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No part of the Master Academic Plan should be interpreted as superseding provisions of the Inter-Faculty Organization Master Agreement.

Reference in this document to specific committees should be interpreted as including the current planning committees and the committees, advisory groups, and/or task forces which may be created through the established contractual processes to supplement, or supplant, the current planning committees.

I. INTRODUCTION - Building for the Future: Academic Affairs

Bemidji State University aspires to be the Midwest's premier student-centered university, integrating liberal arts with career development to prepare students for life-long learning and leadership in a global society. We have unique strengths that allow us to take advantage of opportunities, but we also face new and daunting challenges that require our critical evaluation and strategic response. This Master Academic Plan coordinates and further develops those portions of the University Plan that are uniquely academic, and is informed by the significant planning that has taken place at Bemidji State University. Its purpose is to further guide academic development at the University.

Strategic Planning at Bemidji State University

Discussion of strategic planning at the University may be enhanced by referring to categories of plans as Level I, Level II, and Level III (modeled from Georgia Southern University).

Level I Plans (University Plan)

The University Plan: Strategies for 2002-2007

In 2002, in part as an outcome of the university's Higher Learning Commission accreditation self-study, Bemidji State developed a new five-year goal statement and strategic plan, the *University Plan: 2002-2007* (Appendix D).

Five-year Goal Statement:

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

The *University Plan* articulates four strategies to reach its goal:

- A. Resource maintenance, expansion, and diversification
- B. Programming and service excellence
- C. Alignment of resources with priorities
- D. Enhancement of institutional processes and decision-making

Level II Plans (University Master Plans)

Level II documentation includes academic, facilities, information technology, and student development *Master Plans*. These Master Plans include explicit language on how different functions within the University support and advance the goals and objectives identified in the Level I *University Plan*.

Level III Plans (College and Department Plans)

Level III documents include college strategic plans, department plans, and program reviews.

MASTER ACADEMIC PLAN *Building for the Future*

Planning Assumptions

The Master Academic Plan is based initially on the University Plan and incorporates the following assumptions derived from analysis of the university's relative strengths and weaknesses vis-à-vis the university's external and internal environments. (See Appendix F for full analysis.)

- Changing demographics will affect demand for higher education at Bemidji State.
- Recruiting, retaining, educating, and graduating students must be institutional priorities.
- Efforts to connect existing academic programs with new student markets should increase enrollments.
- State resources for new programs will be limited.
- Bemidji State must carefully evaluate whether new academic programs could be used to build institutional enrollments.
- Bemidji State must continue to meet lifelong learning demands of working and older adults.
- Projected faculty turnover through retirements requires careful planning.

Desired Outcomes for the Master Academic Plan

As mentioned earlier, this Master Academic Plan coordinates and further develops those portions of the University Plan that are uniquely academic. In particular, it develops Strategy B of the University Plan and begins to answer questions posed in Strategy A.

The Master Academic Plan coordinates efforts toward the following six outcomes:

1. High quality programs
 2. Excellent faculty
 3. Secured future for Northern Minnesota
 4. Diversity in students, faculty and programming
 5. Excellent teaching and learning environment
 6. Financial stability.
-

II. MASTER ACADEMIC PLAN

The Master Academic Plan provides a flexible overall framework for the development of specific college and department plans and for academic initiatives that reflect those plans. In this way, the MAP guides academic development at the university and connects current planning efforts to those that have gone before, including the University Plan 2002-2007 and the Evaluation of Opportunities and Challenges.

The Master Academic Plan coordinates efforts toward the following six outcomes (unranked):

1. High quality programs (Provide high quality educational programs and services that support students' professional, personal, and citizenship development.)
2. Excellent faculty (Hire and support excellent faculty.)
3. Secure future for Northern Minnesota (Help build the future of Northern Minnesota.)
4. Diverse student, staff and programming (Enhance diversity.)
5. Excellent teaching and learning environment (Support the teaching and learning environment.)
6. Financial stability (Secure financial stability through appropriate growth and program development.)

Each outcome has sub-categories and each sub-category has decision parameters. The decision parameters are useful in several ways:

- They provide a basis for the authoring of initiatives by the colleges and departments.
- They provide a basis for college and academic affairs decision-making with regard to initiatives.
- They invite interpretation and discovery. For example, review of the parameters might suggest a different frame or approach to an activity already built into an initiative, and might also provoke consideration of new approaches and activities. (Larry Hirschhorn and Linda May, "The Campaign Approach to Change: Targeting the University's Scarcest Resources," *Change*, June 2000)

As with other university planning documents, the Master Academic Plan remains open to review and modification.

References in this document to the Colleges include all academic programs, including the programs in Integrative Studies.

1 Provide High Quality Educational Programs and Services that Support Students' Professional, Personal and Citizenship Development

- A. Core Values and Signature Themes
- B. Curricular Philosophies
- C. Assessment of Student Progress

Bemidji State's educational programming includes Liberal Education (general education), majors, and other academic programs, including minors and fields of emphasis. These programs directly reflect the university's goal of "integrating liberal arts with career development to prepare students for life-long learning and leadership in a global society" (Five-Year Goal Statement, Appendix D). While many criteria come into play in the development of academic programming, such as trends and needs in professional fields, the following three over-arching criteria can help assure that Bemidji State curricular and co-curricular initiatives work toward common themes and goals.

1A. Core Values and Signature Themes

Bemidji State has identified three core values central to its mission, passion and promise:

- International/multicultural understanding
- Civic engagement
- Environmental stewardship.

These identified values serve as Signature Themes that contribute to the development of Bemidji State's curriculum. The Signature Themes are not tightly defined; rather, they are intended to invite interpretation and discovery appropriate to each academic program (Hirschhorn and May, 2000). Although it is not intended that each class or co-curricular activity explicitly incorporates each value, it is intended that, through the sum of their educational experience at Bemidji State, students will have multiple opportunities to learn about, experience, reflect on, and integrate these values.

