each faculty member was sent two mailings in an attempt to bolster response rate. Of the 290 surveys mailed, 41 were returned for a 14% response rate.

Conclusion:

Through this survey we hoped to gain a better understanding of two aspects of civic engagement at Bemidji State. First, we wanted a clearer picture of what specific activities faculty said they participated in. Second, we wanted to know whether or not they considered those activities to be civic engagement. The survey reveals that a small but substantial number of faculty are active in a wide variety of ways—inside and outside the classroom, on and off campus. Clearly, faculty consider many such activities to be routine in their lives as educators, public employees, and informed citizens and would define most of them as civic engagement.

The level of such activities on campus, especially in the classroom, suggests that faculty may be aware of the need, as outlined by Ostrander (2004), Mehaffy (2005), and Musil (2003), to resurrect higher education's public purpose in readying students to be productive citizens. Many faculty incorporate civic engagement into their pedagogy as well as modeling for students appropriate service and volunteerism. It is less clear, however, that they think systematically about what they are doing. In addition, some confusion exists when faculty try to sort out duties that may be viewed as simply a part of the job rather than civic engagement. Nevertheless, the assumption that civic engagement constitutes an important element in the culture of higher education emerges clearly from the data.

Further, even when faculty themselves may not participate, there is widespread recognition as civic engagement some activities that might be viewed outside the university as subversive, on the fringe, or risky. These activities include public demonstrations and civil disobedience. Despite specific restrictions on political activities in the Faculty Handbook, faculty apparently view college campuses as places where such behavior is acceptable and valuable for the larger community. Almost all faculty agree that political participation, working in the non-profit world, and volunteering in the community are legitimate forms of civic engagement.

Certainly the activism displayed by the faculty of Bemidji State has positioned the University to rethink the connections between liberal education, professional preparation, and civic engagement as suggested by Ostrander (2004). The administration's desire to focus on civic engagement as a signature theme is one step toward highlighting such a connection as part of the central mission of the University. We may need to better support activities already underway, however, and build civic engagement as a high profile and intentional element of everyone's experience at Bemidji State.

Now is the time to take a systematic inventory of ways in which the already extensive efforts of the faculty are supported or not supported in terms of resources, curriculum, academic structure, professional development, and grant-writing opportunities. With the aid and encouragement of the administration, the faculty can incorporate civic engagement into scholarship and knowledge creation as well as teaching and service. Once tied to the central intellectual mission of the university, civic engagement will no longer be marginal, rather it will be a vital aspect of academic life."

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.

2006-2007 Status Report Summary

Not applicable

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 Directors: Affirmative Action Officer; Human Resources Director

Time Line: June 2003 (MnSCU Work Plan 3.1), annually thereafter

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

Address commitment to diversity in hiring faculty in College Strategic Plans. Suggested Participants: Deans and Chairs. 2005-2006

2006-2007 Status Report Summary

The Affirmative Action Officer/Assistant to the President and the Director of Human Resources will continue to collaborate on identifying strategies to attract a more diverse classified and administrative staff:

The strategies considered and presented for approval may include:

- Develop a voluntary Employee Survey to identify enhancements to the Bemidji State and NTC work environments that contribute to their attractiveness and collegiality
- Consider a “new employee” mentor program to retain staff once they are recruited
- Work with Bemidji community leaders and the school district on diversity-focused activities and events to attract and welcome potential employees and their families
- Use a graduate student to compile “best practices” from educational institutions around the country for creating and maintaining a diversity-friendly working environment
- Expand media resources used to publicize classified and administrative vacancies including protected class professional associations
- Make learning opportunities available to staff regarding the “business case” for embracing diversity

Work Plan 31B

Enroll and Retain Students from Under-served Constituencies

Work Plan Directors: Director of American Indian Resource Center; Director of Admissions

Time Line: 2003-2004 and ongoing

See Work Plan 3.

2006-2007 Status Report Summary

AIRC staff continues to work with the Admissions Office staff to recruit students from underrepresented groups, particularly Indian students. During 2006-2007, these efforts have included contacting all MN Tribal School staff and Education Directors, working closely with all schools with significant Indian enrollment, maintaining contacts with the tribal colleges, and working with Indian Education staff and families. Through these efforts, it is expected that the University will increase the number of Native American students it serves.

Recent data suggests that this work may be moving enrollments in the right direction. During Fall of 2006, there were 139 American Indian students at Bemidji State, including 38 students who were enrolled for the first time. For the Fall of 2007 (as of 8/15/07) there were already 165 American Indian students enrolled, including 46 students who were enrolled for the first time.

See Work Plan item 3A for additional information about strategies for recruiting students from underrepresented groups.

Work Plan 31C

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

Work Plan Directors: Director of International Program Center, Director of International Studies

Time Line: January 2005-2006

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.

2006-2007 Status Report Summary

Not applicable

Work Plan 31D

Enhance Diversity and Multicultural Component in Liberal Education Curriculum

Work Plan Director: Liberal Education Director

Time Line: Spring 2004 and ongoing

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

2006-2007 Status Report Summary

Global perspectives are currently being considered by the Liberal Education Task Force, as part of the overall liberal education curriculum review.

