Strategic Plan
2014-2017

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Introduction: Bemidji State University Strategic Plan and Academic Master Plan

This document is a new document in some ways, and it builds upon previous planning documents (The University Plan | Strategies for 2008-2013) in other ways. Our emphasis on quality academic programs and services producing student success was an emphasis in the 2008-2013 plan as it is in this updated plan. There was, and will continue to be, an emphasis on innovation and organizational capacity. There were, and will continue to be, emphases placed on acquisition of resources, resource allocation, and stewardship of our resources.

Strategic planning still has a fundamental place in the academy, albeit a changing place. On the one hand there are very important and positive outcomes from good planning. As consultant Judith Close[1] wrote a couple of years ago,

> *Engaging in a strategic planning process benefits colleges and universities in a variety of ways including:*
> - *Creating a framework for determining the direction an institution should take to achieve its desired future,*
> - *Providing a framework for achieving competitive advantage,*
> - *Allowing all constituencies to participate and work together toward accomplishing goals,*
> - *Raising the vision of all key participants to improve their understanding of the institution's vision and fostering a sense of ownership of the plan,*
> - *Aiming to align the institution with its environment,*
> - *Allowing the institution to set priorities.*

The reader will find in the next section several ideas suggesting many of the challenges facing higher education, and in particular, Bemidji State University (BSU), are new (at least some of them) located in a context of rapid social, communicative and technical change. This cacophony of interrelated variables suggests a three year planning window is appropriate after which analysis of outcomes can occur and revisions can be written.

Disruptive Innovation and the Future of Midwestern, Rural (Population Decline Region), State-Assisted, Regional, Residential and Comprehensive Universities

Challenges Facing Bemidji State University

As part of strategic planning, the university must consider several layers of relevant features that will likely impact the future of the institution. This section presents ideas around six such features some of which are unique to Bemidji State University and some of which are part of the national higher education environment. Taken together, they provide a unique challenge for planning.

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[1] http://www.judithcloseconsulting.com/blog/2011/05/25/What-is-a-Strategic-Plan-Why-should-Colleges-develop-one.aspx   Posted on Wednesday, May 25, 2011.

a.   Learners are Changing

David Carr once said, "Teaching is the most difficult task a human being can do because it involves changing the lives of strangers by touching their thoughts and experiences. Further, this touching and changing must not compromise the integrity of the learner's life."[2] The thoughts and experiences of students and the nature of the learner's life certainly have been evolving in recent generations. Understanding, supporting and coping with students who are digitally savvy and who often have specific/dynamic expectations for learning environments creates a huge challenge for university planning. Student success in an evolving university environment should be a primary and fundamental focus of planning.

The university will need to create adaptive (and often disruptive) responses to these evolutionary changes in learners. Such responses will be the ones that facilitate learners' success.

b.   The Learning Environment is Changing

How might "cloud computing" change our libraries? Having everything online (documents, programs, references) accessed through a device that fits into all our other devices means our (even not so) traditional expectations for our libraries must evolve to a different place. We will have our "stuff" with us wherever we go. What about classrooms? Flipping the classroom describes the inversion of expectations in the traditional college lecture. It takes many forms, including interactive engagement, just-in-time teaching (in which students respond to Web-based questions before class, and the professor uses this feedback to inform his or her teaching), and peer instruction. The commonality? Students cannot passively receive material in class. Instead they gather the information largely outside of class, by reading, watching recorded lectures, or listening to podcasts. And when they are in class, students do what is typically thought to be homework, solving problems with their professors or peers, and applying what they learn to new contexts.[3]

A massive, open, online course (MOOC) is online learning in a new context. Large numbers of students, sometimes many thousands, enroll in these courses which push the boundaries of scalability and sustainability. We see these courses expressed in Coursera, Udacity, and edX, and while currently not useful for specific academic programs, they already are valuable for individual development, course exploration, preparation for entrance exams, and potentially many other uses.

The question: How do we plan for the future of Bemidji State University taking into account these changes (or potential changes) in learning environment? Is there a massive involution coming in undergraduate education and if so, how should we plan for it?

c.   Regional And Rural in a Changing Demographic

In the case of a regional and rural university, what are the implications for planning for a campus in an area where population demographics predict a decline in potential students within the geographic area of the institution? How sustainable are these regional and rural universities

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[2] From a speech accepting an award for teaching excellence from the Association for Library and Information Science Education. As noted in The Chronicle of Higher Education, April 20, 1994.

[3] Berrett , Dan: "How 'Flipping' the Classroom Can Improve the Traditional Lecture." The Chronicle of Higher Education, February 19, 2012

particularly in the context of changes in learning technology? There are several implications for strategic planning. First, we need to develop new perspectives on student recruiting (we cannot recruit locally and expect to survive). Second, we need assertive, new perspectives on student retention (once we recruit students we need to find ways to keep those students). Third, we need to continue to develop and use appropriate technology, providing online and other technological learning experiences for our students (within our understanding of a residential campus, below). Effective planning will turn these regional and rural forces from threats to opportunities.

d.   Breadth of a Comprehensive University is Challenging to Maintain

Meeting the workforce needs of Minnesota is a core responsibility of Minnesota state colleges and universities. This strategic plan will help Bemidji State University meet this expectation in three ways. First, we need to create a plan that helps us produce graduates who have the foundational and technical skills for the work that needs to be done. Second, we need to create a plan that helps us create partnerships with business and industry (internships, work experience, training). Third, we need to create a plan that helps deliver continuing education customized and customized training to communities in our service area.

Meeting workforce needs, as a core responsibility of the university, might be (partially) antithetical to the traditional academic comprehensiveness of Bemidji State University. To deal with this challenge, our strategic plan must develop ways to lift up the utility and power of the liberal arts and the usefulness of the skills (critical thinking, problem solving, computation and data facility, appreciation for cultural subtleties) traditionally delivered to our students.

e.   Tenuousness of State Financial Support

There are three revenue sources for Bemidji State University: (1) state appropriated funds, (2) student tuition, and (3) philanthropy and grants. Of these, support from the state of Minnesota has dropped the most and student tuition has increased the most. In the fall of 2011, tuition covered 61 percent of the cost of educating students while the state appropriation covered 39 percent of the cost. In 2002 the state appropriation covered 66 percent and tuition covered 34 percent.

The planning questions implicit in these data include: How shall we take pressure off student tuition as the primary financial source for university operations? How do we lower student indebtedness once they complete their degree? How do we enhance the third revenue source, philanthropy and grants? How do we enhance the "value proposition" implicit in Bemidji State University? These fundamental questions must be addressed first in our vision (planning) and then in our actions.

f.   What Does Residential Mean and How Important Is It?

A primary planning challenge facing Bemidji State University is maintaining its traditional residential approach to higher education. The university cites as support for maintaining a residential atmosphere several ideas including the provision of a much stronger educational program for the students to students who reside on campus, it is a highly supportive environment for first generation, minority and international students, there is an opportunity to maintain good nutrition and food availability through a food plan on campus, and retention is higher for students who connect to the university in this way. Perhaps the most significant positive outcome from

living in the halls is an opportunity for educational experiences within the confines of a residential life program.

Parents and students, however, often have different ideas about living arrangements and therein is one of the most important planning challenges for Bemidji State University. Furthermore, with the advent of online courses, many of the traditional assumptions about a college education are being questioned. Once again, the planning developed by the university must address the shifts occurring in this sector and find ways, through the planning process, to enhance the value proposition contained in the residential experience.

Finally, there is the question of facilities. Nearly all of our current student residence facilities are old, built in the late 1960s. Furthermore, these facilities are structured traditionally, with long halls, group bathrooms, and small gathering places. There needs to be strategic intent around the future of current facilities, the possibility of "rehabbing" old facilities, the probability of building new and contemporary facilities, along with the notion of making sure students live in the halls.

g.   Split Athletic (National Collegiate Athletic Association) Divisions

A unique element within Bemidji State University is our support of multiple divisions in university athletics. We support Division I men's and women's hockey and Division II football, basketball, soccer, track and field, cross country, baseball, softball, golf, and tennis. The primary implications for this situation lie in financial issues and gender-equity issues. Through effective long-term planning we have the need and opportunity to do two things: Provide a real sense of financial sustainability to our athletic programming, and maintain an equitable environment for women and men (Title 9). While these issues are difficult, effective planning will produce tactical steps that will help solve both issues.

The Relevance and Importance of Strategic Planning in Meeting Those Challenges

There are many reasons strategic planning is important to Bemidji State University. Following are among the most important elements of the planning rationale.[4] Obviously, our planning will help us get ready for the future, but more specifically:

- We intend that our planning process will bring clarity and consensus to the mission and vision of Bemidji State University.
- We intend that our planning process will help Bemidji State University plan for and incorporate change.
- We intend that our planning process will help Bemidji State University make the best decisions possible in terms of our students and in terms of the value proposition that is Bemidji State University.
- We intend that our planning process will help Bemidji State University reinforce the need to be a continuous improvement institution.

The Role of Innovation

Universities tend to be conservative institutions, i.e., they change very little. We need to, in the words of one university president, ". . . experiment in new ways, to break the mold, to think innovatively about both what's the best that . . . education has to offer but also how do you modernize through experiential

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[4] Why Should Organizations Plan? BoardSource. http://www.boardsource.org/Spotlight.asp?ID=35.493

learning, better quantitative skills in the students and getting students to stretch themselves."[5] In this regard, it is important that Bemidji State University promote a culture that fosters innovation and works to align people, processes, and resources to help address the current and future needs of the university, our students, and the multiple constituencies that we serve. The university will continue to look for new and innovative ways to promote interdisciplinary collaboration, scholarship, and creative work and to share the expertise of our faculty, staff and students with our local, regional and global community.

Some of the paths the university needs to follow are found in the new Master Academic Plan that follows within this document. There are several ideas we may need to explore including, but not limited to,

- We may need to pursue a formal relationship with CAEL (Council for Adult and Experiential Learning), expand prior learning assessment activities (and training opportunities for faculty), proactively explore and integrate competency-based learning opportunities in some of our existing programs and incorporating (when possible) in new degree programs.
- Academic and innovation leaders have discussed the idea of developing an adult learning position within CEL (Center for Extended Learning) to help facilitate the recruitment of adult learners into the university. A staff position in CEL would be specifically tasked with working with adult learners on transfer questions and issues and also proactively recruit students who previously attended the university, but did not graduate.
- Perhaps BSU might create online bachelor's degrees where students set their own pace. There are no predetermined dates for students to complete quizzes, papers or discussion board posts during the six-month semester, with the only firm deadline being the end of the term.

The Core Elements of the Strategic Plan

Mission Statement:

We create an innovative, interdisciplinary and highly accessible learning environment committed to student success and a sustainable future of our communities, state and planet. Through the transformative power of the liberal arts, education in the professions, and robust engagement of our students, we instill and promote service to others, preservation of the earth, and respect and appreciation for the diverse peoples of our region and world.