Decision parameters for inclusion of Signature Themes/Core Values in curricular and co-curricular initiatives include the following*:

- As appropriate, intentionally incorporates experiences that reflect the Signature Themes.
- As appropriate, promotes opportunities for students to confront or engage in experiences that reflect the Signature Themes.
- As appropriate, helps ensure that every graduate will have had opportunities to learn about, experience and reflect on the Core Values expressed in the Signature Themes.

To this end:

- The Liberal Education Task Force is encouraged to consider carefully these core values and signature themes as it proceeds with the redesign of the Liberal Education program.
- College Strategic Plans are expected to address the inclusion of these core values and signature themes in Department Plans.

*The intention is to provide direction on common themes and goals, not to prescribe curriculum or degree requirements.

1B. Curricular Philosophies

A variety of curricular philosophies is evident and supported at Bemidji State. Two particular philosophical approaches are especially encouraged in current academic practice: interdisciplinary offerings and experiential learning. Models of these philosophies include programs in the School of Integrative Studies, joint programs, course structures such as that for “People and the Environment,” and community-based opportunities including internships, service-learning experiences, travel-study, and practicums.

Decision parameters for incorporation of curricular philosophies in curricular initiatives include the following*:

- As appropriate, supports and grows interdisciplinary approaches to the curriculum.
- As appropriate, supports and grows experiential learning in the curriculum.

To this end:

- College Strategic Plans are expected to address the inclusion of curricular philosophies in Department Plans.

*There is no intention to limit curricular philosophies to these two. Rather, the intention is, as appropriate, to support and grow interdisciplinary and experiential opportunities for our students.

1C. Assessment of Student Progress

Assessment of student progress occurs in a number of ways, including:

- Assessment of Student Learning Outcomes
- Measurement of Graduation Rates.

The University’s commitment to assessment of student learning outcomes will continue through the various offices and personnel already facilitating assessment, as well as through enhanced use of assessment outcomes in decision-making. Assessment activities at the program level are led by the Deans and the assessment coordinators in the three colleges, CEL, and Liberal Education with the review and approval process of the Academic Affairs Planning Committee. Institutional assessment is coordinated through the Office of Institutional Research.

Academic advisement and timing of curricular offerings, reflected, in part, in graduation rates, are also critically important in supporting student academic progress.

Decision parameters for assessment of student progress include the following:

- Provides evidence that assessment results are informing curricular decisions.
- Promotes effective academic advising.
- Promotes timely availability of curricular offerings.
- Strengthens and improves graduation rates.

To this end:

- College Strategic Plans are expected to address the inclusion of student progress assessment in Department Plans.
- The Liberal Education Committee is asked to address assessment of student learning outcomes in its plans.

2 Hire and Support Excellent Faculty

- A. Faculty Hiring Plans
- B. Support for Faculty Development
- C. Grant Writing and Sponsored Research
- D. Compensation and Benefit Packages
- E. Work Load
- F. Civic Engagement: Scholarship and Service
- G. Technology Training and Support

Support for faculty in their teaching, scholarship, and service is critically important. As noted earlier, the quality of our faculty will always be a direct indicator of the quality of our academic offerings and programs. Bemidji State must be intentional in its commitment to hiring highly qualified faculty and supporting faculty development.

2A. Faculty Hiring Plans

The hiring of new faculty provides a unique and rare opportunity for departments to support their programs not only through teaching but through in-depth program development and the building of potential faculty collaborations, especially regarding faculty scholarship (including research, critical studies and creative work).

Decision parameters related to faculty hiring plans include the following:

- Anticipates faculty hiring needs for the next five years in consideration of faculty scholarship and program needs.
- Supports excellence in teaching.
- Provides support for existing faculty scholarship agendas.
- Intentionally builds opportunities for potential faculty collaborations in faculty scholarship areas.
- Encourages people who are hired to continue to build on the existing scholarship agendas and interests that support international, environmental, American Indian, natural resource, assessment, and civic engagement topics.

To this end:

- College Strategic Plans will address the inclusion of faculty hiring plan decision parameters.

2B. Support for Faculty Development

Professional development is essential to faculty vitality, including development in teaching, advising and scholarship. Professional development activities may be proposed or supported by individuals, departments, colleges, the Center for Professional Development, or MnSCU.

Decision parameters for initiatives related to professional development include the following:

- Promotes and supports teaching effectiveness.
- Supports faculty in their roles as advisors.
- Supports issues of academic integrity.
- Supports new faculty mentorship.
- Supports faculty grant-writing and other scholarship efforts (including research, critical studies, and creative work).
- Promotes establishment of best-practices for developing and administering student evaluations.

To this end:

- The Center for Professional Development is asked to include in its annual plans programs that consider these parameters.

2C. Grant Writing and Sponsored Research

In response to requests from faculty members, the college Deans and the Vice President for Academic Affairs are committed to providing faculty with support for their grant writing and sponsored research activities.

Decision parameters for initiatives that support grant writing include the following:

- Supports the creation of a grants office with personnel to assist faculty in their grant-finding and grant-writing efforts.
- In lieu of a grants office, provides limited support for the hiring of grant writers in support of faculty initiatives.
- Creates self-sustaining financial model wherein initial college investment (in reassigned time or project “seed money”, etc.) can be recouped through successful grant awards.
- Supports a process for connecting these grant writer funds to the efforts of the CPD.

To this end:

- College Strategic Plans will address initiatives that develop faculty grant writing and sponsored research.

2D. Compensation and Benefit Packages

Recruitment and retention of faculty members is linked, in part, to compensation and benefit packages.

To the extent that decisions are local, decision parameters for compensation and benefit packages include the following:

- Packages are nationally competitive.

To this end:

- Academic administration will address compensation for new hires in ways that support this decision parameter.
-

2E. Workload

Workload issues influence recruitment and retention of faculty, and faculty development. To maintain reasonable faculty workloads, both faculty and academic administration must be diligent in considering factors that affect faculty workload.

