

BSU-NTC 2023-2025 Strategic Direction

Bargaining Unit Consultation – September 2023

Plan Development

Under the leadership of President Faith Hensrud, Bemidji State University and Northwest Technical College launched separate strategic plans for the period of 2018-2023. However, implementation of these plans was disrupted by the onset of the COVID-19 pandemic in Spring 2020 as well as Dr. Hensrud’s retirement at the end of the 2021-2022 academic school year.

At the beginning of his presidency in July, 2022, Dr. John Hoffman shared his intent to develop an inaugural shared strategic plan for BSU and NTC grounded in the common cornerstone values of advancing holistic student learning and success and diversity, equity, and inclusion. President Hoffman also lifted up work from the [Postsecondary Value Commission](#)

as a framework for organizational development and for demonstrating the relevance and value of the education provided by BSU and NTC. The initial timeline consisted of seasons of listening, planning, action, and acceleration, spanning the 2022-2023 academic year. However, after the financial consequences of the significant enrollment loss since FY2019 became clearer, President Hoffman pivoted mid-year to a two-year strategic direction plan to help BSU and NTC navigate enrollment and budgetary challenges while establishing a foundation for a long-term strategic planning process to be initiated during the 2024-2025 academic year. The

BSU: Inspired by Place, Enriched by Diversity 2018-2023

1. Build university capacity through distinguishing themes of place.
2. Increase engagement with American Indian communities to become a destination university.
3. Increase student engagement in campus life.
4. Strengthen BSU’s academic identity by infusing Shared Fundamental Values into all academic programs.
5. Create a university culture in which diversity is embraced and all people are safe, welcome, and validated.

NTC: Building Bridges. Transforming Lives. 2018-2023

1. Increase NTC’s responsiveness to workforce needs.
2. Improve student success to include retention, graduation, and job placement rates.
3. Enhance community, business, and education partnerships.
4. Become a customized training partner of choice in our region.

rational for the two-year plan was that the primary focus for both campuses needed to be addressing immediate enrollment and budgetary challenges and that the disruption of budget cuts, a hiring freeze, and early retirement incentives, layoffs and retrenchments would consume significant campus energy and attention, thus compromising the ability of internal stakeholders to engage fully in the design of a longer-term plan.

Leading up to the strategic direction development process, President Hoffman conducted more than 40 listening sessions and interviews with internal and external stakeholders. Additionally, the BSU and NTC cabinets convened in November 2022 to engage in environmental scanning processes and to stress test the preliminary themes of people, place, and programs shared during the president’s inaugural address (See Appendix A).

In July 2023, President Hoffman convened a strategic direction planning group for two full-day planning sessions to refine, vet, and expand upon prior environmental scanning and preliminary plan priorities (See Appendix B for

a list of participants). The work of this group was shared at fall semester opening breakfast meetings for employees at BSU and NTC. The framework also informed the content of a Strategic Direction survey administered at the beginning of the Fall 2023 semester (See Appendix C). Drawing from the results of the strategic direction survey and each of the prior steps in the process, President Hoffman presented a draft version of this plan to bargaining units leads during the week of September 18, 2023, and then to each unit individually through meet and confer or shared governance sessions during the week of September 25, 2023, with the goal of launching the plan near the beginning of October 2023.

As a two-year plan, the goal vision for the planning process is to be dynamic, not static. Work related to some of the strategic priorities began prior to the finalization of the plan, and it is expected that the plan will evolve over the next two years and inform a more comprehensive future plan.

Environmental Scan

The SWOT analysis below is presented in the sequence of threats, opportunities, weaknesses, and strengths (TOWS) to reflect the external focus used in the design of this plan. The items listed reflect the most salient items generated through the summer strategic direction meetings as well as the overall scores from the strategic direction survey.

Threats

- The increasing cost to deliver higher education for students
- The eroding public perception of higher education and its value, especially as influenced by increased political polarization in society
- The business model of higher education; specifically, the fact that an increasing number of students complete lower-division courses (historically courses with larger enrollments that generated higher revenues) through dual enrollment programs with high schools or at two-year colleges
- Intolerance toward students of color, 2SLGBTQIA+ students, and other minoritized student groups in communities and on campus
- Concerns regarding the relevance of BSU and NTC programs for regional career and workforce needs
- Increased competition for students
- Changes in NCAA policy and potential effects of conference realignments

Opportunities

- Opportunities to partner with schools, businesses, industry, and non-profit organizations to strengthen student recruitment
- Prospects for building brand identity and awareness, particularly through collaborative marketing with regional partners
- Opportunities to generate formal contracts and partnership with regional businesses, industries, organizations, and government entities
- Greater utilization of location as an asset, particularly related to work with American Indian Tribal partners and with outdoor education
- The potential to expand online educational offering to serve adult learners and to enable degree completion

- Partnership with American Indian Tribes and organizations leading to greater training and educational opportunities
- Utilization of alumni as guest speakers, volunteers, career network resources, and engagement advocates

Weaknesses

- Budget deficits and limited fund balances
- Enrollment declines, particularly those over the past five years
- Lack of clear brand identity or marketing and promotion of the university and college
- Retention of current students, particularly the equity gaps in retention rates for students of color, students from low-income families, and first-generation college students
- Deferred maintenance needs for facilities and the technological infrastructure supporting BSU and NTC
- A campus climate that is not welcoming, that does not foster a sense of belonging for all students, and that harbors pockets of open intolerance
- Utilization of the BSU-NTC alignment to enhance educational opportunities and pathways as well as efficiency in services
- Breakdowns in campus communication structures, especially those that hamper shared governance

Strengths

- Exceptional instruction
- BSU's and NTC's portfolio of high-quality academic and co-curricular programs
- The affordability of BSU and NTC
- Excellent faculty, student affairs educators, and professional staff
- Campus life engagement opportunities for students including connections to athletics, music, and outdoor education
- New leadership for BSU and NTC
- The location for BSU and NTC—in the middle of Minnesota's three largest nations, connected to the City of Bemidji and the North, and within the woods and lakes of Northern Minnesota
- Growth in online educational offerings for adult learners and students pursuing degree completion
- Recent advancements in collaboration with American Indian Tribes, organizations, and leaders

Strategic Priorities

The joint BSU-NTC Strategic Direction Plan for 2023-2025 has four strategic priorities: (a) Student Success, (b) Nisidotaading (Ojibwe for “mutual understanding”), (c) Northern Distinction, and (d) Telling our Story. Collectively, these priorities will strengthen core measures of institutional effectiveness for BSU and NTC. The priorities will also serve as a foundation for the development and implementation of an updated facilities master plan, fundraising plans, and plans addressing areas such as information technology; diversity, equity, and inclusion; and athletics, among others.

Student Success

Goal 1: Advance high-quality in-person and online instruction and educational programs to prepare students for valuable careers, economic and social mobility, and contributions to the public good.

This goal builds on the environmental scan strengths of exceptional instruction, high-quality programs, and excellent faculty and employees as well as opportunities to enhance programmatic relevance, expand online offerings, and generate formal partnerships with regional schools, businesses, and organizations. At BSU, faculty enhance student achievement by teaching differently drawing on interdisciplinarity and the infusion of liberal education outcomes into majors to prepare students for careers. At NTC, faculty enhance student achievement through hands-on experiential learning strategies that prepare students for the workforce and careers. At both BSU and NTC, distinctive approaches to instruction must be evident in online and in-person instructional modalities.