Vision Statement:

We educate people to lead inspired lives.

Shared Fundamental Values
- Civic engagement and leadership
- International and multicultural understanding
- Belief in the power of the liberal arts
- Environmental stewardship

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[5] On Innovation in Higher Education. The Wall Street Journal, February 25, 2013 .
http://online.wsj.com/article/SB10001424127887323549204578318493526904164.html?mod=googlenews_wsj

Observations from Constituents

Several groups of university constituents, including students, members of Greater Bemidji (economic development board for Bemidji area), educators, and general community members were asked to participate in feedback/focus groups. While not all comments are listed, the summaries shown in the appendices are meant to capture the essential elements of the feedback. These comments are located in appendices at the end of this document.

The Strategies

Strategy A: Connect to our Communities

Bemidji State recognizes the value of making important connections to constituent groups in our region, state and nation, ensuring higher levels of student success.

Goal and Initiatives:

Goal 1. ENHANCE AND STRENGTHEN UNIVERSITY OUTREACH.

Initiatives**:**
- Develop, foster and enhance opportunities for university students, faculty, and staff to engage and connect with our constituents and the many communities we serve through service learning, internships, mentorships, community advocacy, field experiences, class projects, practicums, etc.
- Explore additional opportunities for partnerships between the university and our local & regional community.
- Communicate, educate and promote the power of sustainability and environmental awareness.

Goal 2. EXPLORE NEW OPPORTUNITIES FOR COMMUNITY MEMBERS TO ENGAGE STUDENTS, FACULTY, AND STAFF TO ENRICH SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITY ON CAMPUS.

Initiatives**:**
- Engage external stakeholders through expansion of Alumni in the classroom, mentoring opportunities, expansion of Student Scholarship and Creative Achievement (SSCA) Conference, new partnerships & collaborations.
- Support the work underway to create the Bemidji State University Leadership Academy.
- Assist in the development of new ideas to engage external stakeholders.
- Provide opportunities for external community to comment on civic engagement activities and campus/community partnerships.

Goal 3. IMPROVE COORDINATION AND OVERSIGHT OF COMMUNITY ENGAGEMENT AND SERVICE LEARNING OPPORTUNITIES.

Initiatives:
- Establish a common understanding of civic engagement through enhanced communications on campus and with community partners.
- Identify the responsible office/area that will provide the coordination and facilitation of community engagement activities. (e.g. Create an Office of Community Engagement).
- Establish an advisory group composed of campus and community members to help develop and maintain strong community connections while also examining and making recommendations concerning the future of Bemidji State University as a residential, comprehensive, state university in an ever-changing higher education environment.

Goal 4. ASSESS AND PROMOTE ONGOING COMMUNITY AND CIVIC ENGAGEMENT ACTIVITIES.

Initiatives:
- Conduct annual assessment of outreach activities by university students, faculty, and staff.
- Publicize findings of the annual assessment to demonstrate the socio-economic impact of service learning and other partnerships with the community.
- Conduct external needs assessment to help inform and direct community engagement efforts and activities.
- Perform a comprehensive review every five years of community engagement activities conducted by students, faculty and staff.
- Explore becoming a Carnegie Foundation Community-Engaged Campus.

Strategy B: Develop and Reinforce the Meaning/Relevance/Power of the Liberal Arts

As a university, Bemidji State recognizes the importance of acknowledging (to the community) and teaching (to our students) fundamental relevance of the liberal arts.

Goal and Initiatives:

Goal 5. INFUSE THE AAC&U'S ESSENTIAL LEARNING OUTCOMES AND HIGH IMPACT PRACTICES IN:

A. Bemidji State University's general education program (Liberal Education).

Initiatives:
- Develop a distinctive general education program at Bemidji State University that incorporates essential learning outcomes and high impact practices.

Action:
- Ask the Liberal Education Committee to identify a model by February 28, 2014.
- Share the model with the broader university by March 1, 2014 with feedback by March 15, 2014.
- Implement a new general education program by Fall 2015.
- Bring information from the AAC&U Integrative Liberal Learning and the Global Commons initiative to be considered as part of the dialogue on creating a distinctive Liberal Education program.

B. University curricula – emphasis on liberal arts and "intellectual fitness" (Malesic 2013)

Initiatives:
- Establish additional requirements that support the Master Academic Plan and the values associated with it.
- Explore the integration of upper division liberal arts courses from disciplines outside the major in all programs of study. Flexibility and balance in thinking is essential and can be enhanced by

encouraging students to obtain additional depth from upper division arts and sciences courses in which they are required to evaluate and analyze from a different core viewpoint than their major provides (Malesic 2013).

- Clarify the dimensions of the signature themes (international/multicultural understanding, civic engagement, and environmental stewardship) and their connection to the liberal arts. Research by Hart Research Associates in It Takes More than a Major, citing findings from a 2013 survey of employers, demonstrates that employers are seeking employees who have broad knowledge in the arts and sciences. More significantly for the enhancement of our signature themes, the results of this survey state that 80% of those surveyed want employees to have broad knowledge in the liberal arts and sciences; 78% state that employees need to have extensive knowledge of global issues and knowledge about societies and cultures outside the U.S.; and 82% indicate that it is essential that employees have strong civic knowledge, skills and judgment essential for contributing to the community and to our democratic society. In A Crucible Moment, the AAC&U highlight the national call for enhancing our students understanding of civic engagement in order to enliven the skills of citizenry for our organizations, associations, and the common good of civic life.
- Require a non-English (natural or programming) language requirement that can be met in a variety of ways such as, proficiency in a non-English language acquired in high school, successful completion of study of a year or more of a non-English language.
- Create a freshman seminar and a senior seminar (capstone) that infuse "problem-solving" models to promote integrative and interdisciplinary thinking as part of the university graduation requirements. Models of "problem-centered learning" are part of the AAC&U (American Association of Colleges and Universities) Project Kaleidoscope initiative which is encouraging student research and inquiry that examines the large questions or "grand challenges" that are explored in the arts and sciences.

Action:
- Form a faculty group to identify models for implementation

Goal 6.   PROVIDE FACULTY AND STAFF ENRICHMENT OPPORTUNITIES FOCUSED ON ENHANCING PEDAGOGY.

Initiatives:
- High impact practices in teaching
- Perspectives on worldviews: social, cognitive, and meta-cognitive
- Collaborative teaching
- Course design and assessment
- Problem solving, integrative and interdisciplinary thinking
- Working with diverse populations

Strategy C: Redouble our Emphasis on Innovation, Access, Persistence and Student Success

As a regional, comprehensive university, Bemidji State recognizes the power of innovation, the importance providing access to a broad range of students, and the relevance of persistence in producing student success.

Goal and Initiatives:

Goal 7. FOSTER A CREATIVE UNIVERSITY ENVIRONMENT THAT SUPPORTS THE IMPLEMENTATION OF NEW IDEAS. ASSESSING THE CURRENT STATUS AND FUTURE NEEDS OF THE UNIVERSITY TO CREATE A STRUCTURE TO IMPLEMENT NEW STRATEGIES FOR INNOVATION AND ACCESS.

Initiatives:
- Establish a task force of students, faculty and staff to specifically identify and define root causes of barriers to creativity and innovation on campus.
- Establish a Center for Creativity & Innovation (perhaps combination of virtual and physical) to foster the proposal of solutions which address barriers to innovation and also champion new campus initiatives in areas such as curriculum development, course delivery, organizational structure, collaboration, accessibility of students, etc.
- Promote an environment of innovation and creativity through the search, hiring and retention process for faculty and staff as well as encourage faculty externships and exchanges.
- Promote an environment of learning, knowledge and competence in students by increasing their level of participation and access to university resources such as Honors Council Lectures.

Goal 8. DESIGN AND IMPLEMENT INNOVATIVE STRATEGIES THAT DEMONSTRATE AND CELEBRATE COLLABORATION AND PARTNERING AMONG STUDENTS, FACULTY AND STAFF. PROMOTING A CULTURE OF INNOVATION WITH STUDENTS, FACULTY AND STAFF WHO ARE ALL ALIGNED FOR THE COMMON GOOD AND BENEFITS THAT COME THROUGH TRUE COLLABORATION AND A MUTUALLY SUPPORTIVE ORGANIZATION.

Initiatives:
- Prepare students for the larger world by requiring all degree programs to offer a variety of experiences beginning in the freshman year with potential employers, the community and across university departments including activities such as practicums, field trips, job shadowing, service learning, research projects, case studies, portfolios and e-mentoring.
- Develop and promote a university wide system to expand the availability of individualized and competency-based learning, including strategies such as prior learning, test-out and work and life experience assessment.
- Create and implement a capstone "last year experience" for graduating seniors that would serve as a bookend with the First Year Experience course and a transition for life and employment after graduation. (needs to accommodate transfer, off-campus students).
- Encourage faculty and staff to take an active role in reaching out to students through student campus organizations such as student senate and mentor them to increase the level of student engagement as it relates to university activities, committees and decision-making processes.

Goal 9. CREATE AN INDIVIDUALIZED STUDENT PLAN MODEL FOR SUCCESS THAT INCLUDES PURPOSEFUL ADVISING WHICH LEADS TO DEGREE COMPLETION. DEVELOPING PROCESSES TO FOCUS ON THE NEEDS, WANTS AND EXPECTATIONS OF STUDENTS.

Initiatives:
- Implement a student advising skill training program for faculty and staff.
- Identify and implement personalized educational plans and retention strategies that address the unique needs of a diversity of learners such as age, culture, geography, social, economic and learning challenges.
- Create a campus environment which identifies and incorporates soft skill development strategies for students, faculty and staff with topics such as social and interpersonal communication.
- Develop and disseminate a master 4-year campus course schedule.
- Create and install uniform faculty/staff photo directories for every department/office on campus and on the university web site.

Strategy D: Strengthen Our Capacity to Provide an Education of Enduring Worth

Student success (completion, placement, meaningful engagement in society) is a collaborative effort.

Goal and Initiatives:

Goal 10. INPUTS (INTERNAL UNIVERSITY CAPACITIES/RESOURCES)

Initiatives:
- Organize existing ongoing data collection
  - Graduate income
  - Graduation rates
  - Student employment
  - Accountability: Office of Institutional Research & Effectiveness
- Major capstone experience
  - Students required to demonstrate learning appropriate to their major
  - Departments decide how to accomplish this (c.f., internship, capstone, etc.)
  - Accountability: Major Programs
- Alumni Survey
  - General and specific question concerning classroom experiences and non-classroom experiences
  - Accountability: Alumni Association
- Advisory Boards
  - Developed and administered by major programs
  - Accountability: Academic Affairs

Goal 11. OUTPUTS (EXTERNAL PERCEPTION OF BSU GRADUATES)

Initiatives:
- Perceptions of graduates collected from internship supervisors
  - Are BSU programs preparing students appropriately
  - Is the communication process with BSU during student placement effective and valuable
  - Accountability: Academic Affairs
- Perceptions of a BSU education from Alums and their families
  - Was the experience at BSU of enduring worth
  - Can a longitudinal or career-span perspective be constructed
  - Accountability: Office of Institutional Research & Effective plus Alumni Association

Goal 12. BEMIDJI STATE UNIVERSITY AS A RESIDENTIAL CAMPUS: WHAT IS THE FUTURE?