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

2006-2007 Status Report Summary

On September 28, 2006, the AIRC held a one-day conference on multiculturalism and Indian Education in Minnesota. The conference dealt with a variety of topics, including the origin of Indian Education and the effectiveness of various programs in enhancing the ability of Native American students to complete post-secondary degrees.

In addition, Bemidji State classes can be held in the AIRC, and lectures can be provided by the Director of the AIRC and American Indian professors. Bemidji State American Indian Alumni also participate in a lecture series on Indian Education, Indian history, and related programs.

Work Plan 31F

International Programming

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

Time Line: 2004-2005; 2005-2006 and ongoing

Develop and implement, as appropriate, a strategic plan that revisions 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.

Administer international alumni survey. Finalize plans for second international studies student conference. Continue discussions on the University's commitment to international programming. Suggested Participants: International Studies Council, Director of International Program Center, Provost/Vice President for Academic and Student Affairs, interested faculty.

2006-2007 Status Report Summary

Key issues regarding international travel and study were addressed during 2006-2007, including:

- Program Leadership: to provide improved program leadership, focusing on participant safety and security, as well as increasing opportunities for faculty involvement in study abroad, assistant directors will be required for university-sponsored study abroad programs.
- Program Offerings: Turkey was offered as a university-sponsored program. (eventually cancelled due to low enrollment)
- Program Offerings Rotation: In an effort to maintain sufficient enrollment in each program, study abroad program offerings during semester break will be rotated.
- Program Leadership: Candidates for program leadership are evaluated on two dimensions: The first dimension evaluates candidates on their abilities to suitably discharge the responsibilities of the leadership position. The second dimension evaluates candidates in the context of potential contribution to the fulfillment of Bemidji State's criteria and objectives for Study Abroad programs as they relate to the University's goals and mission.
- Program Leadership/Quality: acceptable behavior by study travel participants have been further clarified.
- Efforts are still on-going to improve the current study abroad program evaluation form. The International Studies Council has established sub-committees, one of which will focus on study abroad issue. It is hoped that this group will continue to review the current form and offer recommendations. Distributing and collecting the evaluation forms was changed to allow greater autonomy and/or confidentiality.

Other activities related to international programming include an International Studies Student Conference. This year's conference was particularly successful in that students remained at the conference and engaged in the activities well past 4:30 on a Saturday afternoon. The University has been fortunate to have guests from Malaysia to provide the primary lectures. Faculty members from the International Studies Council have served as small section leaders, a practice that will be expanded through the newly-proposed committee structure for the council.

This year, selected members of the council met with Susan Hauser to consider the “complexity” of the international studies major. Those discussions will continue in the next year and will hopefully lead to strategies to increase the student interest in this critical program.

The proposed changes in the German major have led to an examination of the connections between language study and the international focus at Bemidji State. Curricular changes under discussion and a proposed realignment of the Modern Languages Department are bringing together members of the campus community to work toward solutions to these issues.

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.

2006-2007 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.

2006-2007 Status Report Summary

Several approaches have been taken this past year to improve technology application skills. Information Technology (IT) staff have updated their skills and knowledge by attending conferences and completing certifications related to their job areas. Student workers in IT now undergo mandatory training, to ensure these workers have a common skill set.

In terms of assisting faculty, students, and staff with their technology application skills, IT staff have set up technology for various training sessions (including BRIO, AdmitGold, and others), helped create Podcast tutorials, and created documentation to assist faculty and staff regarding common questions involved in the use of programs like GroupWise.

Work Plan 32C

Incorporate Technology and Ethics into Freshman Year Experience

Work Plan Directors: FYE Director; FYE Coordinator

Time Line: Spring 2004 and annually thereafter

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.

Implement plans for inclusion of content on technology and ethics into the First Year Experience. Assess outcomes and make changes to this curriculum, as appropriate. Suggested Participants: FYE instructors.

2006-2007 Status Report Summary

In addition to a chapter added to the FYE text last year, addressing technology literacy and ethical implications, a new lecture has been added specifically addressing Facebook, Myspace, and other online communities. FYE instructors, as well as other professionals in the Student Development and Enrollment unit, have met to discuss various venues available to address the variety of issues associated with online communities. Clubs and organizations are informed of University expectations with regard to their presence and activity in online communities, and HMU sponsored seminars have addressed the subject as well. RA training in the residence halls also now includes a focus in online community issues.

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; CTRLR Planning Committee.

2006-2007 Status Report Summary

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.

2006-2007 Status Report Summary

Please see Work Plan item 23 regarding the Ingenuity Frontier.

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 Directors: Director of Center for Research and Innovation; Dean for College of Professional Studies and School of Graduate Studies

Time Line: October 2003 and ongoing

2006-2007 Status Report Summary

The staff of the Center for Research and Innovation provided extensive training and development opportunities during 2006-2007. A record 2,415 individuals participated in these opportunities, which is 316 percent growth over fiscal year (FY) 2004. This growth is attributed to innovative delivery of services developed by the Center. For example, the Center now provides regular training and development workshops to four knowledge sharing and development groups with members in related careers. Members of these so-called "Knowledge Clusters" choose topics, for lectures and workshops, which are designed to improve their job performance. A total of 424 businesses and other organizations are currently served through the Knowledge Clusters.