Leadership Action Team¹

- **BSU:** Provost, Academic Deans, and a faculty work group to be identified by IFO.
- **NTC:** Executive Vice President, Academic Dean, and a faculty work group to be identified by MSCF.

Key Performance Indicators

- **BSU:** Design and implement a new college and department/school organizational structure during the 2023-2024 school year that reduces overhead expenses, facilitates multidisciplinary collaboration, and showcases academic offerings. (Green: reorganization attained; Red: reorganization not attained)
- **NTC:** Consolidate the current six “core abilities” to three and map to all academic programs. (Green: core abilities revised and mapped; Yellow: core abilities reviews; Red: reorganization not attained)

Future Direction

- The current plan focuses on organizational (BSU) and curricular (NTC) structures to support excellent instruction at BSU and NTC. A future long-term strategic plan will address continuous improvement through related student learning outcome assessments disaggregated by student demographics and learning modality. These outcomes will need to address outcomes connected

¹ Leadership Action Teams (LATs) will be accountable for putting strategies in place leading to measured increases in key performance indicators (KPIs). In some instances, the early work of LATs will be to establish metrics and measures related to the broader goals. LATs are encouraged to focus on 6-8 week actionable projects to insure responsiveness and results or “failing fast” with and opportunity to learn from mistakes.

to careers and future job skills, economic and social mobility, student well-being, social justice agency, civic engagement, and environmental stewardship. Institutionally, outcomes will need to address the transfer friendliness of programs at both NTC and BSU, responsiveness and relevance of programs, and connections to industry and the region.

Goal 2: Utilize strategic enrollment management planning and guided learning pathways to enhance college and university access to students throughout Northern Minnesota and to increase student enrollment.

This goal takes an integrated approach to strategic enrollment management that considers student success and retention along with new student recruitment. Thus, there is significant overlap in the LATs and KPIs. Strategic enrollment management planning (SEMP) begins with recruitment practice and extends to student success. Student success initiatives informed by Guided Learning Pathways likewise address retention and completion (as well as holistic learning outcomes) by addressing the student experience well before matriculation and extending into the students' college experience.

In order to focus institutional capacities, this plan prioritizes the first-year experience. This approach is informed by significant higher education research addressing the importance of the first year for subsequent years and the reality that BSU's and NTC's largest attrition is connected to (a) persistence of first-year students to the second year and (b) equity gaps in student persistence. Future directions will expand these efforts to the second year, transfer students, and adult learners/online students.

Leadership Action Teams

- **Recruitment:** Vice President for Enrollment Management and Strategic Enrollment Management Planning (SEMP) teams consisting of faculty, student affairs educators, and professional staff (separate teams for BSU and NTC with shared leadership).
- **First-Year Retention:** The Vice President for Student Life and Success (BSU) or Executive Vice President (NTC) and Student Success planning team/teams consisting of faculty, student affairs educators, and professional staff (separate teams for BSU and NTC with coordinated leadership).

Key Performance Indicators (In-person recruitment, first-time, full-time)

- **Applications:** Benchmark to statewide demographics for first-generation college students, students from low-income families, and students of color and to regional demographics for American Indian students; design and enact strategies to address gaps. (Green, Yellow, and Red measures TBD)
- **Admits and Matriculants:** Compare disaggregated application, admit, and matriculant data; enact strategies to address any equity gaps. (Green – no equity gaps, Yellow - <5% equity gaps, Red – assessment measures not implemented and/or >5% equity gaps)

Key Performance Indicators (Transfer and online recruitment)

- **Applications:** Benchmarks and Green, Yellow, and Red measures are to be determined by the end of Fall 2023; Green, Yellow, and Red measures for admits and matriculants will match those for in-person students
- **Admits and Matriculants:** Compare disaggregated application, admit, and matriculant data; enact strategies to address any equity gaps. (For each measure: Green – no equity gaps, Yellow - <5% equity gaps, Red – assessment measures not implemented and/or >5% equity gaps)

Key Performance Indicators (Retention)

- All Students: Design and implement new organizational structures for student success and/or Student Success Centers by the end of the 2023-2024 school year. (Green: reorganization attained; Red: reorganization not attained)
- In-Person Students: Disaggregated assessments for (a) orientation/welcome, (b) mid-term alerts, (c) first-year FYE course signature assignments (BSU only), (d) retention to the second semester, and (e) retention to the second year. (For each measure: Green – no equity gaps, Yellow - <5% equity gaps, Red – assessment measures not implemented and/or >5% equity gaps)

Future Direction

- Similar retention assessment strategies will need to be generated for transfer and online populations. This will build upon the implementation of student success centers/programs. BSU may consider extending the in-person framework to the second-year experience.

Nisidotaading (Mutual Understanding)

Goal 1: Through the implementation of institutional, employee, and student Nisidotaading initiatives, employees and students will gain knowledge and understanding of American Indian culture, contributions, and ways of knowing.

Nisidotaading—an Ojibwe word that means “mutual understanding”—lies at the heart of BSU’s and NTC’s broader diversity, equity, and inclusion initiatives. In the Spring of 2022, BSU faculty voted to add an indigenous course graduation requirement for all students beginning with new students arriving in Fall 2024. The program was later renamed “Nisidotaading,” and then expanded to provide training offerings for employees at both BSU and NTC. Additionally, BSU and NTC serve as hosts for the Minnesota State Nisidotaading Institute (originally the Institute for Indigenous Education and Practice). As the cornerstone for BSU’s and NTC’s diversity, equity, and inclusion work, Nisidotaading elevates mutuality—specifically as connected to indigenous history, American Indian and diverse cultures, American Indian and diverse ways of knowing, contemporary indigenous and equity-related issues, and indigenous languages.

Leadership Action Team

- Vice President for American Indian Student Success; Dean of Arts, Education, and Humanities, American Indian Resource Center; Campus Human Resources Officer; Director of Diversity, Equity, and Inclusion; AIRC staff; and supporting faculty and student affairs educators.

Key Performance Indicators

- Students: Implement the Nisidotaading course requirement in Fall 2024. (Green: successful course implementation; Red: unsuccessful implementation)
- Employees: Establish targets for the proportion of employees at BSU and at NTC to complete a Nisidotaading professional development course. (Green: target achieved; Yellow: 90% of target achieved; Red: <90% of target achieved)
- Institute: Achieve deliverables from the institute proposal related to (a) network hub development (development and curation of open educational resources, professional development offerings, community of practice implementation, and network formation), (b) financial capacity building for the institute, and (c) financial support for American Indian

students. (Green: all deliverables achieved; Yellow: sufficient deliverables achieved for renewed funding; Red: non-renewal of the institute)

Future Direction

- After implementing Nisidotaading courses for students, BSU will need to develop and implement an ongoing student learning assessment and continuous improvement plan.
- The future direction for the Nisidotaading Institute will depend on future grants and ongoing needs assessments. Ideally, this will involve greater connection to NTC through customized training initiatives that strength access for American Indian students.
- At BSU, future planning will address support for and promotion of research and community-engaged scholarship addressing American Indian communities, Tribal sovereignty, and American Indian student learning and success.