Initiatives:
- Online Tutoring
  - The Advising Success Center has peer tutors for on-campus sections. This proposal would create the staff and software to support peer tutors for online sections. This would require access to some infrastructure like Adobe's Connect Classrooms and staffing a peer panel.
  - Accountability: Advising Success Center plus Major Programs as relevant
- Office Campus & Community Office
  - Since the majority of BSU students live off-campus an office location on campus that would facilitate finding and managing an off-campus lifestyle should be created. This might be staffed in part by the BSU student government and in part by the Bemidji Chamber of Commerce.
  - Information sharing might include:
    - Rental possibilities
    - Utilities information
    - Transportation options
    - Civic regulations
  - Accountability: Office of Student Development and Enrollment
- Board of Entertainment
  - We need to develop new ways to attract students back to campus during the evenings and weekends. Whereas the library and computer labs used to attract student visits to campus, online resources (i.e., used by both off-campus and residential students) reduce or eliminate those reasons for visits.
  - Athletics, both intramural and intercollegiate provide activities and social events for students but we need more event planning. The reduction of musical and theatrical performances on campus further emphasizes this new need.
  - The students themselves (i.e., student government) and university staff should explore offering films, TV accessible concerts, and live music or DJ led dances on campus. This adds to our justification of facilities outside of strict classroom instruction.
  - Accountability: Office of Student Development and Enrollment and BSU Student Government
- Assessment of Change in the student body
  - Percent of student credit hours taken online
  - Percent of residential students taking online credit

- Dorm room occupancy rate
- Residence life program participation
- Student campus seat time
- PSEO credit hours
- Number of reduced time (3 year) baccalaureate degrees
- Accountability: Office of Institutional Research & Effectiveness plus Office of Residential and Student Life

- Minnesota State Colleges and Universities (MnSCU)'s Recommended Priorities: "Charting the Future"
  - Develop and implement a statewide academic plan and a statewide master facilities plan
  - Certify the competencies our graduates have mastered
  - Increase access to our colleges and universities and accelerate the educational success of diverse students
  - Create a comprehensive, statewide e-education strategy
  - Deliver leading edge continuing education and customized training to students and employers through statewide collaboration
  - Enable recommended strategic priorities to be realized by redesigning the system's financial and governance model

Strategy E: Ensure adequate resources to achieve university goals by increasing engagement and philanthropic support

The Bemidji State University Office of University Advancement, which includes the Alumni Association and Foundation, will focus on identifying and understanding key constituencies (alumni, students and friends) and developing programs to increase engagement and motivate giving.

Goal and Initiatives:

Goal 13. **DEVELOP COMPREHENSIVE PROGRAMS THAT ENCOURAGE AND SECURE MEANINGFUL INVOLVEMENT AND FINANCIAL SUPPORT AMONG OUR ALUMNI, STUDENTS, THE UNIVERSITY AND ITS FRIENDS.**

Alumni Association Initiatives:
- Develop programs and services that align with, and advance, the goals and initiatives outlined in the university's strategic plan.
- Build partnerships with academic, athletic, student affairs, service and other departments as well as individual faculty, staff and volunteers that will result in unique, relevant and accessible programs that add value to the BSU alumni experience and increase alumni engagement regardless of courses taken or the delivery methods of study.
- Foster school pride through events on campus, throughout the mid-west the United States, and internationally, when appropriate. Develop volunteer opportunities to engage individuals and groups to assist in planning, implementation and evaluation of alumni events, programs and services.
- Increase alumni-student engagement through Student Alumni Association outreach, innovation and cooperation with other campus entities.

- Promote a culture where every Bemidji State University Alumni Association (BSUAA) employee, student, volunteer and partner understands and advances the BSUAA and BSU brand missions.
- Promote alumni participation in, and support for, BSU Foundation's Lakeside fund.
- Increase opportunities for alumni to communicate with the university and each other through traditional, electronic, social and emerging media.

<u>Foundation Initiatives:</u>
- Develop opportunities for alumni, university employees, students and friends to positively impact the university and its student by providing financial support through annual, major and planned gifts.
- Work in partnership with the BSU Office of Communications & Marketing to develop programs and communications strategies to educate constituencies on:
    - What is BSU today?
    - BSU's new and emerging programs.
    - The university's vision for the future.
    - BSU student and alumni success.
- Develop annual fund solicitation programs that more effectively target each constituency.
- Identify, cultivate and solicit major and planned gifts to significantly impact scholarship and program opportunities.
- Continue to execute the Imagine Tomorrow campaign toward the successful completion of its $35 million goal.
    - Campaign timeline July 1, 2011 – June 3, 2017
    - Campaign priorities:
        - $20 million – scholarships
        - $8 million – academic excellence
        - $7 million – annual support

Strategy F: Charting the Future and Strengthen Institutional Performance

The Minnesota State Colleges and Universities are essential to Minnesota's economic success and social fabric and have been since the Minnesota Legislature authorized Winona Normal School (now Winona State University) in 1858. We fulfill our promise to Minnesota by being places of hope and opportunity where all Minnesotans can create better futures for themselves, their families and their communities. We believe every Minnesotan – regardless of age, economic status, cultural background, disability, immigrant status, or place of residence – deserves the opportunity for an excellent education. To deliver on this promise, our energies and resources are focused on the core commitments articulated in our Strategic Framework: 1. Ensure access to an extraordinary education for all Minnesotans, 2. Be the partner of choice to meet Minnesota's workforce and community needs, 3. Deliver to students, employers, communities and taxpayers the highest value/most affordable option

The first Strategic Framework Performance Metric Report for Bemidji State University was released in May of 2013. In the report there are historical trends for 19 metrics reported for BSU. The performance metrics were developed in consultation with several constituency groups. The university institutional

research directors participated in the development of definitions, data sources and reporting standards for the metrics. Consultation with the Institutional Research (IR) Group on the methods for setting improvement goals is currently underway. In addition to the discussions of the metrics with the Leadership Council, the chief academic and student affairs officers, deans and chief finance officers have been consulted.

Goal and Initiatives:

Goal 14. INCREASE STUDENT PERSISTENCE, I.E., RETENTION, AT BEMIDJI STATE UNIVERSITY

Initiatives:

- Defined as: Percent of a fall entering cohort of full-time students who have been retained, graduated or transferred by the second fall term following original fall enrollment.
- BSU, from 2006 to 2011 has averaged 3.5% lower persistence than other MnSCU universities.
- By 2016 our goal is to move persistence to at least the university average.

Goal 15. INCREASE STUDENT COMPLETION

Initiatives:

- Defined as percent of an entering cohort that has completed by 150 percent of normal time. Completion is measured as graduation by the end of the sixth spring after entry at the universities.
- Between 2002 and 2006, the median completion rate at BSU is 2.85% below the median completion rate for MnSCU universities.
- By 2019 our goal is to move completion rates at BSU to within one percent of the university average.

Goal 16. DECREASE THE GAP IN STUDENT TUITION AND FEES BETWEEN BEMIDJI STATE UNIVERSITY AND MnSCU UNIVERSITIES

Initiatives:

- Defined as Tuition and fees net of financial aid.
- In the period 2008 to 2013, median tuition and fees were 10.1% higher at BSU than at MnSCU universities.
- BSU needs to take every opportunity to lower tuition and fees compared to system universities. This may be accomplished by introducing lower tuition increases than MnSCU, cutting expenses (increasing affordability) or a combination of both strategies.

DRAFT

Goal 17. INCREASE THE DIVERSITY OF STUDENTS AND EMPLOYEES AT BEMIDJI STATE UNIVERSITY.

Initiatives:

- Defined as employees of color as a percent of total employees and student of color credit students as a percent of total credit headcount.
- In the period 2007 to 2012, median percent of employees of color at BSU was 34% lower than the median percent at MnSCU universities. Similarly, the median percent of students of color at BSU was 24% lower than MnSCU universities.
- By 2016 our goal is to cut these percentages in half. Part of the answer is a systematic and successful to recruit and retain Native Americans.
- Related to this goal is the completion rate of students of color. For the period 2002 to 2006 the completion rate for students of color at BSU was 42.8% lower than the completion rate for MnSCU universities.
- By 2019 our goal is to cut the completion deficit in half.

Goal 18. JUXTAPOSE THE INTENT OF CHARTING THE FUTURE WITH THE STRATEGIC MILIEU PROPOSED IN THIS STRATEGIC PLAN.

Initiatives:

- Dramatically increase the success of all learners, especially those in diverse populations traditionally underserved by higher education.
- Develop a collaborative and coordinated academic planning process that advances affordability, transferability and access to our programs and services across the state.
- Certify student competencies and capabilities, expand pathways to accelerate degree completion through credit for prior learning, and foster the award of competency-based credit and degrees.
- Expand the innovative use of technology to deliver high quality online courses, strengthen classroom instruction and student services, and provide more individualized learning and advising.
- Work together under new models to be the preferred provider of comprehensive workplace solutions through programs and services that build employee skills and solve real-world problems for communities and businesses across the state.
- Redesign our financial and administrative models to reward collaboration, drive efficiencies, and strengthen our ability to provide access to an extraordinary education for all Minnesotans.

