University of North Dakota Strategic Plan

Collaboration and Engagement Working Group – Attachments

# Highlights

**Strengths/Opportunities**:

“*UND is light years ahead in terms of its ability to inspire economic development in the region. I am headed over to celebrate the opening of the first UAS operation center in the nation. UND has been instrumental in advancing this industry. North Dakota is at the very bottom in terms of receiving national defense funding- and it is initiatives such as this that will help get us get out of that bottom quartile. We need continuous momentum in this.*” – ND Government and State Officials focus group

“*UND stands out in terms of aerospace and energy.  Also, they are strong in helping professionals advance their careers no matter what profession they are in. The well-rounded education they acquire at UND is unique and helps them be adaptable*.”  – Chamber of Commerce and Industry focus group

“*Talking about UND involvement, Dean McGinniss did a fantastic job of integrating UND into the State Bar and being involved in North Dakota. The goodwill that has been generated between the Law School and the practicing Bar has been great. Long term, the benefits to that from the alumni are critical. Without that tie, you lose that initiative to provide financial support. Also, Law School to attend to educational aspects for the Bar. We could expand the work happening here in significant ways.”*  – ND Government and State Officials focus group

“*The energy sector at UND has done amazing work- with the EERC, UND has proven to be remarkably innovative in ideas and technology for the energy sector. That is another area we can be proud of and make sure that we are not complacent*.”  – ND Government and State Officials Focus Group

*“UND stands out in terms of access to the administration. Our VP of Student Affairs will sit down and have lunch with us, the President will set meetings and respond to email. Being able to network so well with upper administration who is so receptive to student concerns is unique. I feel like student voices are heard at UND and we are fortunate:*  – Current and Past UND Student Body Presidents

“*Those in the legislature have a responsibility as well, if we can use state dollars to leverage the federal dollars in terms of research, we need to help do this. If we want our state researchers to do more research that impacts the state, then we need to step up and support it. Can they set up satellite areas near Williston State and Dickinson State to look at research opportunities in areas out in this region of the state? I think doing this would benefit the entire state.”* – ND Government and State Officials focus group

“*The collaboration that UND has going with Grand Sky and the GFAFB has been tremendous.  The support that is here for the GFAFB and the community overall has been great to see.”* – Grand Forks City and County Elected and Appointed Officials

**Workforce Issues**:

“*The strongest request is for UND to think more broadly about serving the needs of the rural health care infrastructure by assisting with access to the workforce” –* Rural Health Care Administrators focus group

“*I was in health care, we have so many open positions, is there a way to partner with UND in a more meaningful way to fill this job pipeline faster/easier. How can we have deeper collaboration and get those students into these high-demand fields faster?”*  – SWOT focus group quote

*“Work with community college partners in creative ways to produce more allied health professionals and those in emerging professions (e.g., community paramedics, community health workers)” –* Rural Health Care Leader focus group

“*Collaborative effort in medical school and nursing school could help produce more health care workers because there is an acute shortage in this area. In addition, we need to increase the number of behavioral health professionals. One of the issues we have in behavioral health is the state that does not have the workforce that we need. UND can really help support and find solutions to this need.”*  – North Dakota Government and State Officials

“*In the western half of the state, we fight this all the time- sending our kids to the east and never getting them back. Engineering, law, med school- our students have to go east to get this education. This really feeds in the west vs. east tension*” – Community Leaders and Economic Development focus group

*“When we looked at education, last year they had 350 unfilled openings for 11,000 slots in K-12 education. Of those, only about half had been filled by temporary credentialed people when the school year started. We spent last year with workforce shortages of around 150-200 spots.”* – Education Focus Group

“*I think we have huge opportunities for adult learning. From community engagement prospective it makes UND much more accessible. You can connect this to workforce. Opportunities for adult learner classes to upskill. The A2i helps with this, but we need to look much more broadly from community engagement lens and building workforce talent*.” Grand Forks City and County Leaders

**Communications/Presence**

“*We are interested in partnering to find ways to increase the talent pipeline, but also to developing existing folks that are working for us. We have people that may not have considered continuing their education, but we want to grow them within our company. How can we do this with your programs? How can we, as a business, educate ourselves on the programs you offer and how can we guide our folks to see what is possible at UND? We want to do this, but we are having problems finding the time. A stronger partnership would be better where we can get some help with* this.” – Chamber of Commerce and Industry focus group