Another highly successful training and development service innovation through the Center for Research and Innovation is the Academy of Lifelong Learning, which had 676 participants in FY 2007. In addition, the Center continues to offer consulting and training services through contracts and grants. A form "FY 07 Participants" is available through the Provost's office, which provides additional details on training and development programs.

Through creative use of its facilities, the Center was able to provide meeting and presentation space and services for a large number of organizations from this the region. A full listing of facility services provided by the Center is available from the Provost's office in a document entitled "FY07 In-Kind Use".

Please also see Work Plan item 23 regarding the NWSBDC and MARS.

Work Plan 33B

Teacher Preparation Advisory Councils

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

Time Line: January 2003 and ongoing

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.)

2006-2007 Status Report Summary

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

Work Plan 33C

Healthcare Education Programs

Work Plan Director: Dean of Social and Natural Sciences

Time Line: 2004-2005; 2005-2006

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.)

2006-2007 Status Report Summary

A Development Director for the new 4-year nursing program began work on the application for program approval from the Minnesota Board of Nursing in July of 2006 and approval was granted in December of 2007. HRSA 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.

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: Provost/Vice President for Academic and Student Affairs; Deans; Director of Computer Services; Director of Center for Professional Development; Director of Academic Technology Center.

2006-2007 Status Report Summary

AIRC staff continue to maintain a good working relationship with Presidents of Red Lake Nation College, Leech Lake Tribal College, White Earth Tribal and Community College, and Fond du Lac Tribal and Community College. The AIRC serves as a convenient meeting place for leadership of the tribal colleges. The annual spring art show continues to be co-hosted by Bemidji State and Leech Lake Tribal College.

Work Plan 33E

Partnerships with Regional Organizations

Work Plan Directors: 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.

2006-2007 Status Report Summary

CAL

In September, 2006, Dean Erickson completed her eighth year as a member of the Board of Directors of the Minnesota Humanities Commission. Her involvement with MHC facilitated the connections between that organization and Native American faculty members to offer workshops and classes on Native American culture and language, specifically to teachers and community leaders in the region.

Dean Erickson has continued to develop relationships with area tribal college leaders, most specifically Leah Carpenter, president of Leech Lake Tribal College. Meetings with Joe Aitken, assistant director of the American Indian Resource Center, should help further develop relationships with other area tribal councils and tribal colleges.

Please see Work Plan item 23 for more information about potential collaboration with the First Nations Composer Initiative.

In her role as dean of the college, Dr. Erickson continues to encourage faculty members to engage with community and regional organizations, including those in the visual arts, music, theatre, mass communication, and history areas. A proposed regional art museum has been shelved for the near future.

COPS

In the College of Professional Studies, faculty have been involved in numerous community development partnerships with regional organizations. These relationships include the 360° partnership, which includes representatives from ten manufacturing companies and state agencies, along with a number of educational institutions. (The 360° Advisory council includes Potlatch Corporation, Mold Craft, Inc., Nexen Group, Inc., Delkor Systems, Inc., Engel Metallurgical, Ltd., Remmele Engineering, Inc., Wilson Tool International, DEED - East Central Office, Governor's Workforce Development Council, and Arctic Cat, Inc.) and the Director's Council of representatives from partner institutions (Bemidji State University, Northwest Technical College, Northland Community and Technical College, Central Lakes College, Pine Technical College, St. Cloud Technical College, Saint Paul College and Minneapolis Community and Technical College.)

K-12 outreach is a part of this project as well. 360° has partnered with Project Lead the Way (PLTW) through relationships with the eight partner institutions to deliver "hands-on" technology experiences over and above the PLTW curriculum. Many of the PLTW students attend Technology Camps and Day events which are directly "feeding the pipeline."

CSNS

Almost every Department has continuing relationships or partnerships with at least one regional organization. Several members of the Environmental Studies Program have ongoing collaborations and grant projects with LCMR, DNR, and others. The College's relationships with Red Lake Tribal College and Leech Lake Tribal College remain strong.

Work Plan 33F

Respond to Regional Needs

Work Plan Directors: Vice Presidents; University President

Time Line: 2004-2005 and ongoing

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

2006-2007 Status Report Summary

The University continues to advance both its presence and contributions throughout northern Minnesota as a vital part of its mission. Focus groups, involvement in the private sector, and survey research have become increasingly 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 in Manufacturing Technology, Red Lake Teachers Program, bioconversion of potato waste research project, four-year generic nursing program, Marketing Assistance and 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 programming in the visual, creative and performing arts and arts education opportunities throughout the region. Special performing opportunities and creative expression opportunities are designed to reach K-12 students. 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.

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. 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.

In addition, the University's involvement with Scenario Planning over the past 16 months has included a major component focused on the external drivers that impact the University, including forces affecting our region.