Appendix 1: Focus Group Greater Bemidji Board Members

1. What Does Bemidji State Do Well?
    i.   Provide a well-rounded education/college experience
    ii. Graduate students with the ability to succeed
    iii. Produce quality graduates
    iv. Support community
    v.   BSU provides a world-class education
    vi. BSU has several key areas that are special – water/aquatic studies; industrial tech; design tech
    vii. BSU does a good job of managing decreases in funding – balancing the books
    viii. Provides a good education for college student in Northern MN
    ix. Our company has many BSU grads. They are great employees and it is nice to keep them local. We also hire BSU students for part-time work
    x.   Bemidji arts and sports are enhanced by BSU
    xi. Many programs graduate quality students who make an impact
    xii. When they (students) do graduate they do know their field – accounting, business admin, teaching
    xiii. Important community anchor – integral part of community
    xiv. In many ways, BSU defines Bemidji, and enables our community to do and be so much
2. What Does Bemidji State NOT Do Well?
    i.   I worry that some of the piece of the budget pie is to maintain the jobs at the university and those that work there rather than create an education focused on where the jobs are for this region
    ii. BSU does not do well telling their story. There are many good stories to share, and telling them is important. Community would not be the same without BSU – need to remind that often
    iii. Connect with partners (i.e. – business community, alumni, and community in general) and build strong affinity with partners
    iv. Be responsive to business needs (i.e. change)
    v.   Culture eats strategy
    vi. Wonder about how well people work together to solve problems and challenges
    vii. Focus on programs that are marketable
    viii. Graduation rates – make sure you don't lose the beginning student (freshman, sophomore)
    ix. Faculty are not engaged in the community
    x.   Sell the school as a regional asset
    xi. Need to communicate goals
    xii. Interaction with community can always be better; meaningful, important integration with local business community
    xiii. More internships, more discussions about curriculum needs. (I know this work and focus has started, which is great)

3. What Suggestions Do You Have for Tomorrow?
    i. Focus on quality of presentation not maintaining seniority and tenure. I understand that is difficult with unions and contracts
    ii. Building enduring relationships with your partners
    iii. Be light on your feet. Engage the community in problem solving. Develop more partnerships. Be open to change
    iv. Find a way to better recruit from out of state and southern half of MN
    v. Find ways to match all majors with jobs/careers
    vi. Focus on customer – focus outward – not inward. It's about the product and customer not necessarily the process/provider
    vii. Partner with business – both grow and learn
    viii. Intern a lot
    ix. Continue down multiple paths to students of first college students, incumbent workers, employers
    x. Need to aggressively work on being recognized as the region's university and work with every business, group, and local association to create that buy-in and ownership
    xi. Enhance study abroad opportunities
    xii. Be more aggressive in encouraging alumni to donate!!
    xiii. Use of old high school property
    xiv. More outreach
    xv. All staff need to be more engaged with community
    xvi. Need to aggressively work on being recognized as the region's university and work with every business, group, and local association to create that buy-in and ownership
    xvii. Enhance study abroad opportunities
    xviii. Keep up the good work! Considering the geographical and financial disadvantages, BSU is very good university and a phenomenal asset for the community

Appendix 2: Focus Group of Community Members

1. Mission/Vision/Signature Themes
    i.   Yes, liberal education is important, but does it need to be called out in the Mission?
    ii.   In the Vision statement, what does the word "service" mean?
2. Connect to our Communities
    i.   It's a good list. We're waiting to see what will actually happen.
    ii.   Perceived lack of information from BSU to Bemidji High School (BHS) students about what the university has to offer and why they should attend.
    iii. Don't assume that Bemidji students know what BSU has to offer. Need to see more presence and visitors from BSU at the high school.
    iv.   One idea: a BSU/NTC kiosk that has current information about what's going on at the college. Make the Bemidji kids feel special.
    v.   Do more to advertise special events like Festival of Nations in the Bemidji schools.
    vi.   There are new people in town who don't know BSU.
    vii. See reps from the Art Institute. Need reps from BSU to talk about what classes are offered there. Get them charged up.
    viii. Frustrated to see kids migrating to UND, NDSU. "We have good programs in Minnesota, but we don't hear about them."
    ix.   Invite BSU faculty experts onto campus to share their perspective with students – real-life experiences, not just teaching.
    x.   In teacher ed, perceive that was more contact previously from students and faculty. Feel like the education connection is completely gone, like it's non-existent. Even fewer student teachers.
    xi.   Would like to see students do full-year work in classrooms, but need more oversight of how they're doing.
    xii. There are many BSU grads teaching in local schools, but they did not do their student teaching in Bemidji.
    xiii. Participants says that former BHS students aren't allowed to do their student teaching at BHS, which puts them at a disadvantage if they want to come back here and teach in the community that they're from.
    xiv. Get more students out into community internships – nursing at Sanford, social work out at different nonprofits. Then use social media to promote and tell those stories.
    xv.   Could you use work-study dollars for that? Kids have to make money to stay in school.
    xvi. Use to also see international students out in the community, but not anymore.
3. Meaning, Relevance and Power of the Liberal Arts
    i.   FYE is good for many students, but the flip side is the student in her 30s who is having a very different experience.
    ii.   Non-traditional students have world experience behind them – how tap, use them? They feel completely unconnected.
    iii. There used to be a club for students like that and activities for the children of students who are parents.
    iv.   Sense that Bemidji has suffered from BSU retrenchment in the arts.

    v. Bemidji is a very arts-minded community.

    vi. Madrigal Dinners not the same since theater program closed. Should consider bringing theater major back. Community has lost support that it used to get from theater students.

    vii. Teacher said she used to bring her students to theater productions at BSU. It was a way a lot of people went to the campus.

4. Innovation, Access, Persistence and Student Success

    i. Be aware of pitfalls of online education. To develop students' soft skills, need to meet face to face. Some are finding that it becomes like an "electronic workbook."

    ii. If BSU is going to increase student engagement, how will you measure it? What is the base line?

    iii. Should provide tours for students who visit campus for events, such as science fair.

    iv. Get BSU students out into the field in their major right away, not just at the end of their years at the university.

5. Provide an Education of Enduring Worth

    i. Praise for Intern Bemidji program.

    ii. Need to provide more information to employers about what it means to host an intern, what programs looking for.

    iii. Overall question: What BSU not doing that it should be doing?

    iv. Focus students more on what they can or can't really do with a given degree. Are they willing to move to get a job? What are the jobs available here?

    v. Develop more community partnerships to leverage available resources as best you can.

    vi. "Organize, innovate and communicate."

    vii. No more budget cuts.

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Appendix 3: Focus Group of Leaders

1. Mission/Vision/Signature Themes
   i. Need to stress competency.
   ii. Like the inclusion of liberal education.
   iii. In the Vision, the concepts of "education" and "enrichment through service" are running together the way the sentence is written.
   iv. Need to emphasize lifelong learning. Not just "graduates" but "learners."
   v. In Signature Themes, even if they are not in order of priority, give thought to what order they are in because a hierarchy will be perceived.

2. Connect to our Communities
   i. At Red Lake college, a majority of students are non-traditional. University needs to provide more support for them, such as special lhousing, day care, etc.
   ii. Interest in employers (like Luekens) serving as learning laboratories for students. Students need more hands-on experiences, such as developing actual marketing for products.
   iii. The keys to service learning is to get credit for it and for professors to have to include it into their syllabi. It has to be embedded.
   iv. Suggest making service learning a component of faculty's professional development plans.
   v. Look for service learning opportunities along the lines of the Quality Neighborhood Initiative.
   vi. Consider having events like lectures out in the community because it can be hard for residents to locate campus buildings – a barrier to attendance. Example would be having an event at the Headwaters School of Music.
   vii. Continue to promote summer programs because the beauty of Bemidji in the summer is a great asset.
   viii. Opportunities for student engagement in areas of workforce development and housing.

3. Meaning, Relevance and Power of the Liberal Arts
   i. Students need to gain an understanding of their place in the world.
   ii. Consider specific program for nonprofit management and nonprofit leadership – as a major: how to run a community service organization.

4. Innovation, access, persistence and student success
   i. Consider establishing a center for entrepreneurship on campus.

5. Provide an education of enduring worth
   i. When communicating from career center, strive to have emails be as personal as possible.
   ii. Also, make alumni engagement as personal as possible – encourage them to give back.
   iii. Conduct a need analysis for jobs in the region, such as health care, education and tribal programs. On the reservations, a majority of employers in all three areas are non-tribal members.
   iv. Seek strong alignment between academic programs needed and employment needs of the region, what skill sets are needed most.

    v.   For example, many businesses underutilize the power of marketing. With increased awareness, businesses could use it more and employ more graduates.

   vi.   The Bridge Program was great for one participant's niece.

Appendix 4: Focus Group of Students

1. Reflection on New Mission Statement:
    i. new one could be any university anywhere: old one provides insight into what BSU stands for and who they represent.
    ii. I like the old one better
    iii. New statement is too broad, it should expand on things we will do here and give back to the world.
2. What are the Strengths, Weaknesses, and Potentialities of a Long-term Strategy That Says, "Bemidji State University Recognizes the Value of Making Important Connections to Constituent Groups in Our Region, State and Nation, Ensuring Higher Levels of Student Success"?
    i. Strengths of long-term strategy:
        ✓ impact on future decisions for the university,
        ✓ potentiality for more career opportunities for students,
        ✓ added value to education through extended relationships,
        ✓ enhances statement of relationships with constituents,
        ✓ university can become more diversified in terms of revenue.
    ii. Weaknesses of long-term strategy:
        ✓ seems as if we are not heard when the strategies are implemented,
        ✓ long-term commitment to pay for something that might not be of value long-term,
        ✓ failure to believe/support strategies,
        ✓ may not be cost effective (sustainable) over time,
        ✓ change of leadership means change in strategy,
        ✓ not enough support (faculty/funding) to continue aggressive approach to plan
    iii. Potentialities of long-term strategies
        ✓ More partnerships with other constituents
        ✓ More collaboration with external partners more connections for students and learning outside the classroom
        ✓ Increase employment opportunities for students
        ✓ Potentially boost admissions to unique programs
3. Bemidji State University Recognizes the Importance of Acknowledging (to the Community) and Teaching (to Our Students) the Fundamental Relevance of the Liberal Arts. Reaction?
    ✓ Gives broad perspective of understanding of human experience
    ✓ Proves university believes in providing a good foundation to the students
    ✓ Students are not sure of the value of the liberal arts, there needs to be more explanation of their value
    ✓ Provide an opportunity to learn outside of the program courses we are required to take for our major
    ✓ Help to make a student more rounded
    ✓ Acknowledging seems superficial. What is BSU really doing or going to do? This would seem more relevant to me as a potential student. In that statement I hear that BSU is only saying nice things and my reaction is, "so what?"

4. As a Regional, Comprehensive Institution, Bemidji State University Recognizes the Power of Innovation, the Importance in Providing Access to a Broad Range of Students, and the Relevance of a Substantial Persistence in Producing Student Success. Reaction?

    i. Power of innovation
- ✓ Innovation is power and we need more of it. It is not obvious and needs to be.
- ✓ Is BSU providing innovation? It is not clear to me.
- ✓ Innovation should include different teaching styles and deliveries. This is not the case in all areas at BSU.
- ✓ Innovation is essential to provide access to more students of all ages.
- ✓ We need to be able to innovate to all types of student learners.
- ✓ This "innovation" does not speak to me. I just have to say that BSU better recognize these aspects. Not sure what broad range of students means.
- ✓ The online focus group concept is innovative.
- ✓ Additionally I was very attracted to the attention paid to the technological innovation embedded in the DLite and FastTrac professional ed programs. The faculty are always using new strategies and techniques to deliver to us.

    ii. Providing access to a broad range of students
- ✓ Need to accept more credits from technical, community college, veterans, competencies, etc. This would improve access and reach a broader range of students.
- ✓ Need to be able to reach out to students who do not learn the same or do not react the same to the learning environment.
- ✓ What is this question of range based on? Race, age, ACT scores, etc. There is a lot more diversity here now than when I was here four years ago.
- ✓ Not seeing the diversity must ask "why not?" If this is important as the question states.
- ✓ Access to 24/7 printing would be nice.

    iii. Persistence in producing student success
- ✓ Graduation and job placement speak to student success.
- ✓ Sounds like all BSU cares about is the end product, need to promote that BSU provides students with the education and experiences they need to succeed—more build up to success than a push to reach the end.
- ✓ Student success should the university's main goal.
- ✓ BSU is persistent and it seems like there is always something here on campus to reach out to if you need it.