“*The Strategic Planning Committee seems very focused on trying to support the community and get our input. We also want the County and City to be more involved. How can these lines of communication be open and find out how we can support you in addition to you supporting us? We want to make sure to integrate into the plans so we can have a healthy, vibrant ecosystem that helps everyone.”* Grand Forks City and County Leaders

*“We need to articulate core values that play to our strengths vs. more aspirational and lean into them. Otherwise, we need to look at a set of values that we embrace as a way to help us get to where we want to go as a university. I see some of these and think they are here because it is where we want to go. For example, is diversity a strength at UND or is this something that we aspire to (diversify more).”*  – Current and Former UND Student Body Presidents

“*For the rural communities, sometimes it is hard to find ways that UND is involved in significant ways. To our clients, they don’t often see a UND presence out here. We do work with their pilot program through our weather ops, so UND does have a presence at our local airport.”* – Community Leaders and Economic Development

“*Do you have UND champions in each community across the state? In the top 20-30 communities can you identify somebody that you can tap into so nobody has to travel? If we have advocated for the school in our communities, you can build an infrastructure of the people that know UND*.”  – Community Leaders and Economic Development focus group

“*We don’t see as much in partnerships in the western part of the state. I am a UND grad, and I am proud of UND, but we need more partnerships in terms of helping economic development in these areas. I would like more outreach and partnerships. The relationships we have are good with SBDC, but we could use more. It seems like once you get past Jamestown we are forgotten.”* – Community Leaders and Economic Development focus group

“*UND’s presence at professional meetings around the state was significant in the past. This has dropped off somewhat, and it would be good to do more of these things. My observation is that this really helps from a recruitment standpoint.”*  – Education Focus Group

[Expand} *Common use facilities used to be more of a focus. Now we are moving away from facilities that drive community members to the campus and focusing on buildings that only UND people can use. This is not welcoming to the community, and I would argue that we need to get back to that.”*  Grand Forks Community and County Leaders

**Experiential Learning**

“*Beyond Liberal Arts and a broader understanding of our rapidly changing world is providing students actual experience in the workplace while they are still a student at UND- experiential learning. As a future employee you want to have a great education, but also understand what you are doing and can easily step into the workplace. Employers want to know these are well-trained students and we need to express our desire to have practical experience*.” – Former and Student Body Presidents

“*Help with internship and experiential learning opportunities. Many of our smaller companies do not have the wherewithal to know what is needed in terms of academic requirements to offer internships. We need help with connecting us to students that need experiential learning opportunities. We can use help to get the technical details on the university end to make this work.”* - Community Leaders and Economic Development focus group

**Sample Suggestions**:

“*Establish an Alumni Ambassador program where we can have people in those communities further away from Grand Forks that can help let UND know about opportunities for the university to be involved. Start small and when people know that the community is willing to partner with UND it can snowball.*.” --Open Access Focus Group (C&E Strategic Priority 3)

“*Establish a mentorship program with a Rural-Frontier Coordinator and Surgical Rotation to support physicians working in rural communities.” –* Rural Health Care Administrators.  “*Hire and Retain more American Indian Faculty and visit the Tribal Colleges and Universities.” –* Tribal College Presidents (C&E Strategic Priority 2)

“*One of the things that drew a lot of students from our military organizations are the government defense programs at University of Alabama Huntsville. With UAS it would behoove UND to reach out and start providing federal employees program training in this area. We could go to these locations from 30-60 days and walk out with credits. Lots of opportunities for UND in the DoD arena*. – Military and Veterans focus group (C&E Strategic Priority 2)

An explicit offer from the Chair of House Higher Education stated “*The State would welcome ideas on how we can better target or use resources to support students from a recruitment and retention standpoint. Look at the report* [student financial aid]*, and if you can think of other ideas, we would be very open to this*” – Education Focus Group

*“We* [UND] *are the premiere institution in the state, and we need to pump out the best product. At the same time, we need to grow enrollment and be a place that allows every student a place to thrive.”*   – Grand Forks City and County Elected and Appointed Officials

Committee Membership and Background

Workgroup Co-Chairs

**Tiffany Ford**, Director for the UND Center for Business Engagement and Development, Nistler College of Business and Public Administration, Alumna (Business Administration and Music)

**Thomasine Heitkamp**, Behavioral Health Research Specialist, Office of the Vice-President of Research and Economic Development, Chester Fritz Distinguished Professor Emeritus, UND Alumna (Social Work)