The University continues to be an active partner with the City of Bemidji. This past year, there has been significant representation by University faculty, staff, and administrators on committees and task forces that have worked on the renovation of Diamond Point Park and the feasibility of developing a regional events center. One partnership that emerged from these discussions is the relocation of the University's outdoor program center to Diamond Point Park. The city is constructing a building the University will lease for its new home, which will be open year round. The improved location of the Outdoor Program Center is expected to better serve the University community and the larger community.

The University has also entered into agreements to host the following new events for the community in the coming months: a partnership with the Bemidji Pioneer to host a Women's Expo; a partnership with local law enforcement to host an active shooter scenario drill on campus; and a welcome home celebration for the local National Guard.

Numerous activities through the American Indian Resource Center also serve to support and strengthen northern Minnesota both economically and culturally. The AIRC hosted two symposia last year focusing on Indian education issues across the Minnesota Native American community. Additionally, two speakers were invited to address Native American history from the context of current Native American issues. Center staff were instrumental in convincing the State legislature to return the administration of the Minnesota Indian Scholarship Program to Bemidji to be in closer proximity to the population it serves. The annual Council of Indian Students pow wow, open to native dancers across the state and Canada, is one of the most well attended pow wows in Minnesota. The Area Race Relations Task Force meets regularly in the AIRC, and is attended by University and community leaders alike.

Career Services provides numerous opportunities throughout the year for area employers, both public and private, to meet with BSU graduating students to assist in providing a well trained and productive workforce in the region. This includes local career fairs as well as individual appointments with local employers.

The director of Student Health Services maintains a relationship with the local health care community, which proves invaluable during incidents that involve/require community participation in student health care crises. The director, along with Counseling Center personnel have worked together with local authorities in the pandemic planning process, attending numerous community planning events. Many University personnel have attended Veterans Reintegration events preparing for veterans return to the local community.

The International Program Center works to integrate BSU international students with the community. The annual Festival of Nations is open to the public and is well attended by the local community. The Family Friends organization works to pair international students with community members, serving to enrich the lives of both through cultural exchange. The Center also facilitates visits of international students to local elementary and secondary classes, Rotary Club meetings, and other settings in an effort to promote cultural understanding.

The Recreation Center and Outdoor Program make their expertise, equipment and facilities available to the local community for events such as Special Olympics and the Annual Cancer Walk. Various civic clubs and organizations utilize the staff and facilities for their own growth and development activities. A wide variety of fitness classes and activities are offered to the public for a nominal fee.

Nearly 40% of the University Child Care Center clients come from non-student parents, providing valuable service to the community.

Please also see Work Plan item 22.

Work Plan 33G

Recognize and Promote BSU Participation within the Region

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

Time Line: Fall 2004; 2005-2006

2006-2007 Status Report Summary

Not applicable.

Work Plan 33.1

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

Work Plan Directors: University President; Vice Presidents; NTC Provost

Time Line: 2005-2006

2006-2007 Status Report Summary

In 2002, Northwest Technical College became formally "aligned" with the University under the leadership of a shared President. The concept of alignment maintains the independent mission of both institutions but seeks opportunities to become more efficient by contracting for potentially duplicated services, sharing courses and curriculum where appropriate, and eliminating the duplication of like facilities to improve space utilization and resource expenditures.

The goals for alignment in FY 2007 involved further (1) alignment of administrative services, (2) development of enabling policies to facilitate alternative enrollment opportunities and (3) creation of inter-institutional policies designed to provide NTC learners with access to University residence halls and associated student services, and (4) expanding academic program alignment. Progress continues in the administrative alignment between the two institutions. However, attention needs to be devoted to developing a shared organization chart that consists of clear reporting lines to be agreed to by all parties to avoid confusion. In addition, progress was also expected to occur in the further development of transfer curriculum opportunities. The goal of developing new opportunities for enrollment has been realized through the development of the "bridge program", described in more detail below.

The second goal of providing a pathway for NTC students to live in a University residence hall also expanded. Nearly sixty-five NTC students lived in Bemidji State's residence halls this past year. Progress continues to occur on developing student development policies and procedures that address NTC students residing on the University campus as the program evolves. The goal is to have 80 NTC students participating in this program in 2008.

Members of the two academic communities also continue to explore opportunities that promote student access. Two departments/programs completed new articulation agreements that will facilitate seamless transfer. Academic program activity associated with the Center for Excellence also continues to expand. Some tension does exist as the College begins to offer more online general education courses. The alignment agreement between the College and University calls for Bemidji State to offer all on-site general education course work. The College will only provide online general education course work the University faculty are unavailable to offer. While the policy is clear, tension is developing as the College shifts some of its on-site course work away from the University into an online format. Additional administrative attention to this area will be required in 2008. The goal in 2008 is to clarify the credit implications.

The alignment of the University and the College under the leadership of a single President continues to be a work in progress. Issues associated with reporting lines, contracts for services,

general education offerings, and time tables for specific performance expectations must be addressed in the next fiscal year to insure continuing progress in realizing success in this experimental opportunity. Progress in administrative services collaboration, alignment of customized training, development of an alternative admissions option, additional academic program articulations, and the College learner residential life option suggest that alignment between the two institutions is advancing. The four 2007 broad-based alignment goals between the College and the University were largely satisfied. However, the alignment of the two institutions remains a work in progress.