5. Bemidji State University seeks to strengthen its capacity to provide an education of enduring worth. The primary element of an education of enduring worth is complete commitment to student success (specifically completion, placement, meaningful engagement in society) and that the process is a collaborative effort. Reaction?

    i. Commitment to student success
- ✓ Sends the message that BSU cares.
- ✓ Message that education will last a lifetime.

- ✓ Is what the university should be trying to do and will not happen unless students and faculty are all committed to that same idea and want it to happen.
- ✓ As a freshman, I am engaged in conversations all the time with professors and advisors about what are the next steps for success.
- ✓ Success is about jobs and students need to see what kind of jobs their majors will get them.
- ✓ Need more problem based education, students are starving to put what they have learned into a real-world reference, course descriptions say they do this but they do not. Student success means having the confidence to problem solve, give students an attitude of success and confidence.
- ✓ Sounds like cheer leading, show data and facts about success.
- ✓ BSU better be committed to student success because I am paying a fortune for this.
- ✓ Students are consumers and should be treated as such. While students are not always right, they are buttering the BSU bread unless the university listens with open ears and an open mind.

6. Please comment on and evaluate the following set of proposed "signature themes" for Bemidji State University:
    i. Environmental stewardship (current)
        - ✓ I like
        - ✓ The environment of BSU is to be richly valued and makes it unique
        - ✓ I love the location of BSU and how unique it is
        - ✓ Sends the message that it is important and needs to be cared about and for
    ii. International/multicultural understanding (current)
        - ✓ Always important
        - ✓ More emphasis on the value of our Native American regional heritage
        - ✓ To understand one another's culture is very important, we are not all cookie cutters
    iii. Civic engagement (current)
        - ✓ No comment
        - ✓ Not sure what we are doing for this
    iv. Access to educational opportunity (proposed)
        - ✓ Great I align with this
        - ✓ Clarify? Not sure what this means
    v. Appreciation of the rich heritage of Bemidji State University and northern Minnesota (proposed)
        - ✓ There is a rich Scandinavian culture that BSU does not do anything to nurture. Should we have this as part of our curriculum? Students with a Scandinavian background far outnumber other cultures. Concordia Language villages would be a great partner in this effort.
    vi. General Comments/evaluation
        - ✓ Regret not establishing those relationships with peers and professors that would have lasted over time.

- ✓ I wish I would have forged more relationships to be part of the campus community and its signature themes.
- ✓ What inspired me to enroll was the access to educational opportunity.
- ✓ I did not capitalize on all that BSU has to offer and would recommend that BSU find more ways to encourage students like me to do so.

7. Given the challenges to higher education (accountability, transparency, volatility of state and federal appropriations, deferred maintenance and balancing access with affordability for students), how should Bemidji State University enhance its future, its viability and how should the university learn how to capitalize on the fact that within change there is opportunity?

- ✓ BSU needs to seek more national accreditations of programs to give students an edge in the marketplace. This sends the message to prospective employers that we have had a rigorous, industry standard education that can be measured against others.
- ✓ BSU should promote itself more to the northern areas of MN, this is our greatest resource for students.
- ✓ Capitalizing on change is hard to quantify. Change brings growth of student learning. BSU does a great job of helping students identify their "Strengths" and how to use them. This is a change from the first time I attended here.
- ✓ Changing how courses are delivered will enhance BSUs future. Like using technology to deliver information so that the time with the professor can be about asking questions.
- ✓ We all need to have an open mind when it comes to change and be able to say this is why we changed and this is what can be expected.
- ✓ Change is not easy and sometimes slows things down. The good part is when you are done with the changes, you look back and say "I did it"!
- ✓ BSU has to streamline the amount of programs it offers. Get to what is core to learning and align that with what business and industry needs from us.
- ✓ Look at offering more specialty types of programs that no one else offers in the state or regional area to make it a superior niche program that will attract X numbers of students because this is the only place they can find it.
- ✓ BSU has been ahead of its time to offer programs completely online that fit into my life. As more and more universities are doing that what is BSU doing to take it to the next level to stay ahead of its time. New ideas are plentiful and communication is only increasing, it is difficult to keep up but when an entire student body is already doing it, results are produced.

Appendix 5: Campus Climate Study

BSU Campus Climate Report
Summer 2013
Report created by:
Colleen Greer
Doug Olney
Debra Peterson

As part of Bemidji State University's strategic planning process, a committee was charged with developing, disseminating, and analyzing a campus climate survey of faculty, staff, and administrators. During spring 2013 a survey instrument was developed and shared with the University Planning Committee. The campus community was then informed that a survey would be forthcoming. This report contains general information on the survey instrument, a quantitative analysis of survey responses, and a synopsis of open-ended comments. Overall survey results indicate that BSU faculty, staff, and administrators find that the climate is positive. Challenges and concerns continue to exist, however, and are reflected in particular details of the quantitative report and in written comments from faculty, staff and administrators.

Bemidji State University faculty, staff, and administrators responded to a 50-item online survey during spring semester 2013 intended to assess the general climate, or working conditions on the campus. Climate indicators addressed on the survey included general perceptions; perceptions of decision-making processes and procedures; responsiveness; courteousness and civility; resources and alignment; organizational materials and structures; and, support for diversity. Overall, 160 employees completed the questionnaire, of which 76 were faculty, 67 were support staff, and 16 were administrators. (One person did not identify employment group.)

The quantitative section of the report is divided into two sections. In the first section we examine responses for each of the 47 substantive questions. For this purpose, questions have been grouped into broader subject categories. The second part of the analysis depicts significant findings after comparing question responses by type of appointment at BSU (faculty, support staff, or administrator) and according to whether the employee was part- or full-time. Finally, a qualitative section contains an analysis of the open-ended responses.

Part I: Percentages by Response Category for the Substantive Questions

The data in Table 1 show responses to three general questions. Responses indicate that almost 90 percent of respondents would recommend BSU to a friend, family member, or person from the community and almost 100 percent feel they contribute to the university and its students. Almost two-thirds of those responding feel positive about the university and the direction it is heading.

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Table 1. General Perceptions				
	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
I would recommend BSU to a friend, family member, or person from my community	2.7%	10.1%	50.3%	36.9%
I feel I contribute to the university and its students	0.0%	0.6%	42.0%	57.3%
I feel positive about the university and the direction in which we are headed	6.9%	29.0%	49.7%	14.5%

Table 2 shows responses to questions concerning campus decision-making processes and procedures.

Table 2. Perceptions of Campus Decision-Making Processes and Procedures				
	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
University administrators incorporate faculty/ staff input into college policies and procedures	11.9%	17.8%	54.1%	16.3%
Faculty participate in the development of college policies and procedures	1.7%	15.0%	66.7%	16.7%
The decision-making processes on campus ensure timely decisions	16.2%	47.7%	31.5%	4.6%
There are appropriate mechanisms in place for faculty and staff to raise and resolve issues	5.9%	35.6%	53.3%	5.2%
The university climate is conducive to free and open discussion	8.7%	32.2%	49.0%	10.1%
	Poor	**Fair**	**Good**	**Excellent**
How would you rate the effectiveness of communication processes among all university faculty/staff/administrators?	22.1%	38.9%	32.9%	6.0%
How would you rate the effectiveness of communication processes between university staff and administration?	18.5%	35.5%	36.3%	9.7%
How would you rate the effectiveness of communication processes across university committees?	20.2%	47.1%	27.7%	5.0%

Just over 70 percent of respondents agree that administrators incorporate input from faculty and support staff when developing policies and procedures, and over 80 percent agree that faculty are active participants in this process. Almost 60 percent of the respondents agree that there are appropriate mechanisms in place for employees to raise and resolve issues, and that the university climate is conducive to free and open discussion. Less than 40 percent of the respondents think that the processes in place will ensure timely decisions. In addition, fewer than half of those responding would provide ratings of "excellent" or "good" to the communication processes on the BSU campus.

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Table 3 provides the extent of agreement/disagreement for 6 items concerning the responsiveness of various groups to others' needs. No matter the group, there is widespread agreement that all groups are responsive to needs and expressed concerns.

Table 3. Perceptions of Campus Responsiveness

	Strongly Disagree	Disagree	Agree	Strongly Agree
The faculty exhibit willingness to be flexible to meet individual student's needs	3.8%	15.4%	53.8%	26.9%
Faculty are responsive to student requests/ concerns	2.2%	12.6%	60.7%	24.5%
Faculty are responsive to administrator/staff requests/concerns	2.3%	23.3%	57.9%	16.5%
University administrators are available to faculty/staff	3.6%	18.6%	57.1%	20.7%
University administrators are responsive to student requests/concerns	2.5%	16.7%	61.7%	19.2%
University administrators are responsive to faculty/staff requests/concerns	7.8%	24.1%	52.5%	15.6%

Table 4 contains participants' responses to 9 questions regarding courteousness and civility. Perceptions of civility and courteousness are quite positive as over 80 percent of the respondent either agreed or strongly agreed on each item.

Table 4. Perceptions of Campus Courteousness and Civility

	Strongly Disagree	Disagree	Agree	Strongly Agree
Faculty are courteous and helpful	1.4%	14.7%	60.8%	23.1%
University administrators are courteous and helpful	4.2%	15.5%	52.8%	27.5%
Support staff are courteous and helpful	0.0%	4.7%	56.0%	39.3%
BSU employees are respectful of others	1.9%	11.0%	63.9%	23.2%
I personally feel free from harassment (i.e., cultural, sexual, gender) on campus	3.2%	12.1%	45.2%	39.5%
When I am on campus, I feel secure from physical harm	0.0%	6.3%	43.0%	50.6%
There are many unwritten rules concerning how one is to act	4.3%	24.5%	43.9%	27.3%
My colleagues treat me with respect	1.3%	10.2%	51.0%	37.6%
My colleagues value my contributions	1.9%	7.8%	55.2%	35.1%

Table 5 shows responses to questions regarding campus resources and resource alignment. Almost 84% of respondents perceive that faculty are provided with the technological resources necessary to enhance student learning. Around 77 percent perceive that the university's mission and goals are directly related to the educational and learning experiences it provides. Almost 63 percent would say faculty have time and university support to develop curriculum and just under half would rate the effectiveness of the college budgeting process as either good or excellent. Perceptions for the remaining three items are more negative. Almost 60 percent believe the university does not have sufficient support staff to meet the needs of the institution and just over 50 percent do not think that allocation of human and financial resources supports the university's mission. Finally, about 55 percent of respondents would rate the effectiveness of the assistance to develop curriculum as either poor or fair.