Membership

**Pat Bertagnoli**, Executive Director of Job Service North Dakota.

**Brian Bjella**, Senior Counsel with Bozeman Montana Office of Crowley Fleck, PLLP. UND Alumnus (History and Law)

**Maria Effertz-Hanson,** Director of the Division of Community Services, ND Commerce. UND Alumna (Business-Public Relations, Political Science)

**Tom Erickson**, Director, Exploratory Research, IP and Technical Commercialization for the Energy and Environmental Research Center. UND Alumnus (Chemical Engineering)

**Lea Green**, Chief of Public Affairs Grand Forks Air Base

**Nick Hacker**, President/CEO of the ND Guaranty and Title Company, Member of the State Board of Higher Education, and former State Senator, UND Alumnus (Managerial Finance and Real Estate)

**Carma Hanson**, Coordinator of Safe Kids for Grand Forks Altru Health Systems, UND Alumna (Nursing)

**Peter Johnson**, Director of Government Relations and Public Affairs, UND Alumni Association and Foundation, Alumnus (English, Education, and Linguistics)

**Senator Judy Lee**, ND State Senator, UND Alumna, (Medical Technology)

**Dr. Monica Mayer**, “Good Medicine” Manda Hidatsa, and Arikara Nation Tribal Council Woman, North Segment, UND Alumna (Medicine and Education)

**Dr. Chris Nelson**, Dean of UND Graduate Studies and Associate Professor,

**Kylie Oversen**, Attorney, Schneider Law, former ND State Representative and UND Student Body President, UND Alumna (Law and Social Work)

**Dr. Daphne Pedersen**, Department Chair of Sociology and Chester Fritz Distinguished Professor.

**Kaelan Reedy**, Executive Director of Evolve Grand Forks, Former UND Student Body President. UND Alumnus (Political Science and Public Affairs)

**Dr. Kenneth Ruit**. Ph.D., Associate Dean of Education and Faculty Affairs, School of Medicine and Health Science and Associate Professor.

**Kristine Sande**, Associate Director of the UND Center for Rural Health, UND Alumna (Business Administration and Economics)

**Dr. Will Semke**, Associate Dean for Academic Affairs, College of Engineering and Mines, and Professor.

**Thomas Swoyer, Jr**, President and Chief Executive Officer at Grand Sky Development Company.

**Terry Traynor**, Executive Director of the North Dakota Association of Counties, UND Alumnus (Geology and Math).

**Dr. Kristen Votava**, Early Childhood Education Graduate Director and Associate Professor, UND Alumna (Communication Disorders and Teacher Education)

**Danny Weigel**, Police Lieutenant, and Public Information Office at UND, Grand Forks City Council Member, Alumnus (Communications).

***Faculty and Staff Assigned****:*

*Other UND faculty and staff were assigned by the strategic planning committee to assist the committee and served as a critical resource.*

**Anna Clark** managed all organizational aspects of the meetings, took minutes during committee meetings, provided meeting agendas for review, took notes during focus groups, and kept the effort moving forward. She served as a liaison between the full committee and the sub-committee.

**Meloney Linder** chaired a sub-group on communications on behalf of the committee.

**Dr. Ryan Zerr** attended all meetings serving as a strong liaison between the full committee and this sub-committee and participated in the sub-group on workforce development.