Decision parameters for initiatives that affect workload for faculty include, among other things:

- Number of courses taught
- Number of new course preparations
- Advising commitments
- Contractual reassigned time for responsibilities of production programs such as Theatre, etc.
- Other characteristics of course level, preparation and delivery

To this end:

- College Strategic Plans are expected to address faculty workload issues in Department Plans. Reduction in breadth of curriculum is anticipated to be one approach.

2F. Civic Engagement: Scholarship and Service

The colleges, the Center for Professional Development, the Center for Extended Learning, and the Center for Research and Innovation are expected to support faculty in their development of civic engagement service and scholarship.

Decision parameters for supporting faculty scholarship and service include*:

- Promotes community-based scholarship and service.

To this end:

- The Center for Professional Development, the Center for Extended Learning, and the Center for Research and Innovation are expected to address in their Strategic or Annual Plans efforts to support faculty in the development of community-based scholarship and service.
- College Strategic Plans are expected to address support for faculty in the development of community based scholarship and service in Department Plans.

*No part of Section 2F should be construed as creating closure with respect to Area II of professional development as described in the Master Agreement.

2G. Technology Training and Support

As technology advances, the role of the Center for Extended Learning in support of faculty development will be critical. Through the Online Services Office, the Center for Extended Learning provides support for faculty and prepares them to meet the challenges of delivering technology-enhanced learning opportunities.

Decision parameters for initiatives by the Center for Extended Learning include the following:

- Supports faculty development for online teaching.
- Provides individualized faculty assistance, computer based tutorials, an Online Learning Faculty Handbook and an online orientation to D2L.
- Provides support for development of summer offerings.
- Provides faculty opportunity to discuss common issues.
- Provides ways to ensure appropriate content and consistent quality of online courses.

To this end:

- CEL Strategic Plan will address support for faculty development.
-

3 Help Build the Future of Northern Minnesota: Engagement and Service

- A. Commitment to Quality of Life and Place
- B. P-12 Educational Collaborations
- C. Industry Needs
- D. Influences from External Constituencies

As Bemidji State University, or as the “University of Northern Minnesota,” we are committed to serving the needs of this region. Academic Affairs has demonstrated its partnership commitment to the region through programs and offerings familiar to most:

- Academic department cultural outreach and intellectual programming
- Center for Extended Learning offerings
- Small Business Development Center business counseling
- Center for Research and Innovation customized training

As part of its next re-accreditation process, Bemidji State University will have further opportunity to demonstrate its commitment to the region. In 2005, the Higher Learning Commission established a new criterion for accreditation, Engagement and Service. Academic Affairs will demonstrate its support with regard to this criterion in numerous ways.

3A. Commitment to Quality of Life and Place

Bemidji State is committed to improving the quality of life and place in the region’s communities. This commitment will be furthered by a new focus on civic engagement, one of the university’s identified core values expressed in its Signature Themes.

Decision parameters for incorporating quality of life and place in academic initiatives include the following:

- Support for civic engagement in curricular, scholarship, and/or service agendas.
- Provision of cultural outreach and intellectual programming
- Provision of professional or community related capstone experiences for all students.
- Promotion of volunteerism and service learning.

To this end:

- College Strategic Plans will address the inclusion of these quality of life and place in issues in Department Plans where appropriate.

3B. P-12 Educational Collaborations

Academic Affairs will continue to support its connections to the P-12 educational system in our community.

Decision parameters regarding P-12 educational opportunities include promotion and evaluation of changes with regard to the following:

- Concurrent enrollment and PSEO.
- Teacher preparation programs.
- Shared educational, cultural, and sports facilities.
- Professional development opportunities.
- Cooperative summer events.
- Cooperative routes to meeting licensure and recertification.

To this end:

- College Strategic Plans are expected to address the inclusion of support for P-12 educational collaborations in Department Plans where appropriate.

3C. Industry Needs

Bemidji State is committed to increasing the knowledge-based economy of Northern Minnesota. By way of example, current collaborations include the following:

- Units within Academic Affairs participate in the Ingenuity Frontier, a collaboration with industry, community organizations, private foundations, economic development organizations, and other educational institutions.
- The Center for Research and Innovation oversees Bemidji State's customized training offerings.
- The Center for Extended Learning provides continuing education opportunities for citizens of the region and state.

Decision parameters for initiatives related to industry needs include the following:

- Addresses the economic and quality of life needs of the region.
- Helps meet the continuing education needs of the workforce in our region.

To this end:

- College, CEL, and CRI Strategic Plans will address means, as appropriate, that help meet industry needs.

3D. Influences from Bemidji State's External Constituencies

Bemidji State recognizes the important role of external influences in its internal decision-making processes.

Decision parameters for external constituency influences in academic initiatives include the following:

- Provides or supports a department advisory board comprised of community and regional members.
- Includes the role of advisory boards in the program review process.

To this end:

- College Strategic Plans will address the inclusion of influences from external constituencies in Department Plans where appropriate.
-

4 Enhance Diversity

- A. Recruitment, Retention and Graduation
- B. Commitment in Hiring
- C. Multicultural Understanding

Bemidji State is committed to a campus-wide approach to encouraging diversity and inclusion, and to creating an environment where everyone can achieve their full potential as a member of the educational community (Beverly Daniel Tatum, "Building a Road to a Diverse Society," *The Chronicle Review*, April 2, 2004 and William Tierney, "Models of Minority College-Going and Retention," *Journal of Negro Education*, Winter 1999).

4A. Recruitment, Retention and Graduation

Bemidji State University is located near three American Indian reservations and serves a unique role in the recruitment, retention, and graduation of American Indian students. Bemidji State's goal (Bemidji State Underrepresented Student Recruitment and Retention Plan) is to increase American Indian enrollment 50% within five years and to increase overall minority and underrepresented student enrollment to 8% of total enrollment within five years. Increased enrollment of international students is also supported.