In the area of Student Development and Enrollment, three particular initiatives support the NTC/Bemidji State alignment. The Bridge Program, specifically designed to assist under-prepared students to transition from high school to university level work, was implemented and supported collaboratively between NTC and Bemidji State. A faculty advisor at each institution was identified to work with a cohort of students seeking admission to Bemidji State, but who did not meet the academic requirements for admission. Students who successfully completed a semester of prescribed course work at NTC were advised through the transition to Bemidji State by both NTC and Bemidji State faculty. Though the program is in its infancy, it should prove a viable alternative route to Bemidji State for motivated but under-prepared students, and an opportunity to increase collaborative efforts between NTC and Bemidji State. An estimated 35 students participated in the bridge program in 2007. The goal for 2008 is 40 learners.

The Career Services Office also collaborates with NTC. Bemidji State, along with NTC, hosted the 2nd annual "Career Connections" career fair on the Bemidji State campus, March 28, 2007. It provided students from both institutions seeking career information, internships or full-time employment opportunities to network with employers from all across the state. It continues to be a successful effort benefiting students from both institutions.

An effort was initiated this year to devise a fee structure that would allow NTC students access to the Recreation Center, Health Services, sporting events, and other fee funded student activities on the Bemidji State campus. This access does not require any registration for Bemidji State classes. This fee is required for NTC students residing in the Bemidji State residence halls, and optional for other NTC students desiring access to Bemidji State facilities and services. This should further facilitate the integration of students across both campuses.

Accounting and budgeting functions have also become fully integrated this year as the Vice President for Finance and Administration and the College Management Officer have become more involved in the financial operations. Annual financial statements for FY2006 resulted in an unqualified opinion. Alignment of facilities operations also occurred to larger extent this past year as the Physical Plant Manager at the University became responsible for directing capital fund remodeling and renovation projects at the college.

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: Ongoing

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

2006-2007 Status Report Summary

University goals were established in consultation with the Environmental Advisory Committee. This committee, along the Students for the Environment, has acted as conduit for presenting suggestions to the administration. These goals have formed a baseline in establishing priorities in this area. One successful accomplishment was a three hundred percent increase in recycling in residential life.

The University has also become a member of the American Association of Sustainability in Higher Education (AASHE). Through this organization, and the Society of College and University Planning (SCUP), several departments on campus have hosted webcasts and teleconferences on various issues around sustainability. The University was also recognized as an EPA (Environmental Protection Agency) green power partner this past year for our use of wind energy. Negotiations are currently pending with Ottetail Power to expand the amount of wind energy that we purchase.

Work Plan 34B
Construction Decisions
Work Plan Director: Vice President for Finance and Administration
Time Line: Ongoing

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

Pilot the use of wind energy in the Student Union to test its costs and benefits. 2005-2006

2006-2007 Status Report Summary

Design for the Linden Hall redevelopment project was completed this year while architects were hired and design work has begun for the Sattgast addition and renovation and two HEAPR projects – the replacement of boilers in the heating plant and the addition of a new chiller. In all cases, criteria were used that factored in sustainable design strategies.

LEED (Leadership in Energy and Environmental Design) certification was explored for the Linden and Sattgast projects. While full certification was not financially feasible, components of LEED design has been fed into the parameters of the project as the projects have progressed. The feasibility of using geothermal energy was studied for the HEAPR projects as part of the predesign process.

Work Plan 34C
Student Organizations
Work Plan Director: Director of Residential Life
Time Line: Ongoing

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

2006-2007 Status Report Summary

The Students for the Environment sponsored a Green Week this past year which included a variety of activities relating to environmental sustainability. This group also provided access to the film "An Inconvenient Truth" for other groups to use. The Hobson Union continued to work with Student Senate on promoting the purchase of up to \$20,000 worth of wind energy. Signs have been put up in HMU, letting students and visitors know that the building is powered by wind energy.

The Student Senate is developing a Signature Themes committee in order to better coordinate efforts relating to the Environmental Stewardship component of the Themes. The University is a signatory of the Talloires Declaration, and a copy of the Declaration now hangs in the HMU as a reminder of the commitments the University has made to environmental sustainability.

Work Plan 34.1
Graduate Studies
Work Plan Director: Dean of the College of Professional Studies and 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, Provost/Vice President for Academic and Student Affairs.

2006-2007 Status Report Summary

The School of Graduate Studies and the Graduate Committee continued to implement the action items of the strategic plan.

The unduplicated graduate student headcounts and FTE for recent years are listed below.

Year	headcount	FTE (on-campus and online)
FY 2006-07	711	
FY 2005-06	659	189.05
FY 2004-05	625	158.95
FY 2003-04	611	152.65
FY 2002-03	467	125.45
FY 2001-02	308	98.5
Summer 2006	549	
Summer 2005	683	
Summer 2004	586	
Summer 2003	593	
Summer 2002	404	
Summer 2001	329	

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://www.bemidjistate.edu/academics/affairs/stratplan.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):

2006-2007 Status Report Summary

The continuing environment of fiscal restraint necessitates that the University community become ever more resourceful in identifying avenues to support institutional priorities. Resource reallocations derived from the budget realignment have generate a need to potentially address organization structures, curriculum modifications, program reductions, athletic opportunities, service priorities, and staffing levels. In addition, grants, fund raising, and partnerships all continue to play a vital role in the University's future.