Goal 2. Attain measured growth in campus climate to enhance mutually beneficial engagement, sense of belonging, and attainment of learning outcomes.

BSU and NTC each administered the HEDS Diversity and Equity Campus Climate Survey in Spring 2023. The results corroborate TOWS analysis assessments indicating intolerance in the Bemidji community and region as well as DEI-related weaknesses in campus climate. Strategies for addressing campus climate will extend from Nisidotaading principles.

Leadership Action Team

- This initiative will begin with the Vice President for American Indian Student Success and DEI Committees at BSU and NTC. Current DEI committees include faculty, student affairs educators, professional staff, and students. Because of the breadth of needs, this LAT will need to expand and/or utilize working teams to address more narrowly defined outcomes.

Key Performance Indicators

- Analyze climate survey results to prioritize items/areas, generate campus-based action strategies, and establish Green, Yellow, and Red metrics for ongoing performance monitoring for (Fall 2023).

Future Direction

- We expect that action strategies will address topics including physical spaces and staff support for identity-based student organizations; policies, procedures, and strategies for recruiting and retaining employees to reflect the representational diversity of students; hiring strategies that ensure minimal levels of cultural competency and/or cultural humility; and ongoing professional development, among others. These will need to be focused and taken to scale in future plans.
- Additionally, a number of the findings from the Campus Climate survey addressed the climate of Bemidji and the surrounding region. Future planning will need to address engagement with Bemidji and the region, something that has been requested by community leaders.

Northern Distinction

Goal 1. Implement the joint BSU-NTC master academic plan (MAP) map leading to new program business plan guidelines, enhanced program review processes, formal training and educational partnerships, and focused, community-engaged learning and scholarship.

The Master Academic Plan (MAP) map, or “MAP map” is a multi-dimensional database that identifies regional needs, businesses, industries, organizations, and other employers along with the related workforce knowledge and skill needs of these employers. This goal directly addresses opportunities to connect enrollment and programmatic offerings with community needs and with businesses, industry, non-profit organizations, and educational institutions in Northern Minnesota. The goal also supports TOWS analyses related to online program offerings, curricular relevance, work with Tribal Nations, and BSU and NTC’s location.

Leadership Action Team

- MAP Map Database Design: BSU Provost, NTC EVP, Vice President for Advancement, Interim Head of Staff (fundraising for NTC), and GIS faculty.
- Business Plan and Program Review Guides: BSU Provost, NTC EVP, Deans, and representatives identified by IFO and MSCF.

Key Performance Indicators

- Infrastructure: Finish the design of the MAP Map database, populate the database with regional community needs, workforce data, generate new program business plan guidelines, and update program review protocols to utilize MAP map data. (Green: completion of all implementation elements; Yellow: complete design and data populations elements; Red: core database structure still in development)
- Partnerships: Green, Yellow, and Red metrics for program reviews, programs developed, and partnerships enacted will be developed in Fall 2023.
- Pathways: In order for the MAP Map to function within the BSU-NTC alignment, there will need to be a formally articulated pathway from every NTC degree to a BSU four-year degree. (Green: formally articulated pathways for 100% of NTC programs; Yellow: formally articulated pathways for at least 80% of NTC programs; Red: formally articulated pathways for less than 80% of programs)

Future Direction

- Continuous improvement efforts will need to assess and refine MAP Map guides and actions based on their utilization. Specific tools may include customized training, certificates and micro-credentials, credit for prior learning, upside-down curricula, short courses, and stackable credentials—tools aimed to extend educational access and student-centered aspects of learning.

Goal 2. Enhance BSU and NTC engagement, interactions, and vibrancy with the Bemidji community and Northern Minnesota communities.

The aim of this goal is to increase the quantity and quality of connections and interactions among BSU and NTC students and employees as well as between BSU-NTC students and employees and members of Bemidji and surrounding communities and Tribal entities. The increased engagement and vibrancy will then lead to enhanced quantity and quality of collaborations, partnerships, and joint endeavors.

Leadership Action Team

- President; VP for Advancement and Interim Head of Staff; BSU and NTC Foundations; alumni and community leaders; and campus representatives.

Key Performance Indicators

- Before the end of the calendar year, the LAT will generate **Green**, **Yellow**, and **Red** metrics related to forms of student, employee, and/or alumni internships, volunteerism, service learning, work, volunteerism, civic engagement, attendance at community events, etc

Future Direction

- Future direction will address BSU-NTC impact within the community and region, as well as progress with civic engagement, environmental stewardship, facilities, and technology.

Telling Our Story

Goal 1. Generate a comprehensive dynamic marketing plan including shared identity, brand guidelines, and the launch of a promotional campaign.

Marketing was a dominant theme in terms of opportunity and current structure/outcomes at BSU and NTC. Due to current reorganization of the Office of Communications and Marketing into University Relations and the associated hire of an interim Executive Director for Marketing and Communications, the framework below currently consists of Leadership Action Teams that will generate Key Performance Indicators by the end of Fall 2023.

Leadership Action Team

- Interim Executive Director for Marketing and Communication and a small working group from the current Office of Communications and Marketing, professionals in related functional positions in athletics and the Foundation, and faculty in partnering disciplines (e.g., integrated media, marketing).

Key Performance Indicators

- Before the end of the calendar year, the LAT will generate **Green**, **Yellow**, and **Red** metrics related to brand identity, the generation of user-friendly brand guidelines, website hits, media hits, and other metrics related to the launch of a marketing campaign.

Goal 2. Generate an internal communication strategy to enhance shared governance and an external communication strategy that bolsters visibility for BSU and NTC.

Communication structures and efficacy are closely related themes addressing the importance of shared governance internally and generating greater institutional visibility. As with marketing, the new interim Executive Director for Marketing and Communications LAT members will generate Key Performance Indicators by the end of Fall 2023.

Leadership Action Team

- Interim Executive Director for Marketing and Communication and a small working group from the current Office of Communications and Marketing, professionals in related functional

positions in athletics and the Foundation, and faculty in partnering disciplines (e.g., integrated media, marketing).

Key Performance Indicators

- Before the end of the calendar year, the LAT will generate **Green**, **Yellow**, and **Red** metrics related to an internal and external communications plan.

Future Direction (Marketing and Communication)

- Future direction will ongoing scale and scope of marketing and communications initiatives.

Core KPIs

The eight goals associated with the four strategic priorities above are focused, and the associated KPIs are intended to add specific, measurable, ambitious, realistic, time-bound, inclusive, and equitable (SMARTIE) parameters to the goals. While some of the KPIs may endure beyond the two-year span of this strategic direction plan (i.e., those related to enrollment and retention), most are time-bound in ways that may not extend beyond the next two years.

The core KPIs below are not necessarily intended to be permanent, but they are intended to endure beyond the current two-year plan and inform future plans. As such, they reflect the cumulative impact of work related to the eight goals of this plan, and it is likely that future goals would also contribute to one or more of these core KPIs.

1. Budget Sustainability Core KPIs

- Net earnings and fund balances
- Instructional cost study performance²

2. Enrollment Growth KPIs

- Disaggregated total enrollment
- Disaggregated first-year retention and goal completion rates

3. Alignment KPIs

- Quantitative and qualitative measures of joint BSU-NTC projects and partnerships

4. Value KPIs³

- [Postsecondary Value Commission's Equitable Value Explorer](#)
- Third Way [Price-to-Earnings Premium for All Students](#)
- Third Way [Price-to-Earnings Premium for Low-Income Students](#)

² The Minnesota State Instructional Cost Study has a significant effect on the percentage of total legislative allocations distributed to BSU and NTC.