Decision parameters within Academic Affairs related to recruitment, retention and graduation of American Indian, minority, international, and underrepresented students include the following:

- Forms linkages, collaborations, and articulations with tribal colleges.
- Increases distance delivery of coursework from Bemidji State to tribal colleges, and from tribal colleges to Bemidji State.
- Supports tribal college faculty development.
- Supports creation of an American Indian Leadership Institute and American Indian oriented summer symposia.
- Supports establishment of a peer advising program that would pair minority upperclassmen with newly enrolled students.
- Affirms our students' cultural identity.
- Supports dissemination of information from the MnSCU minority student recruitment conference held each spring and attended by Bemidji State faculty and staff.
- Supports program articulations, faculty exchange programs, and student exchange programs with international partner institutions.

To this end

- College and AIRC Strategic Plans will address college efforts related to the decision parameters for recruitment, retention and graduation of underrepresented and international student populations.

4B. Commitment in Hiring

Bemidji State is committed to creating a diverse university community of faculty and staff.

Decision parameters related to promoting diversity through hiring of faculty and staff within Academic Affairs include the following:

- Supports affirmative action goals for each hire at the university.
- Supports the MnSCU Chancellor's Work Plan on diversity.
- Promotes use of national best practices for attracting and supporting minority employees.
- Supports College Strategic Plan initiatives that attract qualified underrepresented candidates.

To this end:

- College Strategic Plans will address college hiring plans related to diversity.

4C. Multicultural Understanding

Bemidji State continues to strengthen its commitment to multicultural and international understanding through curriculum decisions, scholarship agendas, and related efforts.

Decision parameters related to multicultural understanding (as discussed in Section 1A: Signature Themes and Core Values) include the following:

- As appropriate, infuses American Indian and international perspectives into the curriculum.
- As appropriate, promotes opportunities for students to learn about and engage in multicultural experiences, and opportunities to reflect on them. The reflective aspect of understanding is underscored.

To this end:

- College Strategic Plans will address the inclusion of multicultural understanding in Department Plans.
 - The AIRC Strategic Plan will address departmental support for curricular changes.
-

5 Support the Teaching and Learning Environment

- A. Technology
- B. Library
- C. Classrooms and Laboratories
- D. Equipment and Operating Funds
- E. Facilities

Bemidji State is committed to supporting an excellent teaching and learning environment, including a supportive organizational context and appropriate physical and training resources.

5A. Technology

A University Master Technology Plan will help the institution better align technology expenditures with our academic goals and objectives and will emphasize the role of information technology in supporting the academic mission of the University.

Decision parameters for a Master Technology Plan include the following:

- Prioritizes technology initiatives.
- Develops multi-year funding and budgeting strategies for replacing and upgrading information technology equipment.
- Examines the strengths and weaknesses of the University's current academic and administrative computing environment.
- Identifies and evaluates new emerging technologies.
- Explores opportunities to better support scholarship of faculty, staff, and students.
- Explores opportunities to better support the internal functions of the Bemidji State website.
- Reviews and develops new technology policies governing use of campus technology resources.
- Develops opportunities for greater communication and collaboration with the campus, local and regional employers, tribal colleges, and other peer institutions.
- Aligns with system technology planning efforts.

5B. Library

The resources and services of the University's library play an important role in students' education and faculty scholarship. The renovated library houses nearly a quarter of a million books, more than 900 periodical subscriptions, and collections of government publications, audiovisual materials, maps, and microforms. In addition, the library provides access to off-campus holdings through an extensive interlibrary loan network.

Decision parameters related to initiatives of the university library include the following:

- Supports migration to ALEPH (from PALS).
- Addresses the access needs of faculty scholarship.
- Incorporates library needs of extended learning students.
- As appropriate, incorporates new technology.

5C. Classrooms and Laboratories

The Academic Technology Center supports the use of instructional technology in the classroom environment.

Decision parameters related to classroom and laboratory technology initiatives include the following:

- Provides appropriate technical support for faculty, staff, and students.
- Supports the maintenance, upgrades and appropriate adoption of new “smart room” technologies.
- Supports needs prioritized in College Strategic Plans.
- Incorporates forecasts of classroom and laboratory needs.

5D. Equipment and Operating Funds

Departmental computer labs are financed through the student technology fee on a three-year rotation basis. To maintain this rotation schedule, no new labs are scheduled to be brought on line. Purchase and upgrading of other program equipment, including laboratory equipment, will be coordinated through College Strategic Plans, and will be supplemented by College fund-raising activities through the Foundation.

Decision parameters regarding equipment and operating fund initiatives include the following:

- Supports current three-year rotation schedule for departmental computer labs.
- Supports equipment and programming fund-raising priorities expressed in College Strategic Plans.

5E. Facilities

Requests for academic building construction and renovations are guided by the Master Academic Plan and coordinated with the Master Facilities Plan. Currently, preliminary discussions are underway for the following:

- Sattgast remodel and expansion
- Decker relocation, remodel and/or construction
- Hagg Sauer renovation
- Performing facility construction
- Environmental Technology Center construction
- Art Museum construction or remodel
- PE Complex and John Glas Fieldhouse renovation
- Center for Nursing and Health construction
- Communications Center construction or remodel
- Day Care construction.

Decision parameters related to facility initiatives include the following:

- Supports goal of 10% improvement in space utilization by college.
 - Supports improvement in state-wide ranking of Bemidji State facilities projects, based on space utilization.
 - Supports goal of external and state financing over general Bemidji State funding sources.
-

6 Secure Financial Stability through Appropriate Enrollment Growth and Program Development

- A. Academic Program Initiatives and Resource Allocation
- B. Distance Education Offerings
- C. Graduate Programs Offerings
- D. Summer School Offerings
- E. Recruitment Initiatives
- F. Retention Initiatives

Bemidji State University seeks to stabilize its enrollments at approximately 4000 FTE on campus and 1000 FTE distance enrollments (final numbers to be determined by Administrative Affairs and the Budget Resource and Allocation Committee). To meet these goals, Academic Affairs must accommodate institutional enrollment growth through a combination of approaches that serve as decision parameters for academic program initiatives:

- Retain current students at a higher rate than current retention.
- Attract prospective students to existing programs that have extra enrollment capacity.
- Expand the enrollment capacity of existing programs to meet demonstrated student demand.
- Develop new programs to meet demonstrated student enrollment demand.