**Mike Mannausau** contributed to the alumni report.

**Taylor Hanson Wald** assisted in scheduling the meeting and notetaking.

# Strengths, Weaknesses, Opportunities, Threats (SWOT)

**Premise:** UND is committed to a culture of ongoing collaboration rather than occasional cooperation

**Strengths:**

* **UND online programs**
* This helps with the upskilling and reskilling of employees
* Advances educational outreach
* Aids unlicensed teachers already in the workforce to complete their degree online
* **UND is North Dakota’s professional school**
* UND does well compared to others in terms of providing professionals for the state.
* Recognized for our medical, law, engineering, and airspace programs
* Alumni who are graduating from the programs provide clinical opportunities.  They are dedicated to their program and the University.
* **Students and Graduates are well prepared**
* Good written and oral communication skills. Strong work ethic, “roll up sleeves” attitude, dive in, and work. They get things done. “Can Do” attitude with UND students and graduates.
* Grads come out well prepared and fit into slot’s industry needs, quickly, challenging them to look at things in different ways. Multidisciplinary preparedness (STEM students with strong communication skills – liberal arts)
* **Strong programs that provide value for both students and rural communities**:
* Examples are strong programs in biology and geology, so how do we get students to see what opportunities are available in rural areas.
* Indigenous Health
* SMHS (School of Medicine and Health Sciences) has a physical presence with clinics in Fargo, Minot, and Bismarck for Physicians training and Casper Wyoming for the Occupational Therapy program.
* SMHS has expanded the number of medical residency programs in ND.
* Strong past models of outreach/cohort education that have been successful.
* Focus on addressing workforce needs in North Dakota.
* **Good track record at building partnerships with business and industry**
* When we do find business and industry partners, you find great success.
* Work happening in the industry sector (i.e., Energy and Environmental Research Center)
* Aerospace with airlines, success with Grand Sky.
* Unmanned Aerial Systems (UAS) great connections and many opportunities for economic development and what it could mean for North Dakota and the Nation
* Space and the new partnerships in this area
* The administration focused on workforce development; diversifying the economy.
* **Strong service programs that serve the local, state, and the nation**
* Examples: Rural Health Information – Hub (RHI-hub).
* Indian into Medicine (INMED), Recruitment and Retention of Indians into Nursing (RAIN), and Indians into Psychology (InPSY) programs to support advancing workforce needs and career ladders.
* Small Business Development Center, Procurement Technical Assistance Center, and Veteran’s Business Outreach Center programs that drive entrepreneurship and business-related economic impacts, including job creation, to all communities across ND and into SD.
* **Focus on workforce development**
* Energy and Environmental Research Center, Accelerate to Industry (A2i), internship programs in concert with the city (Economic Development Corporation (EDC). Lots of work is done around workforce development in the region. Energy Hawks as a model.
* The workforce shortage is happening across the state. Special focus on workforce shortage in behavioral health- mental health and substance use disorders. Telehealth has been a great partner/advantage in the past few years, but we still need somebody at the other end of the phone.  Licensed addiction counselors, we have a critical shortage in North Dakota. The State of ND is looking for ways to help solve this problem. UND can be a wonderful partner in this initiative.
* One way may be through immigration for some of these workforce needs we have.
* Workforce Council in the State of North Dakota is looking at barriers to employment, recruiting and retention issues, the CT initiative, and getting students involved. We need to turn our new students and employees to the state to be our recruiters for more people to give North Dakota a look.
* Promote the quality of life aspects in North Dakota to people that may want to come here (working with Tourism boards on promoting this).
* **Collaborations and connections with Tribal Colleges**
* Tribal College Presidents are all UND alum with a commitment to UND’s success.
* Tribal College collaboration with social work program as a possible model.
* Indigenous Language Education grant to revitalize the Dakota and Lakota languages within North Dakota and South Dakota
* Thinking strategically with UND and Tribal Colleges to address the workforce needs
* **Strong alumni base dedicated to the university** and want to see it succeed.
* Lots of committed alumni who want to help our graduates and university succeed. In many ways, these alumni want to be involved and help our institution.
* **Support of the local community**
* City of Grand Forks: last 3-4 years this relationship has developed into the strongest partnership we have seen. Many silos between what is happening in the city and university have broken down and we are partnering better than ever.
* Opportunity to expand this relationship, including in areas of workforce development
* **Marketing sharing the stories of UND.**
* This helps with the connectedness, and it makes you proud of the university.
* The team is very intentional in what they are doing.
* **Current UND Administration**: **Willingness to connect with the people of North Dakota**
* President Andy Armacost’s willingness to meet people across the state with special appreciation for reaching out in New Town with MHA Nation this past summer.
* Human resources are strong
* Right-sized, hands-on opportunities for students (especially undergraduates), Students can publish with faculty at UND at the undergraduate level.
* Faculty are engaged in scholarship with students, teaching, and opportunities, ready for engagement post-graduation
* **Education**
* UND is a Social Emotional Learning (SEL) Network member working with 12 school districts in North Dakota and NDSU.
* Early childhood education is involved in the effort to create programmatic learning outcomes around diversity, equity, inclusion, and leadership to develop best practices.
* Rural Schools Collaborative grant supports teachers in professional development learning with topics of trauma, SEL, reading, and technology.
* National Science Foundation grant supporting one hundred eighty elementary teachers situated in small, rural school districts will be recruited for the study, bringing together 45 teachers from four states: North Dakota, California, Montana, and Wyoming.