³ Comparisons with other institutions using these data should be treated with caution because income data for Beltrami County and Tribal Nations as compared to Minnesota in the aggregate

Appendix A: Joint Cabinet Strategic Planning Outcomes (November, 2022)

Environmental Scanning

Because of the significant and disruptive impact of external factors in recent years (e.g., COVID-19 pandemic, large shifts in public opinion), we converted the traditional SWOT analysis that begins with internal strengths and weaknesses before considering external opportunities and threats to a “TOWS analysis” that shifted to begin external and shift inward.

Threats

- Financial challenges and reduced state funding.
- Impending demographic changes including the “enrollment cliff,” rural and regional population decline
- Strong competition from within Minnesota paired with loss of Minnesota traditional age students to surround states.
- Increased skepticism regarding the value of higher education paired with the vilification of colleges and universities by right-wing media.
- Lack of awareness of BSU and NTC within the region and beyond—both mindfulness of our existence and awareness of programs, quality, cost, and value.
- Elements of intolerance in the Bemidji community and across Northern Minnesota.
- Challenges in securing workforce (e.g., colleges and universities no longer viewed as an employer of choice, lack of housing, higher paying jobs outside higher education).
- Impressions of Bemidji as an unsafe, high-crime community.

Opportunities

- New markets for enrollment growth including American Indian students, adult learners, degree completion students, students from low-income backgrounds, and first-generation college students, among others.
- Regional workforce demands for educated, skilled labor.
- Greater regional interest in online and hybrid modalities (primarily among adult learners).
- There are growing pockets of increased hope for BSU and NTC as valued partners for American Indian tribes, communities, and individuals.
- Local and regional high schools are interested in expanding partnerships with colleges and universities; similarly, regional colleges are interested in partnerships with BSU.
- Businesses, industry, non-profit organizations, and government leaders in Bemidji and Northern Minnesota are interested in expanding partnerships with colleges and universities for workforce development.
- The BSU-NTC alignment is unique and appealing to regional industry.
- Local leaders recognize the need to develop a more inclusive economy, and they view BSU and NTC as strategic partners.
- There are untapped markets of students interested in the location of BSU and NTC within lakes and woods with opportunities for hunting, fishing, recreation, and outdoor activities.
- Many in the Bemidji community and region invest in and/or are drawn to Beaver Athletics.

Strengths

- BSU and NTC have strong faculty, student affairs educators, and professional staff who are committed to the cornerstone values of advancing holistic student success and diversity, equity, and inclusion. Many are open to change.
- BSU and NTC offer many unique, high-quality programs that are regionally relevant. BSU faculty generally share a commitment to interdisciplinarity and the infusion of liberal education knowledge, skills, and dispositions into majors that drive career readiness. NTC faculty share a commitment to a hands-on learn-by-doing approach.
- Whereas there is much work to do, BSU and NTC have both made strides in DEIA+ work. The location among Minnesota's three largest Native Nations, BSU's long history of Ojibwe and related offerings, and recent collaborations with American Indian partners are also a strength.
- The BSU-NTC alignment is unique in Minnesota and across most of the U.S. Shared leadership across BSU and NTC also helps to drive common vision.
- BSU and NTC's location is a strength – particularly in terms of connections to the region and relatively less competition than experienced elsewhere in the state, but also in terms of connections to the lake, the woods, etc.

Weaknesses

- Enrollment declines over the past five years (BSU) and 10 years (NTC) have had a significant impact on revenues.
- Large deficits paired with depleted fund balances limit the ability of BSU and NTC to invest in growth. Without short-term change, financial trends could threaten institutional viability.
- There are pockets of employees who are resistance to change or who have a limited inclination to “dream big.” Historical practices of non-responsiveness internally and externally or “brushing items under the rug” makes it difficult for some employees to take risks or lean into new initiatives. Fear related to budget cuts and potential layoffs and post-pandemic exhaustion fuel these challenges.
- Many System, University, and College structures are bureaucratic and inhibit our ability to change quickly or respond to market needs. The specialization of many academic programs and non-instructional areas is expensive and inefficient.
- “Minnesota nice” culture tends to be conflict-avoidant, making it difficult for leadership to understand the real nature of concerns shared by employees or unions.
- BSU and NTC's marketing efforts have not been well-funded or supported. This has contributed to a lack of clear brand identity (it gets watered down to please everyone) and awareness.
- Internal and external constituents are often not aware of institutional strengths or accomplishments.
- We have significant equity gaps in terms of retention and graduation rates. There are pockets of resistance and of apathy regarding DEIA+ work among employees. Campus climate needs attention.
- Compensation for employees in several programs or functional areas makes it difficult to retain and recruit employees.
- BSU and NTC's campus infrastructure (especially for facilities and technology) needs significant attention.
- We have not fully embraced the BSU-NTC alignment. It seems we do not know if we are fully in or out, and voices concerned about either merger the cost of the alignment carry significant weight in campus dialogues.
- Some curricula are dated and/or lacking in relevancy. We do not currently have strong program review processes that include accountability to ensure change occurs when problems arise.

Stress-Test for People, Programs, and Place

Summary of Retreat Comments—People:

- Can we develop a sense of belonging metric that cuts across all of these?
- We should separate alumni and community into two separate areas; also, where do families fit in?
- Could we add outreach to incarcerated individuals as a potential initiative?
- Learning communities could be an intervention for students.
- Do we do DEI accidentally or intentionally?
- We will need to develop an internal and external culture of philanthropy
- We will need to make budget allocations for professional development to help employees doing work in reorganized areas
- Can we also reverse map our needs for people and for employment PDs?
- Better yet, what would reverse mapping and backward design look like in each of these three areas?
- The word “innovate” is in the mission statements of both BSU and NTC, but we are not really innovative – what can we do to empower people to be innovative?
- Do our demographics reflect the community? To which community should we benchmark targets for students, faculty and other employees?
- There are difficulties for students who want to transfer NTC credits out; there are difficulties for BSU to accept NTC credits (and credits from other tech colleges and community colleges)
- We need to focus greater attention on recruiting and retaining employees
- Our academic pathways for students need to be more prescriptive, especially given the population of students we serve
- Should this be termed “people”? Perhaps it should be more about what we want for people
- Could we look at themed professional development, perhaps from an organization such as ACUE to advance pedagogy across all our faculty?