On-campus growth is anticipated to occur through existing programs, through new programs with documented growth potential, and through programs supported by regional partners and external resources.

6A. Academic Program Initiatives and Resource Allocation

If economic resources were abundant, conversations on how to allocate resources among initiatives and priorities would not be necessary. But, we must consider how to maximize our programming excellence (an internal expectation) while maintaining an institutional enrollment that generates adequate funding (a challenge of our external environment).

A comprehensive university, such as Bemidji State, is dedicated to offering a variety of quality programs. It is widely recognized in such universities that some programs, such as those in the arts, require small class size, that some require high equipment budgets, such as those in the sciences, and that some lend themselves to larger lecture classes, such as “survey” courses in the Humanities. Programs are valued for the role they play in the success of the university.

Academic affairs decision-making always includes financial concerns, but a university budget is not a level playing field where all programs are funded equally. Rather, budget is one factor among several. Those might include a program’s service to the university mission, the potential for drawing new students to the university, and contributions to the university’s overall excellence.

In his book *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* (1999, San Francisco: Jossey-Bass), Robert Dickeson poses questions that he considers important in resource decision-making. These questions can be categorized under the concepts of mission centrality, quality, and economic engine as identified in the book *Good to Great* (2001, New York: HarperCollins) by Jim Collins. Collins’ conceptual framework is also referenced in the university’s strategic plan.

The following questions are from Dickeson's (1999) book and are organized by Collins' framework.

Mission centrality:

- What is the connecting relationship between the program and achievement of the university's mission?
- What is the relative dependence of the university on the program?
- How does a program enhance the image of university's overall offerings?
- How does a program contribute to the political/cultural context of the university?
- How does a program contribute to enhancing the university's overall distinctiveness?
- How do we account for those programmatic offerings that are mission central, but that must be offered on a limited basis due to their high expense?

Program quality:

- What are the program's student learning outcomes?
- Are the students, alumni, and employers satisfied with the program?
- How do we support and enhance the quality of the program inputs, including human and physical resources?
- How do we judge whether the depth and breadth of a program's current offerings are appropriate given current resources?
- How do we measure the educational "added value" provided by a program?
- How can we recognize a program's capacity to capitalize on emerging trends?

Economic engine:

- If 90% of Bemidji State's financial resources are generated by university enrollments, how do we measure external student demand for existing or new programs?
- What is the relative financial dependence of the university on the program?
- How do we evaluate the draw of competing higher education institutions against our program offerings?
- How can we measure whether a program's cost structure is such that expanding the program will help, or hinder, the university's financial situation?
- How do we recognize those programs that attract students to Bemidji State?
- How do we recognize the demanding efforts of some high credit-generating programs (often found in the Liberal Education offerings) in their support for other "high cost" or "low enrollment" programs?
- How do we recognize those programs that serve other departments or generate credits for other departments?
- How can we identify ways to improve efficiencies in programs?
- How can we manage the extensive data provided in various studies and institutional records to help us in efficiency decisions?
- What is the potential for outside funding (grants, bequests, gifts, etc.) to support a program?

MASTER ACADEMIC PLAN *Building for the Future*

Evaluation of a program's mission centrality, quality, and economic engine indicators should help make the connections between institutional financial viability, program development, and resource allocation more transparent. Evaluation of programs against program indicators should also provide meaningful suggestions on how to improve quality, mission centrality, and cost effectiveness. Resource scarcity may require modifications of some current programs over the next five years. In such situations, efforts to maintain or enhance academic quality while reducing costs or inefficiencies will be important. Commitment to full-time faculty positions continues to remain a priority for academic administration.

Decision parameters for academic program initiatives include the following:

- Promotes program quality.
- Promotes program mission-centrality.
- Enhances program's economic engine.

To this end:

- Requests for new faculty positions and proposals for new programs will need to be accompanied by departmental and college consideration of how such changes/decisions would contribute to the university's mission centrality, quality, and economic engine measures.

6B. Distance Education Offerings

In support of its academic agenda, the Center for Extended Learning focuses on offerings that are financially viable and supportive of the on-campus mission, as well as supportive of our outreach mission. In addition, CEL leads the academic alignment in delivery of general education courses to Northwest Technical College.

Decision parameters for Distance Education initiatives include the following:

- Development and growth of online Liberal Education offerings.
- Coordinated delivery of General Education courses for Northwest Technical College.
- Development and growth of online programs and offerings.
- Development and growth of articulated programs with community college partners.
- Pursuit of concurrent enrollment opportunities.
- Supports goal of growth to 1000 FTEs over next five years.

To this end:

- As appropriate, College Strategic Plans will address the inclusion of distance learning in Department Plans.
-

6C. Graduate Program Offerings

The School of Graduate Studies coordinates graduate offerings from the academic departments. In support of its academic agenda, the School of Graduate Studies promotes programming that is financially viable and supportive of Bemidji State's undergraduate mission.

Decision parameters for graduate offerings and program development supported by the School of Graduate Studies include the following:

- Financially viable growth.
- Support of the undergraduate mission.
- Supports growth in graduate school credits by 7-10% over the next five years.

To this end:

- As appropriate, College Strategic Plans will address the inclusion of the agenda of the School of Graduate Studies in Department Plans.

6D. Summer School

Summer school continues to provide unique opportunities to stabilize enrollments through offerings of this "third semester." Bemidji State has a system of profit sharing that many institutions are striving to attain. The success of summer session directly supports colleges' academic year efforts and offerings.

Decision parameters for summer school programming include the following:

- Supports the goals of enhancing institutional image.
- Supports students' timely graduation (time to catch up and get ahead).
- Provides innovative and flexible offerings including consideration of interim sessions.
- Supports growth in summer school credits by 7%-10% over the next five years.

To this end:

- As appropriate, College Strategic Plans will address inclusion of summer school plans in Department Plans.