**Weaknesses:**

* **Speed of doing things, lots of red tapes, slow program creation**
* Industry partners who have funding and opportunities, but things get bogged down because of academic requirements, paperwork requirements for internships for both students and employers, etc.
* Industries and businesses can get what they are asking for quicker from somewhere else.Need to move faster, be more agile/flexible, meet needs faster and engage with what they need – a continuum of education – slow to develop certificates, stackable curriculum.
* Lack of flexibility at UND- how do we engage quickly? Need to be nimbler as a university (we have done this in the past- such as the online engineering degree which was a success. UND was able to respond to this need over 30 years ago)
* **Limitations of collaborations internal to the campus**
* Lack of collaboration between service and academic programs at UND.
* Need to expand and support ONE UND.
* **Lack of internal communication**
* Not always aware of what others are doing which duplicates efforts and confusion among partners.
* Streamline communication and make everyone aware of work that is going on
* Visibility of Offerings/Communication – how do we better communicate what we do and “tell our story” of what is available, communicate the resource that we have
* Lack of internal collaboration. Would have stronger asks if we coordinated internally better.
* Need to expand access to social media platforms (that is where students get their information). If we do that, we need someone to monitor and run the platforms and that will require being competitive in salary offers. It is best to use different avenues (email, social media, text)
* **Lack of understanding of how to collaborate/partner “Where is the front door.”**
* Need to streamline approach
* Confusion on how to get involved/connected to UND. Where are the connecting points?
* Being too “Grand Forks” centric may prevent opening the door to the west.
* Need to be responsive to the school district/DPI/student needs and requests for partnering.
* **Changing enrollment demographics and weak inter-institutional partnerships**
* Perception that Native American enrollments have been decreasing over the past years (note: enrollment has actually increased).
* Agreements with other universities; it seems like unless we have monetary relationships with them the partnerships with some institutions have struggled.
* **Parking on campus- does not create a welcoming environment**
* Where to park, difficult to create an environment where people want to come to campus and be engaged.
* Parking has gotten easier with the construction done
* Parking passes should be pro-rated by salaries
* Not always easy to know the rules on campus- getting better but cumbersome
* **Perception of lack of competitive salaries for faculty and staff** which is exacerbated by inflation
* **Address issues with inclement weather days,**
* Students are frustrated with “snow days”, why can’t they use online learning on those days i.e. there are paying for the class. All understand if it is access to a laboratory issue
* Confusion about what faculty should do who work remotely when the main campus is closed and there is good weather where they are located.
* Ensure access to strong technology - address lags
* **Inclusion of Distance Students’**
* identity, student loyalty to the institution, especially students at other locations.
* Students are frustrated when an opportunity is being provided at the main campus, but not at distant locations.  Can it be provided to students at all the locations?