Students	Employees	Alumni & Community
<ul style="list-style-type: none"> + Access & Affordability + Discovering Talent + Using Values to Define Merit + Student Success + Pathways + IBPOC, 1st Gen., Low-Income, and Adult Learner Populations + Aspen Transfer Program 	<ul style="list-style-type: none"> + Diversifying Our Future Workforce + Employee Recruitment, Screening, Selection, and Onboarding + Strategic Professional/Talent Development 	<ul style="list-style-type: none"> + Engagement + Customized Training + Reverse Mapping

Summary of Retreat Comments—Place:

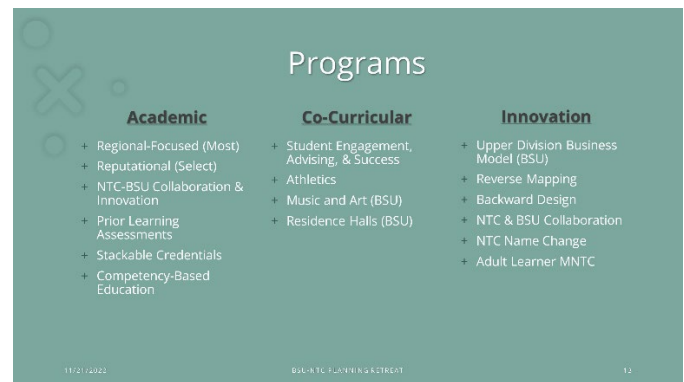
- We need to do more with the ICR
- NTC should become a NASNTI – BSU should set a plan to get there
- There are access issues in our tunnels
- We need to be honest with the stories of place – e.g., genocide
- How do we do more to connect facilities and DEI
- We should do more to advance the story of how American Indians and Tribal Nations are an asset to the North
- We need to tell an integrated story of place – marketing is really important
- Themes of place worked for some programs in the last planning cycle – e.g., social work

Northern MN	American Indian	Bemidji/Rural
<ul style="list-style-type: none"> + MAP Map + Delivery Modalities + Mobile Education + Program Refinement + Degree Completion 	<ul style="list-style-type: none"> + Debt-Free + ICR (BSU) + Institute for Indigenous Education & Practice + NASNTI (NTC) 	<ul style="list-style-type: none"> + Mayflower + Regional Market Analysis Collaboration + Internships/Career Connections
Sustainability	Facilities	Regional Story
<ul style="list-style-type: none"> + SDG Integration + Programs/Programming + Facility Needs 	<ul style="list-style-type: none"> + NTC Building/Land + Athletics (BSU) + Music/Theater (BSU) + Accessibility 	<ul style="list-style-type: none"> + Marketing + Communications + AASCU Telling Our Story

- The BSU social work program is different than other programs because of place but we do not tell this story well
- Criminal justice has a tribal justice emphasis – again, we do not market programs that fit with our strategic identity well
- We need to do more with NTC and the connection to local and regional workforce needs
- We have huge deferred maintenance needs – how do we address this in the plan?
- We need to right-size our res hall and update programs to fit current and projected occupancy
- We need to consider the tech capabilities of people in Northern MN when addressing delivery modalities
- Could we partner with the Chamber, Greater Bemidji, or others in marketing both Bemidji and BSU-NTC?
- Childcare is huge and we used to offer daycare – could we bring that back?
- We need to focus on the role of sustainability in this section.

Summary of Retreat Comments—Programs:

- We need to do a better job of defining the alignment, pathways, and reverse transfer options
- There are opportunities to do more with military-affiliated students
- Much of our DEIA+ content in the curriculum is ornamental – we need to infuse DEIA+ better
- We have to catch up with delivery modalities – NTC should be a greater resource here
- We need to clarify shared services within the co-curriculum.
- Could NTC become a community college?
- Do we know which businesses in the region would pay for their students to attend college?
- What about more weekend and evening classes?
- At BSU, it is as if TAD checked the creative box and now we're done – we need to do more
- Do more in Cedar Hall for families
- We need more exemplars of regionally-focused programs so we can explain what we mean to faculty
- We need time and space to be innovative
- We should travel to Tribes more often
- How do we do more with TRIO programs – can we scale?
- Prior learning assessments and competency-based education are huge opportunities
- Faculty at BSU and NTC do not know each other well – that is a barrier to collaboration
- Do more with co-requisites – perhaps courses at NTC while taking classes at BSU
- Again, we should reverse map and backward design this section



Appendix B: Summer 2023 Strategic Direction Retreat Information

Charge

1. The membership of the SPWG will span BSU and NTC and will include external stakeholders. Input and feedback from the work group must consider the impact on both institutions.
2. The goal is to generate a single strategic planning framework to guide both BSU and NTC. The plan will consist of approximately three strategic priorities, each with perhaps 3-5 strategic initiatives. For each strategic initiative, we will identify either metrics or status measures. We should be able to present the plan as a 1-2 page document.
3. A preliminary framework should be ready for adoption early in the Spring 2023 semester; the final plan should be adopted before the end of the academic year.
4. We will not engage in efforts to revise mission, vision, or values for BSU or NTC prior to the launch of the plan. Student success and diversity, equity, and inclusion will serve as cornerstone values for the plan.
5. Operationalization of the strategic plan will occur in multiple places. One will be the set of strategic initiatives aligned to the strategic priorities. The second will be alignments of all other plans (academic, enrollment, budget, facilities, campaign, etc.) to the common strategic plan.
6. Strategic priorities and initiatives should undergo a "stress test," meaning that they should distinguish us from our top competitors in ways that are:
 - a. Relevant to majorities of Northern Minnesota students, employees, alumni, and community stakeholders without missing the interests of minoritized groups;
 - b. Difficult to replicate by other institutions, particularly our top competitors; and
 - c. Provable to the market, meaning that we can provide quantitative and/or qualitative data to document our work.
7. Strategic priorities and initiatives will inform budgetary, personnel, and programmatic decisions and result in meaningful change as compared to current baselines.
8. SPWG members will provide input and feedback on environmental scans, potential strategic priorities and initiatives, proposed metrics and measures, etc. SPWG members are not expected to formally recommend or adopt strategic actions. SPWG members are expected to report regularly to their respective bargaining units or stakeholder groups and to serve as conduits for engagement in the planning process by members of the groups they represent.

Membership

Cabinet Members

- Allen Bedford, Provost and Vice President for Academic Affairs (BSU)
- Nicholle Bieberdorf, Academic Dean (NTC)
- Chrissy Downwind, Vice President for American Indian Student Success and Campus Diversity Officer
- Krisi Fenner, Vice President for Finance and Administration
- Travis Greene, Vice President for Student Life and Success
- Ashley Gonzalez, Director of Diversity, Equity, and Inclusion and Associate Campus Diversity Officer

- Allyssa Joseph, Vice President for Advancement and Executive Director for the BSU Foundation
- Ketmani Kouanchao, Executive Vice President and Senior Academic Administrator (NTC)
- Britt Lauritsen, Athletic Director (BSU)
- Henoc Preciado, Interim Head of Staff
- Carola Thorson, Vice President for Enrollment Management
- Megan Zothman, Campus Human Resources Officer

Union Representatives

- Anna Carlson (IFO)
- Maria Eastman (MMA)
- Rebecca Hoffman (IFO)
- Jordan Lutz (MSUAASF)
- Tia Miles (MAPE)
- Ekren Miller (IFO-Coaches)
- Emily Piller (MSCF)
- Brent Steinmetz (AFSCME)

Supervisors, Department Chair, and Other Campus Representatives

- Theresa Eckstein, Information Technology
- Micah Friez, BSU Foundation Staff
- John Gonzalez, BSU Department Chair
- Justin Klander, BSU Foundation Staff
- Ana Lopez-Aguilera, BSU Department Chair
- Nicole Naasz, NTC Staff
- Eric Sand, BSU Athletics
- Halbana Tarmizi, BSU Department Chair