6E. Recruitment

The primary means by which Bemidji State University will stabilize its on-campus enrollment is by recruiting new students to existing and new programs. Academic departments can assist student recruitment in numerous ways, including working in concert with the efforts of the recruitment and Alumni Affairs offices.

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Decision parameters for recruitment efforts include the following:

- Supports the recruitment programming of the Admissions Office.
- Supports the recruitment of transfer students and their particular needs.
- Supports positive relationships with associate programs in two-year schools.
- Supports the University's publication and marketing efforts.
- Supports positive relationships with Bemidji State alumni.

To this end:

- College Strategic Plans will address inclusion of recruitment efforts in Department Plans.

6F. Retention

The other side of the enrollment management “coin” is retention. Each interaction we have with a student can impact that student's likelihood of persisting to degree completion at Bemidji State. Along with improved retention of international students and distance learners, Bemidji State must improve retention for all high-risk students.

Numerous theories exist that explain student dropout behavior. Some, including those by Tinto and Astin, include the following considerations:

- Positive student interactions with faculty and staff lead to a higher degree of academic integration, and that such integration improves retention rates.
- Positive community building activities with students and others lead to a higher degree of social integration, and that such integration improves retention rates.

Rephrased, these theories can serve as decision parameters for academic program initiatives:

- Provides positive student interactions with faculty and staff that lead to academic integration, such as student/faculty research, student/faculty experiential learning settings, academic advising, among others.
- Provides students with opportunities to develop a sense of community and social belonging that lead to social integration, such as discipline specific honorary societies, programmatic clubs and organizations, civic engagement opportunities within the broader Bemidji community, among others.

Additional parameters include:

- Supports Bemidji State's retention goal of 75%.
- Supports the department and program guidelines set forth in the student centeredness document adopted by Bemidji State (2005).

To this end:

- College Strategic Plans are expected to address the inclusion of student retention in Department Plans.

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Appendix A. History of Bemidji State University

In 1919, Bemidji State Normal School began its first regular school year with 38 students. The school was chartered by the Minnesota State Legislature in response to a growing need for public school teachers, and teacher training was its primary curriculum. Now Bemidji State hosts nearly 5,000 undergraduate and graduate students from 44 states and 40 countries and offers majors in over 50 baccalaureate fields of study as well as master of arts and master of science degrees.

While the name and curriculum of the school have changed through the years, the primary focus has not: Bemidji State University serves the people of its region. From its inception, Bemidji State's first responsibility has been to provide quality educational opportunities to the citizens of northern Minnesota. Still, over the decades Bemidji State University has attracted more and more students from throughout the state, the region, the country, and other nations. Welcoming the challenge of global education, the University encourages international students to study and live at Bemidji State, and provides student opportunities to study and live abroad. Expansion of its on-line course offerings has also enabled Bemidji State to serve more students living outside the area.

Bemidji State University is affiliated with the Higher Learning Commission, completing its last comprehensive visit in 1999-2000. All degree programs at Bemidji State are accredited by the Higher Learning Commission of the North Central Association. Programmatic accreditations include the Council on Social Work Education, the National Association of Schools of Music, the American Chemical Society, and the Commission of Collegiate Nursing Education.

Appendix B. Vision Statement and Mission Statement

Vision Statement

Looking to the future, Bemidji State University is guided by the compass of educational leadership. Grounded in the wisdom of historical perspective, assured in our achievements as a regional University, we move forward with confidence toward new worlds of thought, opportunity, and time. Equipped with optimism and intellectual curiosity, we join our students on a common quest. Our path is widened by respect for diverse opinions; is smoothed by shared human values; is quickened by openness to innovation. Along the way our guideposts are clear: excellence in liberal education and career preparation; a faculty, administration, and staff devoted to student success; community empowered by technology; and a campus learning environment dedicated to personal responsibility, global thinking, and education for life.

Mission Statement

Bemidji State University, since its founding in 1919, has been a center of intellectual, cultural, social, and economic life in northern Minnesota. Beginning as a small teachers' college, Bemidji State has grown into a comprehensive university, part of a diverse, statewide system of higher education.

As its primary strength and function, Bemidji State University delivers, at the baccalaureate and graduate levels, substantial and affordable educational opportunities that enhance student access to leadership roles and encourage responsible citizenship. Thus poised to lead its students into the twenty-first century, the University further recognizes that sweeping changes in society and technology call for new ideas and new skills, yet ones ever more grounded in shared human values.

In order to fulfill its mission and its responsibilities as a public university, Bemidji State University will:

1. Promote an uncompromising pursuit of knowledge, excellence, civic responsibility, and environmental respect.
 2. Focus on student success by offering high quality baccalaureate and graduate programs designed to build analytical skills and critical thinking abilities; by developing responsible educational goals and career planning through a heightened commitment to faculty advising; and by instilling in students the habits of scholarship and life-long learning.
 3. Offer a pleasing and safe campus community enriched by native heritage and world cultures; united by human values centered on civility and mutual respect; and underpinned by facilities necessary for education in the twenty-first century.
 4. Develop a high-quality, diverse faculty and staff engaged in on-going professional achievement and revitalization, and in innovative partnerships with education, business, and industry.
 5. Incorporate new technologies by exploring, developing, and adapting to a human scale the capacities that give the University's students, faculty, and staff access to the world, and give the world access to the University.
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6. Encourage a varied educational experience beyond the classroom through community service, internships, and travel, while providing a campus life rich in unique opportunities for developing a heightened knowledge of the self, others, and the world.
7. Ensure that each student who graduates can communicate effectively in writing and speaking, can distinguish knowledge from information, and is prepared to take her or his position as a responsible and productive member of the human family in a global society.
8. Develop increased support among external constituencies, for purposes of a deepened institutional stability and heightened flow of ideas.

College Mission Statements

In addition, each of the three colleges has a published mission statement which connects the mission of the college to that of the university.

College of Arts and Letters: Mission Statement

The College of Arts and Letters prepares students to encounter questions, search for answers, and develop a vision that transcends limited perspectives, to fashion a view of life that is spiritually creative and intellectually defensible in this closely linked and highly pluralistic world.