Discussions are continuing across the campus in rethinking the liberal education curriculum, program integration, and service reorientation. In addition, the Provost and Vice President for Academic Affairs is working with a group of faculty and the Deans to assess the College

structure. Work associated with the updating of University's five-year plan also will be incorporated into future decision-making and resource priorities. Two primary emphases have been advanced from the Scenario Planning Resource Group and conversations with the campus. The first emphasis is a recommendation that the University become more focused in the future. The second major recommendation to be used in developing the next University Plan is create more institutional capacity through a climate that supports innovation and creativity.

The University has a long history of providing services to the region and the state. Activities and events associated with the cultural arts, American Indian community, business consulting, research and leadership services all serve to emphasize the University's commitment to enhancing the quality of life in northern Minnesota through providing access to education, training, talent, and expertise. Partnership opportunities in support of excellence also are important to the growth and development of the University. Program advisory groups, technology donations, internship opportunities, and alumni networks are all increasingly a part of the University's future. The University is increasingly responsive to partnership opportunities that grow the capacities of the institution while adding value back to our partners and citizens.

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 and 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:

2006-2007 Status Report Summary

The University continues to encourage grant writing activity to support student access, research and service initiatives. Annually, approximately \$2,000,000 is received in grants primarily from state, MnSCU and federal sources. The Provost and Vice President for Academic Affairs in conjunction with the Deans are investigating approaches to facilitate and encourage more grant writing activity in a time characterized by operational resource challenges.

The University Foundation Board recognizes the increasing importance of their mission in relationship to the University's needs and priorities. The Board authorized the hiring of two

additional development officers to support college activity. Each of the colleges now has a development officer designated to support college excellence priorities lead by the Executive director of the University Foundation. The University Foundation raises approximately \$2,000,000 in annual giving to primarily support student scholarships in an era of increased competition for students. An emphasis on raising undesignated scholarship dollars to support the Office of Admissions financial assistance program is already yielding positive results that may well lead, for the fall of 2007, to one of the larger freshmen classes in the past two decades. Efforts in building a legacy society to support future University priorities are estimated at approximately \$20,000,000 in less than four years. A group consisting largely of former Foundation Board members and current University Foundation Board members has been created to begin work on a capital campaign in support of University priorities.

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 Line: Fall 2003; ongoing

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

2006-2007 Status Report Summary

The Accountability Framework (Accountability Dashboards) is based on a set of data that all MnSCU institutions are required to collect. Development of the accountability measures is now largely completed and implementation of the framework will largely be determined by the Chancellor'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.

2006-2007 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.

2006-2007 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 Directors: Vice Presidents

Time Line: Fall 2003 and ongoing

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

2006-2007 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. Within Academic Affairs, numerous steps have been taken to enhance communications. Examples include: shared meet-and-confer minutes with the BSUFA; two Provost forums sponsored by the Center for Professional Development (September and May); seven Academic Forums sponsored by office of Academic Affairs; and a Faculty Conversation (half-day conference with breakout session) in October 2006.

University-level efforts include: budget forums; establishment of two days in the academic calendar where faculty and staff are on duty, but no classes are held, to facilitate university-wide conversations. This year, two half-day, all-university meetings were held on Scenario Planning.

In the new Student Development and Enrollment division, directors meetings were held bi-weekly. In addition, the Interim VP met bi-weekly with individual directors. Internal division email distribution lists were created to facilitate communication.

Work Plan 39B

Planning Structure Communications

Work Plan Directors: Vice Presidents

Time Line: Fall 2003 and ongoing

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

2006-2007 Status Report Summary

The University community completed a 16-month Scenario Planning process in April 2007. Bemidji State University identified Scenario Planning as the process that would lay the foundation for its next Strategic Plan. This process was selected by consensus among University administration and leaders of all bargaining units. The scenario planning method works by understanding the nature and impact of the most uncertain and critical driving forces affecting the future. It is a group process which encourages knowledge exchange and development of understanding of central issues that are important to the future of the organization. A core planning team worked for 16 months to examine the external forces affecting the future, to develop scenarios of the possible futures facing the University and to recommend “robust” strategies that would best prepare the institution for whatever unfolds in the coming decade.

The team carefully examined issues of enrollment, demographics, generational shifts, economic and social valuation of higher education, global and regional workforce challenges and other critical external factors. Ultimately, we identified two key internal characteristics that the University must have in order to prepare for the external forces that will drive our future:

- 1) a university culture of innovation and change and
- 2) a focused identify of the University.

A series of experts were brought to campus to help provide credible information regarding the external driving forces affecting the University’s future. Over the course of three months, the planning team met eleven times to work through the process of composing scenarios, or stories, about the possible futures facing the University. A Campus Conversation event was held to receive feedback from the campus community on the draft scenarios. More than 250 university employees participated and the data collected provided the planning team with critical insights. Final scenarios were then crafted.