Students

- Michael Bailey (BSU at large)
- Darby Bersie (BSU Student Senate)
- Sarah Kessler (BSU Student Senate)

BSU and NTC Foundations

- Cynthia Cashman (BSU)
- Doug Fredrickson (BSU)
- Kayla Winkler (NTC) *(Also represented Sanford Medical as a Community Member)*

Community Members

- Colleen Cardenuto, Bemidji Area Schools
- Dave Hengel, Greater Bemidji
- Ashley Jones, Community Member
- Abby Randall, Bemidji Chamber of Commerce
- Jeremy Olson, Bemidji Area Schools Superintendent

Appendix C: Strategic Direction Survey Results⁴

Table. Disaggregated Summary of Likert Scale Items

	Total (591)	BSU (568)	NTC (54)	Students (62)	Faculty (62)	Staff (43)	Alumni (138)	Community Leaders (24)
How important would you rank each of the following external threats to the future of BSU and NTC?								
Eroding public perception of higher education in the U.S.	3.6	3.6	3.7	3.4	3.9	3.7	3.5	3.8
The increasing costs of delivering high-quality higher education.	4.2	4.2	4.4	4.4	4.0	4.3	4.2	4.3
Intolerance, racism, sexism, etc. in our community and its impact on our students and employees.	3.3	3.2	3.3	3.4	3.2	3.3	3.1	3.4
Changes to the higher education business model (i.e., students completing college courses in high school, more transfer students, more students looking for alternatives to traditional degrees, online and hybrid delivery, etc.)	3.6	3.5	3.7	3.3	3.8	3.8	3.6	3.4
Changes in NCAA policy, conference realignments, and the increasing cost of collegiate athletics.	2.9	2.9	2.5	2.7	2.7	2.6	2.9	3.0
How important would you rank each of the following external opportunities to the future of BSU and NTC?								
Growing numbers of adult learners looking to start and/or complete degrees.	3.7	3.6	4.0	3.6	3.8	4.0	3.5	3.5

⁴ The results presented here are for strategic direction items. Additional survey items addressing marketing will be presented separately.

Opportunities to collaborate with American Indian tribes, tribal colleges, and businesses and organizations in delivering postsecondary education to American Indian individuals.	2.6	3.6	3.9	3.3	3.7	3.7	.36	4.0
Opportunities to build brand awareness of BSU and NTC through collaborative marketing with regional communities, organizations, businesses, and schools.	4.0	4.0	4.0	3.5	4.4	4.1	4.1	4.1
Opportunities to enhance efforts with schools, organizations, communities, and businesses to recruit students.	4.2	4.2	4.3	4.0	4.3	4.3	4.2	4.4
Opportunities to contract with regional businesses, industries, and organizations to deliver education customized to the needs of their employees.	3.9	3.9	4.2	3.7	3.8	4.1	4.0	4.2
Other opportunities stemming from our location in Bemidji and Northern Minnesota.	3.8	3.8	3.9	3.6	4.0	3.8	3.9	3.7
How important would you rank each of the following internal weaknesses to the future of BSU and NTC?								
Limitations connected to the condition of BSU and NTC facilities and our technological infrastructure.	3.4	3.4	3.6	3.1	3.3	3.8	3.5	2.9
Budget deficits and limited fund balances.	4.3	4.3	4.3	4.1	4.5	4.6	4.1	4.5
Enrollment declines over the past 5 or more years.	4.2	4.2	4.3	3.8	4.4	4.5	4.2	4.6
Brand awareness and marketing.	3.8	3.8	3.7	3.4	4.3	4.0	3.7	3.7
Campus climate including hate incidents, microaggressions, and limited support for minoritized students and employees.	3.3	3.2	3.5	3.4	3.4	3.4	3.1	3.4

Retention and completion rates including equity gaps for BIPOC students, low-income students, and first-generation college students.	3.7	3.6	3.8	3.6	3.9	3.9	3.5	3.8
Tensions and/or lack of coordination for the BSU-NTC alignment.	3.3	3.2	4.0	3.3	3.1	3.9	3.2	3.8
How important would you rank each of the following internal strengths to the future of BSU and NTC?								
Low tuition and affordability for students.	4.3	4.3	4.2	4.5	4.1	4.3	4.3	4.3
High-quality instruction.	4.5	4.5	4.5	4.5	4.5	4.2	4.6	4.6
The quality of academic program offerings.	4.4	4.4	4.5	4.4	4.4	4.1	4.5	4.6
Beaver athletics.	3.1	3.1	2.8	3.1	2.8	3.1	3.2	3.5
Instrumental and choral music.	3.1	3.2	2.8	2.9	3.1	2.9	3.2	3.4
Campus life for students.	4.0	4.0	3.9	4.0	4.1	4.2	4.0	4.0
Recent progress with diversity, equity, and inclusion efforts.	3.3	3.3	3.5	3.4	3.4	3.2	3.3	3.7
Growth among adult learners and online students.	3.7	3.7	4.2	3.7	4.0	3.9	3.5	4.2
Faculty, student affairs, educators, and professional staff.	4.1	4.1	4.2	4.2	4.3	4.1	4.1	4.2
Campus leadership.	3.9	3.9	4.2	3.8	3.9	3.8	3.9	4.0
BSU's and NTC's location in Bemidji, in Northern Minnesota, and in the midst of Minnesota's three largest Native Nations.	3.8	3.8	4.1	3.5	4.1	4.1	3.8	3.9
How important would you rank each of the following strategic priorities to the future of BSU and NTC?								
Student Success and Enrollment - aligned goals and initiatives will prioritize student success, retention, completion, and enrollment growth.	4.3	4.3	4.4	4.1	4.4	4.6	4.2	4.5

Inclusive Excellence - aligned goals and initiatives will prioritize curricular and co-curricular DEI initiatives, DEI professional development, and strategies to strengthen campus climate.	3.3	3.3	3.4	3.4	3.4	3.3	3.3	3.4
Engaging Place - aligned goals and initiatives will prioritize community and regional engagement; partnerships with businesses, industry, and organizations; and advancing curricula and programs distinctive to the cultures, geography, and needs of Northern Minnesota.	4.0	4.0	4.2	3.7	3.9	4.3	4.0	4.4
Telling Our Story - aligned goals and initiatives will bolster brand identity and awareness and advance marketing efforts for BSU and NTC.	3.9	3.9	3.9	3.6	4.1	3.9	3.9	3.8
For the strategic priority of Student Success and Enrollment, how would you rank the importance of each of the following potential goals and initiatives?								
Strengthen overall retention and completion rates, focusing on equity gaps and the first-year success.	4.0	4.0	4.1	3.7	4.1	4.3	3.9	4.2
Fully implement the strategic enrollment management plan.	3.7	3.7	3.9	3.5	3.9	3.9	3.6	4.1
Maintain/grow in-person enrollment while growing online and new pathway enrollment.	4.1	4.1	4.2	3.9	4.3	4.4	4.0	3.9
Fund and scale up Student Success Centers and Student Success Programs at BSU and NTC.	3.7	3.6	3.9	3.5	3.5	4.1	3.7	3.9