Table 5. Perceptions of Campus Resources and Alignment

	Strongly Disagree	Disagree	Agree	Strongly Agree
The faculty have time and university support to develop curriculum	9.1%	28.2%	49.1%	13.6%
The university provides appropriate technological resources for faculty to enhance student learning	3.8%	12.2%	61.8%	22.1%
The university provides sufficient support staff to meet the needs of the institution	15.3%	42.4%	37.5%	4.9%
The university's current mission/goals are directly related to the educational and learning experiences the university provides	6.3%	16.4%	64.1%	13.3%
The allocation of human and financial resources supports the university's mission	15.8%	36.1%	38.3%	9.8%
	Poor	Fair	Good	Excellent
How would you rate the effectiveness of the college budgeting process?	18.2%	32.2%	36.4%	13.2%
How would you rate the effectiveness of the assistance to develop curriculum?	18.4%	36.7%	40.8%	4.1%

In Table 6 are perceptions of organizational materials and structures. Respondents tended to agree or strongly agree that university policies are easily accessed, that university in-service workshops are helpful, and that adequate procedures are in place to meet the needs of victims of bullying/ mobbing. In addition, at least half of the respondents rated the effectiveness of various university publications as either good or excellent (policies and procedures, student handbook, university catalog, admissions publications, academic integrity policy, and staff evaluation procedures). Ratings for the structure of the university committees (52 percent) and the academic program planning and review process (46 percent) were the lowest of those on the list.

Table 6. Perceptions of Organizational Materials and Structures

	Strongly Disagree	Disagree	Agree	Strongly Agree
The university policies and important documents are easily accessed	5.5%	19.9%	56.2%	18.5%
University in-service workshops are helpful to me	7.3%	24.2%	56.5%	12.1%
The university has adequate procedures in place to meet the needs of victims of bullying/ mobbing	7.1%	33.3%	51.2%	8.3%
	Poor	Fair	Good	Excellent
How would you rate the effectiveness of university policies and procedures?	6.3%	35.0%	55.2%	3.5%
How would you rate the effectiveness of the university catalog?	6.7%	22.2%	55.6%	15.6%
How would you rate the effectiveness of the student handbook?	4.3%	17.4%	66.1%	12.2%
How would you rate the effectiveness of other admission publications?	5.9%	17.8%	62.4%	13.9%
How would you rate the effectiveness of the academic integrity policies?	2.5%	25.4%	61.0%	11.0%
How would you rate the effectiveness of staff evaluation procedures?	11.5%	32.3%	50.0%	6.2%
How would you rate the effectiveness of the structure of university committees (e.g., Bemidji State University Faculty Association)?	13.7%	34.2%	46.2%	6.0%
How would you rate the effectiveness of the academic program planning and review process?	13.6%	40.0%	38.2%	8.2%

Respondents were also asked their perceptions regarding university diversity efforts. This information is presented in Table 7.

Table 7. Perceptions of Support for Diversity

	Strongly Disagree	Disagree	Agree	Strongly Agree
The university structure supports its diversity goals	9.4%	19.5%	56.3%	14.8%
The university is committed to recruiting and retaining diverse administrators, faculty and staff	9.8%	20.3%	51.1%	18.8%

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Just over 70 percent of participants agree or strongly agree that the university structure supports its diversity efforts, and just under 70 percent agree or strongly agree that the university is committed to recruiting and retaining diverse administrators, faculty and staff.

Part II: Significant Findings by Group

The questionnaire contained three questions that provide opportunities for examining responses by group—position held at the university (faculty, support service, administration), whether the employment was full or part time, and sex. The chi square statistical procedure was used to compare groups on each of the 47 substantive questions. Of the 141 separate analyses examined, only 9 were significant at the .10 level or less. Comparisons among employee position yielded seven significant findings and comparisons between part- and full-time employees produced two significant outcomes. There were no significant findings by sex of employee. Table 8 depicts the significant findings by position held.

		Position Held					
Table 8. Significant Chi Square Analyses by Position Held at the University							
	D/SD A/SA*	**Faculty %**	**Support Service %**	**Admin. %**	**N**	**X^2**	**p**
Faculty exhibit willingness to be flexible to meet individual student's needs	D or SD	11.3	34.9	13.3	25		
	A or SA	88.7	65.1	86.7	104	9.96	.007
Faculty are courteous and helpful	D or SD	5.4	32.1	13.3	23		
	A or SA	94.6	67.9	86.7	119	16.28	.000
Faculty are responsive to student requests/concerns	D or SD	5.6	29.8	13.3	20		
	A or SA	94.4	70.2	86.7	114	13.19	.001
University administrators are responsive to faculty/staff requests/concerns	D or SD	42.5	24.5	7.1	45		
	A or SA	57.5	75.5	92.9	95	8.99	.011
I would recommend BSU to a friend, family member, or person from my community	D or SD	19.7	4.9	12.5	19		
	A or SA	80.3	95.1	87.5	129	6.43	.040
The university structure supports its diversity goals	D or SD	29.5	18.0	56.3	36		
	A or SA	70.5	82.0	43.8	91	8.81	.012
I feel positive about the university and the direction in which we are headed	D or SD	44.3	33.9	6.7	52		
	A or SA	55.7	66.1	93.3	92	7.79	.020

D/SD = Disagree or Strongly Disagree and A/SA = Agree or Strongly Agree

Findings presented in Table 8 indicate that support and service employees are less likely than faculty or administrators to agree or strongly agree that faculty exhibit willingness to be flexible to meet individual student needs, that faculty are courteous and helpful, and that faculty are responsive to student requests and concerns. In addition, faculty are less likely than support staff and administrators to agree or strongly agree that university administrators are responsive to faculty/staff requests/concerns.   While there is strong agreement among all groups for recommending BSU to others, support staff and administrators are more likely than faculty to agree or strongly agree on this matter. University administrators are less likely than other respondents to agree that

the university structure is supportive of diversity goals and more likely than the other respondents to feel positive about the direction of the university.

Table 9 reports differences by full- or part-time employment. Part-time employees are more likely than full-time employees to rate the effectiveness of communication processes between university staff and administration as either poor or fair. In addition, full-time employees are more likely than part-time employees to agree or strongly agree that the university provides appropriate technological resources for faculty to enhance student learning.

Table 9. Significant Chi Square Analyses by Full- or Part-time Appointment						
		Type of Appointment				
	Answer	Full-Time %	Part-Time %	N	X^2	p
How would you rate the effectiveness of communication processes between university staff and administration?	P or F	50.5	78.6	66		
	G or E	49.5	21.4	57	3.94	.047
The university provides appropriate technological resources for faculty to enhance student learning	D or SD	11.8	35.0	20		
	A or SA	88.2	65.0	110	5.32	.008

The results suggest that overall the university community experiences the campus climate as positive. Particular challenges continue to exist in communication, committee structure, and the number of support staff (with the exception of technology) and financing. To some extent there is a sense that employees in different sectors of the university are less dedicated to meeting the needs of students and the organization. However, these perceptions suggest that there are communication gaps and a lack of awareness about the types and extensiveness of tasks associated with various positions and departments. Finally, one other area that stands out is the distinction between how full-time and part-time employees perceive university communication processes. Part-time employees experience poorer communication, suggesting a gap in information delivery and interpretation.

Written responses by participants paralleled some of the quantitative findings, while others provided a broader picture of the respondent understandings. Of the total number of respondents, 51 provided additional commentary. Communication, university mission and vision, and diversity and discrimination were central themes in the open-ended comments. Each of these central themes has been outlined below with associated quotes. Additional comments, not associated with one of the central themes, noted concerns with campus security, particular changes that could be made to the survey instrument, duration of employment as it relates to their hesitancy to respond to the questionnaire, or an identified level of disengagement from university actions. However, the majority of written comments fit within the central themes identified above and which follow.

Communication –

Fewer than 50% of overall respondents found communication at BSU to be excellent or good, and part-time employees are more likely to rate communication poor or fair. Respondent written comments expand on those statistics. Comments reflected interpersonal interaction in departments, interaction between and among units, and between bargaining units and administration. Employees state that:

- Communication is sadly lacking campus wide.

- Communication is abysmal at BSU. There's not a central place to get instruction or guidance. It is always a matter of guessing in trying to figure out where to find information and the website is difficult to maneuver.

- Navigating web site for forms, information, is difficult at best.

- There are no avenues at BSU to meet and greet colleagues. New faculty/staff are hired and introduced at the President's Breakfast. That's it! There are no social events on campus to get faculty/staff together to get to know each other. Everyone works in their "silo." Employees need to get to know each other, what roles they play in the institution and how to value each others' jobs/positions.

- As support staff a better understanding of 'what department does what' would be extremely helpful.

- I have heard many people say "just put your head down and do your job and Don't express concerns as higher administration has no desire to hear it."

- One concern I have about the institution is the degree to which necessary information is communicated to people who need to know.

- The adjunct tends to suffer from a lack of climate, poor pay, and virtually no say in what's going on.

- Administration needs to be more visible and make it a point to stop in employee departments.

University mission and vision –

Fifty percent of those responding to the survey do not think that the human and financial resources at BSU are allocated to meet the university's mission. There were numerous written comments by respondents that speak to this issue, and to the general identity and direction of the university. Examples follow:

- Bemidji State University has spent way too much resources (more than 55%) on non-instructive/administrative area and too little (less than 45%) resources in instruction. This is totally out of balance in terms of higher educational missions.

- Morale is low; hockey and even football are more important than academics; educating students from China seems more important than educating students from northern Minnesota; despite multiple mission and vision statements, we seem to be flailing about seeking an identity; we seem more concerned with producing workers for industry than thinking people; we keep adding administrators as we cut faculty. . .

- BSU has a commitment to Native American and some commitment to International students, but very little commitment in resources and support for other diverse students, faculty, and staff.

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- To[o] much hockey, football, not enough education!

- I feel that the limitation of courses and majors available has seriously inhibited the attractiveness of this campus to a wide and diverse populations of students.

- Workloads are greater than can be handled in regular working hours. Leadership needs to learn how to say no to the things that are unethical or that bring no value to campus.

- The university does not supply sufficient resources and support for faculty to deliver more than an adequate level of instruction and assessment of student capabilities. This ensures that exceptional work by both instructors and students largely will not occur. Faculty effort and attention is devoted to teaching a large number of classes filled with as many students as possible, absent any significant assistance with mechanics. This is a good way to ensure instructor burnout and minimal use of innovative methods. It's also a disservice to students who experience unremarkable teaching and are not encouraged to go beyond the ordinary.