Sixteen additional work sessions were held to explore the scenarios and discuss the strategies that the University must undertake in order to be successful in the face of the external forces affecting higher education in the coming decade. A second Campus Conversation was held to garner feedback and ideas from University employees that would inform the discussion of strategies. More than 150 employees spent several hours in facilitated discussion and the planning team organized the key points. In the final work sessions, the planning team crafted a list of eight recommended strategies.

These recommended strategies are currently under consideration by the University administration in the drafting of the next University strategic plan.

Work Plan 39C

Office of the President Communications

Work Plan Director: University President

Time Line: Fall 2003 and ongoing

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

2006-2007 Status Report Summary

The Office of the President continues to focus on improving communications across the campus as well as with external constituencies. The monthly "Insider" report to the campus was revised in response to comments received from several campus constituencies. In addition to the President's message, a greater emphasis is now placed on reporting major campus events, external support, and professional development activities. The administration also continues to use campus-wide forums, task forces, and special purpose meetings to convey and receive information regarding University planning, master planning budget updates, safety and health issues, and technology enhancements.

The University planning committee structure is in need of revision. The president will recommend to the campus a new University level planning structure in the 2007 fall semester. The revised structures will emphasize transparent communication, fewer committees, reducing barriers to success, and advising the President on progress in advancing the updated University strategic plan. The University's strategic plan will be grounded in the recommendations from the scenario planning process.

The administration also continued past practices of regular monthly meetings with bargaining unit representatives. The Vice Presidents and the President also meet with student association representatives on a regular basis regarding topics associated with tuition and fee rates, University budget, safety and health issues, and room and board rates. Regular administrations of the Noel-Levitz Student Satisfaction Survey and other campus based survey instruments provide useful information about student needs and expectations.

The Office of the President also maintains regular communications with a number of key external constituencies that include: University Foundation; University Alumni Association; local, county, state and federal elected leadership; school superintendents; and various philanthropic, state, regional and business leaders.

The president has recommended that regular data gathering measures be initiated to determine progress in addressing employer satisfaction, alumni satisfaction, employee satisfaction, external community satisfaction. This information will be incorporated into a comprehensive approach that will include the signature themes, goal statements, and measurements.

Work Plan 39D

University Communication Plan

Work Plan Director: Director of University Communications

Time Line: 2004-2005; Ongoing

2006-2007 Status Report Summary

The newly developed integrated marketing team met twice monthly to begin understanding, shaping, and promoting the University's brand. The team reviewed environmental drivers, analyzed existing Bemidji State market research, conducted a SWOT analysis, initiated early-stage integrated activities, and began creating integrated marketing plans for FY 2008. The Communications and Marketing Office was re-organized and an interim associate director for news was hired and the director of marketing and director of communications positions were merged.

The President's newsletter, Insider, was redesigned in preparation for its transition to a fully web-based newsletter. Results of a campus-based student survey helped shape institutional messages targeted to prospective and current students. A unified look for Bemidji State publications and promotions was initiated with materials developed for Admissions, Alumni, Extended Learning, Bemidji State Foundation, Psychology, and the President's Office. Similarly, institutional and departmental advertising was redesigned to convey consistent messaging and design. Two new 30-second video spots were also created. Key University messages were consistently placed in talking points, columns, and speeches. The editorial content of Horizons was shifted slightly to showcase the implementation of strategic areas through stories on Bemidji State programs as well as people. Regular progress reports 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 Directors: Vice Presidents

Time Line: Fall 2003 and ongoing

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

2006-2007 Status Report Summary

Memos for Work Plan Directors were sent out in December, 2006 to notify directors that the final report date for Work Plan accomplishments was moved from December 2006 to June 2007.

Communications were directed out of the VP for Academic Affairs, VP for Administration and Finance, and VP for Student Development and Enrollment offices. Dr. Patrick Guilfoile, currently Associate Dean of Professional Education, serves as Bemidji State'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 Directors: Vice Presidents

Time Line: 2004-2005; 2005-2006

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

Facilitate campus review of consultant's report and facilitate next steps in revision of the planning process. Suggested Participants: University Council and Bargaining Units.

2006-2007 Status Report Summary

The Scenario Planning work was concluded in April 2007 with the development of strategies to be incorporated into the next University Strategic plan. Over the summer, the 2008-2013 University Strategic Plan will be drafted, and campus consultation will begin in the fall. A permanent committee, proposed as the Future's Council, will be created to monitor progress on the University Strategic Plan, to commission task forces as appropriate, and to advise the President on changes in the external environment which impact the University's strategies.

Work Plan 40C

Planning versus Operations

Work Plan Directors: Provost/Vice President for Academic & Student Affairs; Vice President for Finance and Administration

Time Lines: 2004-2005; 2005-2006

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.

As part of planning structure review and revision, ensure that a consensus is reached on a definition of planning. Suggested Participants: University Council and campus community.

2006-2007 Status Report Summary

Not applicable

Work Plan 40D

Review of the Planning Process

Work Plan Directors: Provost/Vice President for Academic & 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.

2006-2007 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 Directors: Vice Presidents

Time Line: Ongoing

Support institutional representation at MnSCU meetings.