Leverage Northern Star funding for families earning less than \$80,000 per year, for American Indian students, and for foster youth to secure new scholarships that compliment state funding.	3.8	3.8	3.8	3.6	4.2	4.0	3.6	4.1
For the strategic priority of Inclusive Excellence, how would you rank the importance of each of the following potential goals and initiatives?								
Implement the Nisidotaading indigenous studies course requirement.	2.7	2.7	2.8	2.5	2.7	2.7	2.6	3.2
Support the enhancement of Goal Area 7 and DEI-focused curricula and instructional practices.	2.8	2.8	2.8	2.7	2.6	2.8	2.7	3.6
Establish a minimum threshold for employee completion of Nisidotaading training.	2.7	2.7	2.8	2.7	2.5	2.5	2.6	3.3
Achieve Native American Non-Tribal Serving Institution (NANTSIS) status at NTC and BSU.	3.0	2.9	3.2	2.7	3.1	2.9	2.9	3.6
Eliminate all equity gaps by 2030.	3.2	3.1	3.3	3.3	3.2	3.1	3.1	3.7
Achieve measured improvement in campus climate.	3.5	3.4	3.7	3.5	3.4	3.5	3.4	3.9
Establish long-term spaces and staffing for BIPOC students.	3.0	2.9	3.1	3.0	3.1	3.0	2.8	3.6
For the strategic priority of Engaging the North, how would you rank the importance of each of the following potential goals and initiatives?								
Implement a joint BSU-NTC MAP (Master Academic Program) map connecting industry needs to academic programs and pathways including customized training, credit for prior learning, and stackable educational experiences.	3.8	3.8	4.1	3.7	3.4	3.9	3.9	4.5

Establish funded educational programs and partnerships with regional businesses, industries, and organizations.	3.9	3.9	4.0	3.7	3.5	3.9	4.0	4.2
Address facility and technological infrastructure needs including accessibility and sustainability components.	3.8	3.8	3.9	3.8	3.6	3.9	3.9	3.6
Strengthen the alignment of NTC and BSU academic programs.	3.6	3.6	3.9	3.5	3.1	3.6	3.7	4.3
For the strategic priority of Telling Our Story, how would you rank the importance of each of the following potential goals and initiatives?								
Design a shared brand identity strategy grounded in access & affordability, value and excellence, DEI/American Indian focus, and engagement with the north.	3.2	3.2	3.2	3.0	3.3	3.1	3.2	3.7
Fund a major new marketing campaign to be sustained through collaboration with faculty, employees, and students.	3.5	3.4	3.6	3.1	3.6	3.3	3.5	3.6
Strengthen support for employees to utilize brand guidelines for program-specific endeavors.	3.3	3.3	3.4	3.1	3.5	3.3	3.3	3.3
Strengthen internal and external communications to support marketing as well as shared governance and campus engagement.	3.6	3.6	3.8	3.4	3.9	3.5	3.5	3.9
How important would you rank each of the following [additional goals/initiatives] for a two-year strategic direction plan to guide BSU and NTC?								
Achieve a balanced budget by the 2024-2025 school year.	4.0	4.0	4.0	4.2	4.0	4.3	4.0	3.9
Provide support for shared governance tools to generate efficiencies and growth.	3.7	3.6	3.9	3.6	3.9	3.7	3.7	3.4

Launch an ad hoc president's commission to study long-term athletic funding and strength.	3.1	3.1	3.0	2.8	3.1	3.1	3.2	3.3
Craft a statement celebrating academic freedom at BSU.	2.9	2.9	2.8	3.1	3.0	2.4	3.0	2.7
Prepare for the launch of a comprehensive fundraising campaign.	3.6	3.7	3.6	3.5	3.8	3.8	3.6	3.6
As you think about both Bemidji State University and Northwest Technical College, do they share any similarities?								
Yes	197 (62%)	168 (60%)	43 (83%)	27 (51%)	28 (56%)	25 (63%)	70 (64%)	17 (81%)
No	123 (38%)	110 (40%)	9 (17%)	26 (49%)	22 (44%)	15 (37%)	40 (36%)	4 (19%)
Below is a list of Bemidji State University values from its last strategic plan. For each value, please indicate how important you feel it should be for the University.								
Civic engagement and leadership	3.8	3.8	3.8	3.5	3.7	3.9	3.8	4.2
International and multicultural understanding	3.5	3.5	3.4	3.6	3.7	3.6	3.5	3.8
Belief in the power of the liberal arts	3.5	3.4	3.5	3.5	3.7	3.3	3.3	3.8
Environmental stewardship	3.7	3.7	3.7	3.9	3.9	3.6	3.7	3.6
Looking again at the list values, please indicate how well BSU performs in each of these areas.								
Civic engagement and leadership	3.0	2.9	3.0	3.4	2.7	2.7	3.0	2.9
International and multicultural understanding	3.0	3.0	3.0	3.6	2.6	2.8	3.1	2.9
Belief in the power of the liberal arts	3.0	3.0	3.1	3.5	2.7	3.1	3.1	2.7
Environmental stewardship	3.5	3.5	3.3	3.7	3.4	3.4	3.5	3.4
Please review this list of descriptive statements about Northwest Technical College from the last strategic plan. For each, please indicate how important you feel it should be for the College.								

Unmatched technical education	4.0	4.0	4.1	4.0	3.8	4.2	4.1	4.4
Provides education relevant to Northern Minnesota	4.1	4.1	4.3	3.8	3.9	4.4	4.1	4.4
Prepares students for fulfilling careers in highly skilled, sought-after fields	4.4	4.4	4.7	4.4	4.2	4.7	4.4	4.7
Serves graduates and employers in Northern Minnesota	4.2	4.2	4.4	4.0	4.0	4.5	4.3	4.6
Faculty and staff advisers provide expert guidance that fits a student's specific goals and unique personal situations	4.2	4.1	4.4	4.2	4.1	4.3	4.1	4.4
NTC Performance								
Unmatched technical education	3.2	3.1	3.4	3.5	3.1	3.2	3.2	2.9
Provides education relevant to Northern Minnesota	3.4	3.3	3.5	3.5	3.4	3.4	3.5	3.1
Prepares students for fulfilling careers in highly skilled, sought-after fields	3.4	3.4	3.7	3.6	3.5	3.8	3.4	3.2
Serves graduates and employers in Northern Minnesota	3.4	3.3	3.5	3.6	3.5	3.5	3.4	2.8
Faculty and staff advisers provide expert guidance that fits a student's specific goals and unique personal situations	3.3	3.3	3.6	3.6	3.5	3.5	3.2	2.9

Summary of Responses to Open-Ended Items

Threats

- ~20 comments related to **politics** (12 concerned about the left, 4 about the right, and 4 about politics in general)
- ~18 comments related to the increasing **cost** of delivering higher education
- ~12 comments addressed various aspects of **online education**; most comments favored greater work in this area, but a few opposed online education
- ~10 comments related to various aspects of **public perception of higher education** and declining confidence in the industry
- ~10 comments addressed the importance of demonstrating the **relevance** of higher education and connection to industry needs and careers
- ~9 comments addressed ideas for or thoughts about **enrollment and recruitment** practices
- ~8 comments addressed **competition**, (both from other colleges and universities and from other providers)