- Most support offices appear to be strained due to the higher workloads, unsearched positions, interim position locks, and higher demand and expectation[s] from administration and students.

- I think that administration, faculty, and staff are being hired to move Bemidji State University forward to accomplishing the goals and mission of the university. Getting the 'right people on the bus' is critical for our survival in higher education.

Diversity and Discrimination –

Commentary by respondents on diversity at BSU were fewer in number than those for communication and mission and vision, but they reflect concern about how peoples from various minority statuses (e.g., people of color, LGBT, disabled) are treated on campus. Respondents stated:

- The university employs many caring and sensitive employees who respect and support people of diverse backgrounds – regardless of their status as student or employee. However, there are several at middle management and [higher] levels of authority who are judgmental, rude and inconsiderate of anyone who is different. Students report being shunned because of one reason or another by many different employees on campus – and some of those are the very individuals the student must reach out to for help and support to be successful if they are students entering the university in a risk status. . . .There is no open acceptance of students or anyone else if they present differently to the university at large. There are many controlled pockets of prejudice where students are not welcomed for who they are but rather shunned and ignored for 'what they are perceived to be.'

- I would like to strongly, strongly disagree with the comment that BSU fac/staff are respectful of others. I've witnessed a lot of discrimination based on sexual orientation, gender, disability and religion (in the form of if you are not a Christian, you are less of a person). The heteronormativity of this campus is horrible. I have worked at other campuses that are more open-minded than BSU.

- I am personally embarrassed that we removed the Women's Center several years ago, and that we provide support for our LGBTQ students through a 'student club.' In my opinion through my interactions on campus, we are not showing visible support for diversity.

- If [Is] there is a designated 'Safe Zone' for LGBTQ students? If not, I think there should be.

An alternative interpretation of minority status was also discussed by a respondent who noted that, "All people on campus seem to be encouraged, welcomed, protected and supported – if they are members of a liberal or 'progressive' group. . .Conservative students tell me that they feel bullied and will get lower grades if they present conservative arguments in many classes. . .my form of 'minority status' has been costly for me on several occasions.

A few additional statements on bullying and negative interactions between faculty and staff were also noted in the written comments. One respondent stated that. . .BSU Administration needs to recognize bullies (faculty/staff) on campus and deal with them appropriately. No one should have to endure their antics while employees suffer depression and a lack of self-esteem." Another person noted that, "There are just a few individuals who contribute all of the unpleasantness that is suggested by my responses. But one bully is enough to give on pause when considering free and open discussion. One bully changes the tenor of discussion and the behavior of just about everyone. Administrators are poorly equipped to deal with bullies at this level." Negativity on campus is noted by respondents, but most comments identified the few individuals who contributed to the negative climate.

While overall the campus is perceived as a safe environment, respondents stated that their perception of safety depended on degree of "difference" as noted above, as well as time of day. There were expressions of concern about how the safety office is staffed and the campus is patrolled. Examples follow:

- I do not feel safe walking to my car or in some buildings in the evenings. I understand that most of our Security Staff works during the day in the office. We need them out on campus doing their job at the university, not for the County. Should not be relying on student workers for security.

- When I teach evening classes I do not feel the safest walking through campus. I have talked to the student security workforce and they say that there is no full-time staff on most nights Why is this? . . .Monday I stopped by to talk to the person in charge and was told they were at their other job. . .really!

Conclusion

The BSU Campus Climate Survey results evidence perceptions by respondents that the campus climate is in general positive. Respondents suggest that they feel positive about the direction the university is heading and they also note that they see the administration getting input from faculty and staff for policy development. In addition, the current mission and goals of the university are seen as related to the educational and learning environment.

Written comments do not parallel the general perception of easy access of policies when respondents assert that there is a communication gap and departments don't know what other departments do. In addition, 70% suggested that the university structure supports diversity goals, yet written comments show that negative actions and bullying occurs and procedures do not adequately address it. Some of the distinctions between the

quantitative results and the open-ended responses may reflect the demographics of our university. In an attempt to help people feel free to respond anonymously, we did not ask many demographic questions. The overall composition of BSU as identified in our affirmative action plan and in our own demographic statistics note, for example, low percentages of people of color on our campus, so the numerical percentages are not surprising. Some challenges remain, and we need to consider how to adjust our policies and practices to address concerns related to communication gaps, support for academics, and diversity.   Overall the BSU Campus Climate Survey demonstrates the dedication of the respondents and the commitment of the university community to creating a strong and vibrant learning environment.

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Appendix 6: Student Campus Climate Study

Bemidji State University
Student Campus Climate Study
By
Dr. Angela Fournier and Dr. Colleen Greer
With Assistance from Dr. Randall Ludeman, Dr. Douglas Olney, Dr. Debra Peterson,
and Hannah Wilson

EXECUTIVE SUMMARY

Introduction

We conceptualized this study during the 2011-2012 academic year based on anecdotal information shared by students about their experiences of campus climate at Bemidji State University. As scholars who examine human sexuality, gender, and racial/ethnic topics, we are aware of the various ways in which diversity presents itself on a college campus, how faculty, staff, and students encounter and engage each other, the extent to which diversity is incorporated into the curriculum, and the extent to which affirmative action and 1B.1 policies are part of university procedures. Yet the collective understandings and experiences of students on campus as they relate to diversity are not as easily discernible. In order to better understand student experiences of university support, civility, respect, discrimination, and communication we engaged in a year-long study using focus groups and a survey instrument to collect information on these elements. During Fall 2012 eight focus groups were conducted with 30 students from organizations across campus, and during spring 2013 a survey was distributed to 607 students at Bemidji State University. The report presents the findings from this research and provides some suggestions for change that will help to enhance the campus climate at Bemidji State University. In this executive summary we have identified some of the key findings from our research.

Methods

The study consisted of two phases. Focus groups were used in phase one of this study to develop a better sense of how students understand campus climate and to identify the conceptual parameters that would be used in a survey of all students. Because we were interested in the climate for minority populations at Bemidji State University, purposive sampling was used. During Fall semester 2012 student organizations were encouraged to participate, and students were recruited from selected classes. Eight focus group sessions were held with 30 total participants. A demographic questionnaire was distributed at each focus group session, and the facilitator provided a definition of campus climate. Students were asked eight open-ended questions, and their responses were audio taped, transcribed and analyzed. The themes that emerged were used to help frame phase two survey questions.

In spring 2013, phase two of the study, the campus climate survey, was administered to students online via a campus-wide email. A total of 607 students (415 women, 184 men) completed the survey.

Students reported on their perceptions and experiences by responding to 31 Likert-scale questions. The sample was predominantly White, non-GLBT, and Christian. Students in the sample reported to be largely from the middle class and many of them spend a significant amount of time working and volunteering outside of the classroom. Most of the students lived off-campus and considered themselves full-time students.

Findings –

Focus group participants frequently described the campus climate at Bemidji State University as a, "kind of mix" and "bi-polar" citing positive connections within groups and within particular locales and spaces, at the same time that negative interaction, attitudes, and structures present obstacles to creating an inclusive and welcoming social environment. Positive aspects of the climate included diversity in the curriculum and specific locations, students particularly noted the positive experiences associated with clubs, the American Indian Resource Center (AIRC), and athletic teams. In each case students expressed appreciation for the ability to establish connections, to find support systems, and to pull students together into community. The physical aspects of the university, the outdoor opportunities, as well as, ". . .having awesome teachers," were cited by students across the focus group sessions as also helping to create a positive campus climate.

Students also described some of the key issues of concern within the university climate. These included the presence of intimidation/cliques; stereotypes, discrimination and tokenism; an informational vacuum; nonparticipation, justification, and disrespect; and physical environment.
- Intimidation/Cliques -There were numerous comments regarding the strong cliques that are present on campus among students at Bemidji State University and the difficulties of entering groups due to their boundaries and a sense of the closed nature of the group.
- Stereotypes, Discrimination, Tokenism - Smirks, innuendo, and direct racist comments, are frequently used and are not always directly addressed. Tokenism is also present as minority students are identified as the expert on a particular identified status.
- Informational Vacuum – Students noted that information is often not available, not accessible, or obtuse. Emblematic of these issues is the lack of directional guides on campus for informing students or visitors about how to locate buildings, offices, or information. In addition, there is not enough signage (web information, flyers, etc.) to inform about the significance of items – e.g., DARS, graduation requirements (overall), all performances/sports, activities, mascot, clubs/organizations.
- Nonparticipation, Justification, and Disrespect - Students noted a lack of engagement, at multiple levels, by students on campus (e.g., class attendance), and a sense that students are not enthusiastic about a BSU connection.   Justifications for this lack of engagement involves the following descriptions, "If you come into class . . . and you just read through their stuff and they aren't fun and entertaining and they aren't involved with the class, people don't really want to go to that." Students also felt that disrespect permeated many aspects of the culture, between faculty and student, but also student to student, student to RA, etc. Examples include students not engaging in class, and an absence of normative behavior on sidewalks, in hallways, and at other campus locations.

- Physical Environment - While the overall physical environment is inviting, students spoke to the need to ensure better safety in specific campus locations. Tunnels are perceived to be dangerous, especially at particular times of the day. Respondents noted that some students hesitate to take the tunnels because they do not know who will be using them, or how to get assistance if there is a problem.

Survey responses tended to be in the direction of a positive climate – more welcoming than unwelcoming, more comfortable than uncomfortable, etc. However, on every question, responses ranged from the most positive (e.g., very welcoming, never experience stereotyping) to the most negative (e.g., very unwelcoming, experience stereotyping often). This suggests that while many students perceive a very positive, welcoming campus, a significant number of students perceive a negative, unwelcoming campus. When making comparisons between majority and minority groups, there were statistically significant differences on every question between students in the majority and those in the minority. There were differences based on sex, age, social class, religious affiliation, race/ethnicity, and sexual orientation/gender identity. In each case, the difference consisted of students in the minority reporting a less welcoming campus and more negative experiences on campus.

Responses were most dependent on race/ethnicity and sexual orientation/gender identity, with students from the latter reporting the most negative perceptions and experiences. The average student seems to be aware of this, as the overall sample rated the campus as much less welcoming for GLBT students than students in other minority groups. However, GLBT students rated the campus as less welcoming for GLBT students than non-GLBT students did. Similarly, Students of Color rated the campus as less welcoming for Students of Color than White Students did. These findings indicate that in addition to a less welcoming campus perception by students in the minority, there is a lack of awareness of the potential struggles for some students by the students in the majority. Below is a summary of the differences found between groups:

- **Race/Ethnicity**. Students of Color reported feeling less welcome, less comfortable interacting with students outside of class, and experiencing more stereotyping, exclusion, discrimination in the classroom, and being singled out as an authority on their race/ethnicity.