2006-2007 Status Report Summary

Please refer to Work Plan 15 for details of accomplishments in this area.

Work Plan 41B

Accreditation Representation

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

Time Line: 2003-2004 and ongoing

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

2006-2007 Status Report Summary

Five Bemidji State University members presented at the annual meeting of the Higher Learning Commission spring 2007.

Work Plan 41C
University Name
Work Plan Director: University President
Time Line: 2005-2006

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

2006-2007 Status Report Summary

Not applicable

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 Line: 2003-2004 and ongoing

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

2006-2007 Status Report Summary

A five-year budget forecast was communicated to the university community in October 2006. Assumptions used in the forecast included:

- full-time equivalent enrollment will grow by a modest amount between the years 2008-2010
- state support will increase by three percent annually
- tuition rates will increase by four percent based on the current Board of Trustees actions and the state legislators
- that annual compensation cost increases will not exceed 4.5 percent.

The conclusion reached from the five-year budget forecast was that for the foreseeable future expenditures were increasing at a faster rate than our revenues. In order to fulfill our mission, senior leadership set forth a \$5 million, three-year budget restructuring plan. The plan was established by determining how, as a university, we wanted to utilize our resources by the end of fiscal year 2010.

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. Develop a five-year budget forecast. Suggested Participants: Executive Council, Budget and Resource Allocation Committee.

2006-2007 Status Report Summary

Fiscal Year 2008 will begin the implementation of the three-year budget readjustment plan. We are using three approaches to meeting this goal of long-term viability: budget reductions; restructuring of offerings; and new investments. Guiding our budget deliberations were five criteria: 1.) Every attempt must be made to minimize the impact on the entirety of our students; 2.) Every consideration should be given to minimize the impact on permanent and probationary faculty and staff; 3.) Enrollment growth potential must be strengthened; 4.) Careful consideration should be made on effectively providing services through innovative approaches; and 5.) Consideration must be given to how decisions will impact the University's commitments and reputation.

The adjustments by area within the University are to increase revenue by \$1 million; decrease expenditures by \$1 million each in direct instruction and institutional support; decrease expenditures in intercollegiate athletics by \$750,000; decrease expenditures in physical plant by \$550,000; decrease expenditures in academic support by \$450,000; and decrease expenditures in student services by \$250,000. Through attrition and retirements, there will be an overall reduction of approximately 25 positions by 2010. Restructuring of offerings will occur with academic programs and within intercollegiate athletics that will result in long-term financial savings. New investments include increased investments in repair and betterment, equipment, and the addition of academic programs and student services that will provide opportunity for enrollment growth and enhance retention efforts.

Strategy D: Institutional Processes

Work Plan 43

Leadership development.

Notes from the University Plan:

Identify or develop opportunities for students, faculty, staff, and administration to gain a thorough and working understanding of educational policies and procedures, such as those relevant to accreditation, legislation, MnSCU.

Leadership Development

Work Plan Directors: Provost/Vice President for Academic and Student Affairs; Vice President for Finance and Administration

Time Line: 2003-2004 and ongoing

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

2006-2007 Status Report Summary

Most of the activities identified in 2004-2005 and 2005-2006 Work Plan status reports have continued. In addition, with the hire of a permanent Associate Director for the Hobson Memorial Student Union, work is being done to evaluate best practices in leadership centers and the feasibility of creating one for our students.

Opportunities for leadership development are encouraged as part of each staff's Professional Development Plan. The University has professional staff members who are currently in doctoral and other programs. The University also has seven members of its professional staff and faculty that have been nominated and accepted into MnSCU's Leadership Academy through Maricopa.

Work Plan 43.1

Enhance Health and Wellness Opportunities for Faculty, Staff and Administrators

Work Plan Director: Director of Campus Recreation

Time Line: 2005-2006

2006-2007 Status Report Summary

Not applicable

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 Line: 2004-2005

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: Provost/Vice President for Academic Affairs.

2006-2007 Status Report Summary

Not applicable

Work Plan 44B

Master Academic Plan

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

Time Line: 2004-2005; 2005-2006

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.

2006-2007 Status Report Summary

Not applicable

Work Plan 44C

Master Technology Plan

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

Time Line: 2003-2004; 2005-2006 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

2006-2007 Status Report Summary

The development of Bemidji State 2006-2008 Technology Master Plan was completed.

Work Plan 44D

Master Facilities Plan

Work Plan Director: Vice President for Finance and Administration

Time Line: August 2004; 2005-2006 and ongoing

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

2006-2007 Status Report Summary

The master facilities plan update was completed this spring by LHB Inc. The plan integrates with the other campus master plans and sets out a road map for physical improvements for the long term. The plan incorporates elements that include enhancing campus aesthetics; overcoming inertia of past development completed without planning; responding to new paradigms in educational delivery including online classes, part-time students, and consumer driven education; developing campus cohesion and clarity; restoring landscape as an essential element; introducing sustainable design precepts; responding to enrollment trends; and integrating with the community. The redevelopment of Linden Hall and the addition and renovation to Sattgast Hall are the first two major capital projects being implemented from this plan.