College of Social and Natural Sciences: Mission Statement

The College of Social and Natural Sciences prepares students for scientific inquiry, career opportunities, responsible citizenship, and life-long learning.

College of Professional Studies: Mission Statement

The College of Professional Studies develops leaders for an evolving world.

Appendix C. Assessment at Bemidji State University

As part of Bemidji State University's commitment to institutional quality and accountability, all academic and service programs engage in an ongoing process of assessment and renewal. Assessment involves collecting information about academic proficiency, knowledge, and understanding acquired through the Liberal Education curriculum, degree-granting programs, student participation in University activities, and student attitudes and opinions about their educational experiences. This information is then used for continuous quality improvement.

To clarify what constitutes student success, Bemidji State University has developed three dimensions of student learning with eight related student learning outcomes that students are expected to attain by graduation. These are:

Dimension 1: Intellectual Development

Outcomes:

- Higher Order Thinking
- Knowledge, Values, and Abilities Related to the Arts, Humanities, Sciences, and Specialized Fields of Study

Dimension 2: Understanding of Self and Relating to Others

Outcomes:

- Values
- Communication
- Human Diversity
- Self Development

Dimension 3: Participation in an Emerging Global Society

Outcomes:

- Readiness for Careers
- Responsible Citizenship

Assessment occurs in departments and University-wide informally and formally as scheduled in the University calendar. All students are required to participate in assessment activities on multiple occasions during their enrollment.

Appendix D. Strategic Planning at Bemidji State University

As one outcome from the last accreditation visit by the Higher Learning Commission, Bemidji State undertook a strategic planning process resulting in the adoption of a new five-year goal statement and accompanying strategic plan, University Plan: 2002-2007.

Five-year Goal Statement:

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

University Plan: 2002-2007:

The University Plan sets forth four major strategies:

- A. Resource maintenance, expansion, and diversification
- B. Programming and service excellence
- C. Alignment of resources with priorities
- D. Enhancement of institutional processes and decision-making

These strategies address the University's critical external and internal concerns including the Chancellor's plan and move the University forward to attain its five-year goal statement, mission, and vision.

Over the course of the next year, the Work Plan was completed and serves as a management tool translating the broad objectives of the University Plan into specific actions. Together, the University Plan and the corresponding annual Work Plans lay out the University's strategic initiatives and corresponding timetables for the five year time period.

Appendix E. Promise and Signature Themes

One of the first strategic initiatives identified in the *University Plan* was the development of a conceptual framework for reviewing current and prioritizing future initiatives within the University. During the 2003-2004 year, Bemidji State University's President held campus conversations addressing Jim Collins' (2001) work, *Good to Great*, and suggested using Collins' work as a model for focusing the University's interests and passions. Through an 18-month process culminating in the Fall of 2004, numerous forums and meetings were held with internal and external constituencies to help identify the passions and strengths of the University. From those conversations, the following statement (adoption pending) emerged as Bemidji State's promise to all students:

“transforming lives through intentional learning and responsible living.”

In addition, three core values emerged for which Bemidji State has recognized, distinctive strengths, including:

Global/multicultural understanding

Civic engagement

Environmental stewardship.

These values are reflected in the current Bemidji State mission statement, particularly in the following: (emphases added)

In order to fulfill its mission and its responsibilities as a public university, Bemidji State University will:

1. *Promote an uncompromising pursuit of knowledge, excellence, **civic responsibility**, and **environmental respect**.*
3. *Offer a pleasing and safe campus community **enriched by native heritage and world cultures; united by human values centered on civility and mutual respect; and underpinned by facilities necessary for education in the twenty-first century.***
6. *Encourage a varied **educational experience beyond the classroom** through **community service, internships, and travel**, while providing a campus life rich in unique opportunities for developing a heightened **knowledge of the self, others, and the world.***

As such, Bemidji State is committed to these values and has included them in the University's assessment plan. As a result of the efforts to increase Bemidji State's distinctiveness, these values are being further developed into Signature Themes across campus and across organizational units. One desired outcome of the Master Academic Plan is to support the current work of individuals and programs, as well as to help strengthen the curriculum, along these themes. Similar coordination will be taking place within Student Affairs and Administrative Affairs.

Appendix F. Evaluation of Opportunities and Challenges

Bemidji State University operates within the social, economic, technological, and political environment that can be both supportive and challenging. During the strategic planning process of 2002, Bemidji State undertook an evaluation of its strengths, weaknesses, opportunities, and threats. The following summary reflects a current analysis of these influences.

External Environment

Consideration of realities, trends, and predictions external to our organization includes the following:

- Demographic trends in Minnesota predict population growth within urban areas and decline within rural areas.
 - Demographic trends in northern Minnesota predict population growth in retirement age population and decline in high school age population.
 - Demographic trends in Minnesota indicate increased diversity with new Minnesotans.
 - Competition for students by private, for-profit, online, and two-year educational providers is increasing.
 - Our service region extends over 17,600 square miles.
 - Bemidji State is located in a region relatively isolated from other cultural and economic centers of activity.
 - Bemidji State is located in the middle of three American Indian reservations and needs to consider its purpose as a member of this region.
 - The socioeconomic base of Northern Minnesota is low relative to that of the State.
 - The number of bachelor-degreed employment opportunities in the region is limited.
 - Large number of working adults need further education and in a number of formats including on-line.
 - Financial and political support for public higher education in Minnesota has declined over the past decade.
 - Funding formula from MnSCU has become primarily enrollment-driven.
 - Environmental challenges continue to emerge as issues locally and globally.
 - Rapid changes in technology continue to influence society, in general, and higher education, in particular.
 - Area high schools have indicated a preference for concurrent enrollment over PSEO.
 - Governor of Minnesota has identified six disciplines as possible “Centers for Excellence”: manufacturing technology, science/engineering, health sciences, education, business, information technology.
 - Measures of accountability, such as graduation rates and retention rates, are increasingly being used by external constituencies to evaluate institutional effectiveness.
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Strengths Relative to the External Environment