Opportunities

- The dominant theme of ~32 comments related to opportunities for greater **partnership** with businesses and industries from the region
- ~14 comments related to **recruitment strategy** ideas including several on transfer
- ~12 commented addressed opportunities to do more with **online education**
- ~8 comments spoke to the importance of curricular relevance for jobs in the region
- ~6 comments addressed the themes of utilizing **alumni**, **community engagement**, **marketing**, and increased **outdoor programming**

Weaknesses

- The most frequently weakness addressed (~15 comments) concerned the **BSU-NTC alignment** not working or not being fully utilized
- ~12 comments addressed poor **marketing**
- ~10 comments identified BSU and NTC as being **too “woke” or liberal**
- At least 7 comments directly addressed the **budget** and several others alluded to it
- ~6 comments spoke to **poor communication** while another six addressed **recruitment efforts**

Strengths

- The most salient theme (~16 comments) connected to themes of **location**, most connecting to **outdoor programming**
- ~11 comments address collaboration and connections with the **Bemidji** community including businesses and non-profit organizations
- ~10 comments related to various **unique programs**, especially those with career-relevant curricula
- ~6 comments addressed **faculty**; another six addressed our work with **American Indian students**

Priorities

- ~14 comments reinforced the importance of **marketing** and telling our story as a top priority
- ~9 comments suggested we drop **DEI** while four spoke to its importance
- ~8 comments advocated for greater attention to engagement with **Bemidji** and its businesses
- ~6 comments addressed various aspects of student success

Student Success

- ~9 comments converged around various elements of **student success programming**/center (TRIO, tutoring, Navigate) and an additional 5 comments addressed needed improvements in advising – a majority shared concern about the quality of current student success efforts
- ~10 comments addressed various aspects of the **strategic enrollment management plan**, many noting that it is not well-known or understood
- ~10 comments addressed the importance of enhancing the **on-campus experience** for students, two spoke to student voice in decision-making
- ~9 comments addressed various aspects of **DEI and work with American Indian students** (one was opposed to it)

- ~7 comments addressed **online educations**; two of these were opposed to expanding online education

Inclusive Excellence

- The only salient them (~18 comments) was **opposition to DEI** – most opposed, but some skeptical regarding its value in light of the budget

Engaging the North

- The dominant theme (~14 comments) was enhancing **partnerships with Bemidji** businesses, industry, and non-profit organizations
- ~7 comments addressed the **BSU-NTC alignment** as well as MN North and other two-year institutions

Telling our Story

- With one exception, there was strong support; there were at least 12 comments providing general support for doing more with **marketing**
- ~8 comments spoke to **getting faculty and employees involved** – some were concerned about offloading the work while others were concerned of being told no in the past
- ~7 comments spoke to the importance of emphasizing **affordability and quality**
- ~5 comments invited greater involvement of **alumni**

Other Goals and Priorities

- There were many ideas stated, but little convergence. There were at least 12 comments regarding **athletics**, approximately seven supporting greater investment, four pushing for cuts, and one generally supporting the president's ad hoc commission.

BSU and NTC Similarities

- Nearly 70 comments addressed **location** including connections to Bemidji and the north
- Nearly 50 comments addressed various aspects of shared approach to education with a **focus on quality and careers**
- ~20 comments noted that BSU and NTC draw upon **similar students** – 1st gen, low-income, American Indian, from the region, etc.
- ~14 comments provided direct **support for the alignment**
- ~7 comments spoke to the **quality of faculty and staff**
- ~7 comments spoke to the importance of BSU and NTC in supporting **Bemidji's workforce, economics, and quality of life**
- ~7 comments each went to the themes of commitment to **student success** and **shared leadership**

What Excites You About BSU?

- Nearly 50 comments about **potential and hopes for the future**
- ~27 comments about **current leadership**

- ~23 comments about opportunities for **greater engagement with Bemidji** and the region – its students and its future workforce and community needs
- ~23 comments about **students**, student success, and making an impact in the lives of students
- ~12 comments about **enrollment and growth**
- There were ~11 comments to the effect of “**nothing**” or something similar
- ~11 comments about greater **DEI and work with American Indian students** and tribes
- ~9 comments related to **sustainability** and/or the **outdoors**
- ~8 comments each related to **athletics**, to **marketing**, and to our **caring community** of professionals

What Excites You About NTC?

- ~25 comments about opportunities for **collaboration with Bemidji/Region** business and industry to meet workforce needs
- ~20 comments about **NTC’s potential**, openness to change, and hope for the future
- ~11 comments addressed **enrollment growth**
- ~10 comments were specific to **trades programs** and education in the trades
- ~9 comments focused on **students**, student success, and preparing students for careers
- ~8 comments held out hope for the **BSU-NTC alignment**
- There were ~7 comments about the value of **new leadership**

Appendix D: Summary

Table. Abbreviated Priorities, Goals, LATs, and KPIs

Priority/Goals	LAT Leads	KPIs
Student Success		
1. Advance high-quality instruction and programs	<ul style="list-style-type: none"> • <u>BSU</u>: Provost • <u>NTC</u>: Executive Vice President 	<ul style="list-style-type: none"> • <u>BSU</u>: College reorganization • <u>NTC</u>: Core abilities
2. Strategic enrollment management and guided learning pathway implementation	<ul style="list-style-type: none"> • Recruitment: VP for Enrollment Management • 1st-Year Retention: VP for Student Life & Success 	<ul style="list-style-type: none"> • Applicant benchmarks • Admit and matriculant tracking • Student success center/program implementation • 1st-year retention transition assessments
Nisidotaading		
1. Nisidotaading course, professional development, and Institute implementation	<ul style="list-style-type: none"> • VP for American Indian Student Success 	<ul style="list-style-type: none"> • <u>Students</u>: ICR implementation • <u>Employees</u>: PD completion metric • <u>Institute</u>: Network hub, financial capacity building, and student financial support
2. Measured growth in campus climate	<ul style="list-style-type: none"> • VP for American Indian Student Success and DEI Committees 	<ul style="list-style-type: none"> • Improvement on pre-identified HEDS Survey items
Northern Distinction		
1. Implement the BSU-NTC “Map map”	<ul style="list-style-type: none"> • <u>Design</u>: Provost and NTC Executive Vice President • <u>Business Plan and Review Guides</u>: Provost, EVP, and Deans 	<ul style="list-style-type: none"> • “MAP map” infrastructure • Number of partnerships developed • NTC-to-BSU pathways for all programs
2. Community engagement, interaction, and vibrancy	<ul style="list-style-type: none"> • President, VP for Advancement, and Interim Head of Staff 	<ul style="list-style-type: none"> • KPIs to be determined by the end of 2023
Telling Our Story		
1. Comprehensive dynamic marketing plan and campaign	<ul style="list-style-type: none"> • Interim Executive Director for Marketing and Communication 	<ul style="list-style-type: none"> • KPIs to be determined by the end of 2023
2. Internal/external communication plan	<ul style="list-style-type: none"> • Interim Executive Director for Marketing and Communication 	<ul style="list-style-type: none"> • KPIs to be determined by the end of 2023
Core Institutional Measures		
1. Budget Sustainability	Net earnings and fund balances	Instructional cost study
2. Enrollment Growth	Disaggregated total enrollment	Disaggregated retention and completion rates
3. Alignment	Quantity of projects/partnerships	Quality of projects/partnerships
4. Value	PVC Equitable Value Explorer	Third Way Price-to-Earning Premium