- **Sexual Orientation/Gender Identity.** GLBT students reported feeling less welcome, respected, safe, comfortable, important and recognized. These students reported much more stereotyping, discrimination, negative/derogatory comments, and intimidating and hostile behavior. Negative experiences were reported both in the classroom and outside of the classroom, perpetrated by students, faculty and staff.

- **Sex**. There were fewer differences based on sex. These included women feeling less comfortable interacting with other students outside of the classroom and feeling their contributions are less recognized than men. On the other hand, men feel less safe expressing their gender and sexual orientation than women, and see other students at school as less helpful than women.

- **Social Class**. Students from both poor and wealthy backgrounds reported a less welcoming campus than those in the middle class.

The survey also asked students about access to people or information on campus. Students were neutral to slightly positive in their perceptions of the university providing information and communicating with the students. It is important to note that many students reported they did not know how to access services or information on campus (e.g., Information on internships, scholarships, extended learning, student senate, student clubs and organizations, study abroad options). Results suggest students' preferred mode of communication for learning about campus services or events is email, followed by the myBSU Portal.

Overall Recommendations –

There is significant overlap between the survey findings associated with minority students and the comments of those students who participated in focus groups. In particular, concerns expressed suggest that BSU is perceived as less welcoming by Students of Color and GLBT students. In addition, women indicated that their contributions were not as recognized and that they felt less comfortable interacting in out-of-class environments.   Finally, recommendations* from students point to particular areas where attention is needed.

- Resources – funding for programming, space (Diversity Center/Women's Center), and staff/administration
- Training for faculty, staff, administrators, students on diversity
- An enhancement of diversity on campus (e.g., curriculum)
- Better communication of all types on campus
- Assessment – ongoing assessment of campus climate/multicultural understanding
- Improving cultural experiences and performance opportunities on campus
- Enhancing the physical facilities and providing greater transportation options

The recommendations identified above encompass many aspects of university life, and suggest the need for a university wide approach to the remaining challenges associated with creating a positive campus climate for all members of the university community.   We recommend that a task force be created to examine this data and to create action steps that reflect the recommendations contained in this report and in the Master Academic Plan's statements on diversity.

*For a complete list of recommendations please see recommendations from focus groups in the full report.

Appendix 7: Definitions (American Association of Colleges & Universities – AAC&U)

Liberal Education: A philosophy of education that empowers individuals, liberates the mind from ignorance, and cultivates social responsibility. Characterized by challenging encounters with important issues, and more a way of studying than specific content, liberal education can occur at all types of colleges and universities.

Liberal Arts: Specific disciplines (the humanities, social sciences, and sciences).

General Education: The part of a liberal education curriculum shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities. General education can take many different forms.

Essential Learning Outcomes: The AAC&U note that these learning outcomes come from a multi-year study of hundreds of colleges and universities; an analysis of reports from the business community; and an analysis of accreditation requirements for engineering business, nursing, and teacher education. Students should gain: knowledge of human cultures and the physical and natural world through study in the sciences, mathematics social sciences, humanities histories, languages, and the arts

High Impact Practices: Innovative practices that lead to higher levels of student performance, learning, and development. Discussed in, *College Learning for the New Global Century,* (AAC&U 2007) the ten practices are: first-year seminars, common intellectual experiences, learning communities, writing intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning/community-based learning, internships capstone courses and projects.

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Appendix 8: Risk Management Matrix

	RISK	STRATEGY
STRATEGIC	1. Continually improve the quality of the education we provide students	• Increase community partnership to build and sustain civic engagement opportunities • Increase Internships offered to students • Develop ways to more deeply integrate the value of sustainability and environmental responsibility
	2. Provide innovative and flexible delivery of instruction and programs	• Develop and implement a Center for Multicultural Student Services • Engage the American Indian Resource Center in cross campus and community projects • Develop an intrusive advising model in the ASC
	3. Ensure the success of all students – underprepared, students of color, etc	• Ensure an excellent student experience (through continuous improvement in academic quality, pedagogical innovation, academic advising, retention, transfer receptivity, and completion) • Develop an interactive and mutually supportive relationship between the academic expertise offered by the liberal arts AND basic ties to the career needs of our students
	4. Produce graduates with credentialed competencies	• Rely more on high impact practices, cross-disciplinarity and experientially based approaches to liberal education (As suggested by AAC&U's Liberal Education and America's Promise initiatives.) • Find the means to commit substantial resources to a comprehensive, mandated internship or practicum or service learning experience for every student.
	5. Respond quickly to changes in programmatic needs and student demand	• We will create a measured response to needs for changes by evolving the governance structure to more quickly adapt to change, including, but not limited to, faculty curricular responsibilities.
	6. Grow awareness and the reputation of the excellence and high value in the university	• Embrace instructional technology so as to create responsive, innovative and flexible learning environments. • Create intentional, purposeful and deep connections to our communities, region and state (As suggested by the American Association of State Colleges and Universities (AASCU)'s emphasis on regional universities as regional stewards.) • Push for a powerful expression in communication and marketing of programs.
	7. Reduce costs to protect affordability	• Continue to increase the amount of scholarship funding available for students from internal and private sources to keep the net cost of attendance as low as possible. • Redesign administrative service models to drive efficiencies and keep institutional support costs from increasing.
	8. Protect and grow key revenue streams	• Ensure residence hall facilities are modern and enticing to students and thus stabilizing and growing institutional revenue • Develop a rigorous and useful three year baccalaureate? (not simply a four year degree stuffed into a three year pattern) • Develop a more focused, perhaps leaner, student life/residential life program (with enriched, goal-oriented and powerfully interactive learning strategies with faculty)

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RISK	STRATEGY
9. Ensure enrollment performance (stability and predictability.)	• Develop a Strategic Enrollment Plan that includes a definition of enrollment • Build programs and initiatives to increase retention and graduation rates • Develop ways to make our university more culturally relevant and global (through expanded emphasis on cross-discipline programming and international experiences).
10. Solidify institutional budget forecasting and execution.	• Forecast budget scenarios out a minimum of three years to ensure there is structural balance between projected revenues and projected expenditures under a variety of assumptions. • Ensure budget forecasting is in direct alignment with the university's master academic plan, strategic enrollment master plan, facilities plan, and technology plan. • Provide consistent and timely information to university leadership and constituents to ensure approved financial plan stay on course.
11. Ensure operational integrity at the university.	• Promote a culture of excellence by providing high quality education and related services, demonstrating sound stewardship of resources, acting with integrity, and displaying fair treatment and respect for all, ensuring that employment and education opportunities are inclusive and serve all the state's diverse communities. • Continue to have an annual audited financial statement that includes a review of internal controls. • Provide sufficient resources to ensure staff is trained and there are adequate back-ups for key functions.
12. Ensure system integrity (accounting, payroll, student records, etc.).	• Be an active participant in helping develop the components of our system's enterprise management system. • Utilize available resources to ensure local processes meet all applicable standards.

FINANCIAL (row category label spanning all rows)

RISK	STRATEGY
HUMAN RESOURCES 13. Provide good systems of talent development and professional growth for employees.	• Provide ongoing professional development to all employees to ensure a highly trained workforce.
14. Provide good systems for Talent Retention (once we get 'em, keep 'em.)	• HR will annually survey employees to obtain ongoing feedback and implement retention strategies.
15. Provide effective regulatory management (ADA, FLSA, FMLA, Workers' Comp.; etc.)	• HR will provide regular advice and counsel to supervisors as well as training to ensure proper administration of state and federal regulations.
16. Provide good systems for the adherence to Title IX.	• Ensure the Title IX coordinator meetings are robust and meaningful • Work with Affirmative Action to establish a clear communication stream for students, faculty and staff.
17. Provide good systems of administration of affirmative action and equal opportunity.	• Maintain an affirmative action officer for BSU and NTC providing proactive campus-wide leadership, direction, and coordination in the areas of equal employment opportunity, affirmative action, and diversity. • Provide training for search committees/chairs and assists management in achieving compliance with proper affirmative action processes and procedures and hiring processes; updates and ensures department' development of search and hiring strategies calculated to encourage an inclusive workforce. • Train and educate faculty and staff about MnSCU/BSU/NTC discrimination and harassment policies; acts as the designated officer for purposes of harassment and discrimination complaints including Title IX; determines whether allegations rise to the level of 1B.1 discrimination; advises faculty and staff regarding concerns of possible discrimination. In listening to complaints determines whether to offer informal resolution, refer to mediation or other action. • We will provide campus efforts to enhance BSU/NTC community's appreciation for cultural diversity, its climate of inclusiveness, respect for the rights of all persons, and its adherence to affirmative action and equal opportunity in retention of all underutilized groups by supervising, coordinating and developing strategies. • Provide resources to members of the campus community in implementing strategies and programs to further strategies to promote diversity; develops with appropriate offices, department and units policies, strategies, and programs to further strengthen the retention of faculty and staff of color, women, those with disabilities and others consistent with the with the nondiscrimination policy.

RISK	STRATEGY
INFORMATION TECHNOLOGY 18. Provide system stability.	• Security risks are minimized with automated patching of systems • Continually monitor system health for stability and capacity • Conduct assessments for expansion planning and traffic routing • Maintaining system stability will be identified in strategic plan
19. Provide data security.	• Monitor and control user access and system privileges Utilization of firewalls to control system integrity • Conducting yearly security audit to identify risks to organization • Utilization of vulnerability management application • Security awareness program is being developed • "Acceptable Use Policy" will be reviewed/revised as needed
20. Avoid poorly aligned solutions.	• Conducting work flow analysis for departments and business units • Strategic plan will include alignment of IT to the business/operations • Future alignment will also be identified in strategic plan
21. Ensure disaster recovery & business continuity.	• Generator provides backup power for computer operations • Testing of DR and BCP processes will be conducted • Strategic plan will discuss future state for reliability and completeness
22. Ensure facility and infrastructure reliability.	• Implementation of hardware refresh program • Strategic plan will identify duplication of processes for reliability • Spare equipment is maintained for operational effectiveness
23. Ensure Operations - safe, secure, compliant.	• Web page has been developed for ADA compliance • Systems are compliant with FE RPA and HIPAA regulations • Payment transactions are PCI compliant • Strategic Plan will validate and audit systems for com pliancy • Yearly information security audits will identify vulnerabilities
24. Manage costs/expenses: energy, supplies and materials, disposal.	• Implementation of Managed Print Services • Recommendation of lab consolidation (currently 107 labs on campus) • Utilize virtualization techniques wherever possible • All computer equipment purchased is "Energy Star" com pliant • Hardware disposition process is mandated by the State of MN • Partnership with EAC to address sustainability issues

Enterprise Risk Management
1. Provide executive leadership in oversight of the university's compliance program including reporting to Board Audit committee, executive council and campus Compliance Matters group.
2. Develop a campus culture for compliance through information, education, training and evaluation.
3. Identification and remediation of non-compliance through review and monitoring of risk areas.
4. Oversight of university insurance policies