Bemidji State University benefits from its unique connection with its environment:

- A growing retirement-aged population may provide opportunities for new programming and a possible donor base.
- Bemidji State currently supports the senior population through its work with the Academy of Lifelong Learning.
- Bemidji State is unique among other Minnesota higher education institutions in its commitment to environmental stewardship.
- Bemidji State's response to the large, rural service region includes development of online offerings, improved funding of distance education, and increased articulation with two-year colleges.
- Bemidji State's commitment to the recruitment, retention, and graduation of American Indian students is coordinated through the AIRC and strengthened by cooperative agreements with tribal colleges.
- Bemidji State's demonstrated commitment to technology upgrades includes the laptop replacement program and investment in smart classrooms.
- Bemidji State's international student program and international study opportunities help broaden our exposure to the world.
- Bemidji State is recognized as a community partner and can further support the community and region through its civic engagement efforts.
- New programs and accompanying curriculum are being developed in partnership business and industry, government agencies, community organizations, and other educational institutions to address the economic and life enhancement needs of the region.
- Bemidji State is a leader in providing technology-enhanced learning opportunities for our students.
- Bemidji State is well-positioned to participate in one or more "Centers of Excellence."

Challenges Relative to the External Environment

Bemidji State University must identify ways to address the following external threats:

- Bemidji State's enrollments are unstable or declining.
- Because the MnSCU funding formula relies heavily on enrollments, unstable or declining enrollments lead to reduced allocations.
- Bemidji State needs to increase private sector support.
- Lack of coordinated marketing within the University hinders our ability to communicate a distinctive identity.
- Relative geographic isolation may limit attractiveness to a national pool of faculty, staff, and students.
- Bemidji State programming needs to increase support for ethnic and cultural diversity.
- Bemidji State provides Post Secondary Enrollment Options, but is not involved with concurrent enrollment.
- Bemidji State's current degree offerings may not match employment options in the region
- Bemidji State's graduation and retention rates do not reflect positively on Bemidji State.

Internal Environment

Several realities, trends, and predictions internal to our organization include the following:

- The strength of academic programs is directly correlated to the strengths within the faculty and staff. Continued professional development is essential to maintain and further develop excellence in programming and services.
- Financial resources are limited.
- Bemidji State's retention rates and graduation rates are below system average.
- Bemidji State's human and physical infrastructure can support more students than are currently enrolled.
- Analysis of Bemidji State's current faculty profile predicts a significant turnover through retirements within the decade.
- Bemidji State's organizational structure is fairly rigid and requires significant lead-time prior to making and implementing decisions.
- To attract and retain students, Bemidji State needs to identify and provide the high-quality, educational opportunities that students are seeking.
- To attract and retain students, Bemidji State needs to identify and provide the high-quality services that students are seeking.
- To continue to attract and retain excellent faculty and staff, Bemidji State needs to provide competitive compensation packages.
- To continue to build our academic reputation, Bemidji State must continue its commitment to enhancing student learning outcomes.
- The current faculty, staff and student profiles do not reflect adequate diversity.

Internal Strengths

Bemidji State University has built on the following strengths:

- Bemidji State has a faculty and staff that are highly committed to student learning.
 - The Liberal Education program at Bemidji State offers opportunities for students to explore life possibilities and to prepare "for life-long learning and leadership in a global society."
 - The Bemidji State faculty are committed to review of all curriculum, most recently having committed to a full evaluation of the current liberal education program.
 - Student learning outcomes are strengthened through interdisciplinary approaches to teaching and learning, support for student research, and experiential approaches to learning.
 - One unique way in which Bemidji State supports faculty development is through its support for the Center for Professional Development.
 - Programming from the Center for Extended Learning supports faculty development in the area of online learning.
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- Bemidji State is known among students, their families, other educators and at other institutions as a student-friendly place.
- Students at Bemidji State enjoy the lowest student/faculty ratio of the Minnesota state universities.
- Bemidji State is well known for its compelling natural setting on the shores of Lake Bemidji.
- The University takes seriously its role in the stewardship of the land and recognizes that the physical environment of a campus contributes to its learning environment.
- Bemidji State's commitment to American Indian students is strengthened by programming through the AIRC.
- Bemidji State's commitment to multiculturalism includes study-abroad opportunities and recruitment of international students to our campus and community.

Internal Opportunities for Improvement

Bemidji State University must continue to address the following challenges:

- Bemidji State's organizational structure and culture contribute to slow responses to external changes.
- Prioritizing financial investments to facilitate change and growth is more difficult when resources are limited.
- Bemidji State cannot afford to make decisions that ignore the financial implications.
- Bemidji State must anticipate retirements to plan for both program development and new program initiatives.
- The formal planning process at Bemidji State has been undergoing significant review and may require redesign.
- Processes to tie together dollars, faculty, and program planning need to be strengthened.
- Evaluation of student educational programming and service interests must be strengthened.
- Student graduation rates and retention rates can be strengthened.
- Financial analysis has shown Bemidji State faculty compensation to be the lowest in the state university system.
- NCHEMS study revealed inadequate staffing levels within senior management.
- Current organizational structure has split student affairs reporting lines, which may impede efforts to enhance quality of services.
- Internal challenges to addressing demand for distance learning include faculty work loads and adequate technical support for students.
- Bemidji State support for faculty scholarship and sponsored research should be enhanced.
- Bemidji State needs to strengthen its commitment to multicultural understanding and issues of diversity.

Appendix G. Department Guideline

The Department Guideline is a tool to help departments in the creation of their Five-Year Department Plans. The purpose of the Department Guideline is to assist Departments in the creation of Department Plans that will meet the needs of the BSU Strategic Plan, the BSU Master Academic Plan, BSU Assessment Plan, and components of the Program Review.

The Department Guideline includes sections typically covered by BSU departments in past Department Plans. In addition, the Guideline has been “cross-walked” to the Master Academic Plan. All sections of the MAP intended to guide or support Department Plans have been included.