**Opportunities:**

* **Research opportunities and expansion to do tangible things in rural areas**
* Allows UND to get more UND students out in the field and more exposed to rural communities. Things that have a tangible impact on the community through something they see, are impactful for residents.
* Expand and grow externship programs across the state.
* Re-engage past summer programs to encourage American Indian students into science and health care fields.
* **Celebrate UND’s successes and expand engagement:**
* UND could reach out to all industry trade groups or associations, and governmental associations, all of which have offices in the state—most, but not all, are in Bismarck. Just a few examples are the Greater North Dakota Chamber, ND Petroleum Council, ND League of Cities and Association of Counties, and the numerous agricultural trade associations. These are the movers and shakers in ND business and politics.
* Doing this will lead to more opportunities as others learn about what is occurring on campus and in our academic programs.
* Publicize service programs more broadly and identify key stakeholders that can help spread the word.
* Better marketing of what we are doing.
* Reinvigorate past student leaders’ involvement at UND.
* Leverage the individuals who are out in the communities in ND to encourage support for UND (i.e., Center for Rural Health).
* The pandemic has taught us we can hire people to work at a distance.
* Expand engagement and responsiveness to workforce needs. Partner with industry.
* Expand engagement with local school systems in strategic locations where we have opportunities to recruit future students.
* Consider new pathways in partnering with school districts and the Department of Public Instruction to create paid teacher residency and apprenticeship programs.
* Support training and professional development needs of school districts in education.
* Model in place to be replicated - School Health Hub incorporating counseling supports with UND students, absenteeism efforts with public health, and supports with early childhood education.
* Expand engagement with health and human services to address workforce needs.
* Support as many direct and positive personal contacts with stakeholders as possible.
* Creating support for the childcare shortage through partnerships with businesses, considering issues such as low wages for childcare workers.
* Create cross-disciplinary efforts to increase strategies and efforts around social and emotional learning.
* **Better Connection with the State of North Dakota**
* In some respects, UND is largely unknown to state residents outside of Grand Forks who did not attend the University. One way to reach out would be for UND representatives to have joint meetings with the board of directors of the local Chamber of Commerce, city and county commissioners, and state legislators in each of the ten largest cities.
* Chance to get to state organizations and have them recognize the resources we have here they can access.Get it in front of others more dynamically and routinely. Example of the Center for Rural Health and Conflict Mediation assistance for the more than 30,000 local government employees.  Identify the people who need the resources we offer.
* A partnership is needed with the Department of Public Instruction to create communication and joint efforts in recruiting the workforce in Education.
* Ne, retention of teachers’ initiative in the College of Education and Human Development (CEHD) to establish an Office of Teacher Recruitment and Retention.
* Many people paying attention to Workforce development- we need to do a better job of keeping our educated workforce in North Dakota. This administration is focused on this right now – in terms of diversifying the economy
* Consistency, support and provide outreach to state/community.
* Capture data i.e., how many students remain in state and practice medicine for example, how many work in tribal communities
* Build successful business and industry partner relationships. Find new ways to build on this area that we have a history of doing well.
* **UAS and Workforce Needs:**
* The industry is growing so fast- a project that we will have 100 new positions in the next two years, just at Grand Sky. Impressed by the people that come out of UND, both in technical terms but with their communication skills, which are so important. Communication skills are not always emphasized in engineering, so this is a key differentiation point for the people that we hire in UAS.
* Not a lot of opportunities to train communication skills in classes, so need to provide students opportunities in applied/experiential learning while they are in school. We have many opportunities for growth in this area.
* **Balance primary research activity vs operational implementation**
* Operational implementation will ensure more engagement with the industry and community – bringing a team to research both are valuable.
* **Provide opportunities for students to test the waters in an easy way**
* Have a speaker’s bureau for students comprised of UND graduates and others who are leaders or recognized experts in government, business, military, educational and medical fields. They can speak to UND students in a classroom setting (mostly virtual I assume) to share their knowledge, experiences, and expertise with students. Would be beneficial to also allow for a Q&A session with the speaker and the students. I believe students would find this most interesting and informative.
* We can find “give away” opportunities for students. Develop ways to give students real experience through a system that is free and has minimal hoops to jump through to do it.
* Provide opportunities for meaningful internship programs that connect the student and their chosen field. (Example: could the last semester be all remote and they work at the time for a company in an internship capacity where we can marry classroom with real-life experiences?)
* Place students in internships as much as possible to give students a “taste of the company” and the type of work they might be interested in.
* Help with more bridge programs (GED to Ph.D. pipeline). Help remove the silos between 2-year tech or community college schools and also the 4-year institutions. Career Ladders- need to look into this more. Need to think about how to streamline these things to get people to advance in their careers. Make this process/framework that enables people to get these classes easier when they are ready to advance.
* Opportunities for students to take credits in high school for education and other fields.
* **Changing Student and Campus Demographics**
* Only so many 18-year-olds come to a university, but a large market when it comes to adults that want to continue their education.
* Need to have programs and courses that are more flexible for returning adults. Need to design strategic programs that will help adults be successful in the workforce
* Opportunity to work more within the high schools: how do we capture these people and show them all the things happening on campus.
* Safety on campus:Friendly, collaborative safe campus where students feel safe, and parents know their children are being cared for.
* Alumni are working on a corporate engagement program.  Grow areas within our region where there could be great partnerships ie aerospace, business, and engineering.
* Explore first-time grants for businesses or organizations for internships and how they may help solve some workforce needs
* Celebrate all volunteers who mentor/supervise/support student growth
* Ask alumni to provide talents and treasures or connections before asking for money
* Cultural competencies: finding out how to better support international students.
* More in opportunities in mental health, especially coming off Covid.

**Threats:**

* **Need to address workforce needs**
* We will lose opportunities if we are not able to move faster and be more nimble in our approach (example: other universities have shown better ability to move more quickly on program creation, and flexibility with policy changes). Building a strong reputation that they can move quickly and fill needs in the state - especially in areas like nursing.
* **Limited connection with alumni or communities in the western part of the state.**
* We need to do more to get into these communities with events or other ways to engage these communities in meaningful ways.
* Can expand communication to people living in these areas of things happening at UND, but we also need to find ways that these communities want to engage with UND and ways that we can be good partners that can have a meaningful impact.
* Don’t just ask for money – engage at multiple levels.
* Things are “just quiet about UND out west.”  NDSU has a big presence.
* **State economy is based on commodity-based markets.**
* High ups and downs in markets. Need to be nimble and agile to adjust appropriately.
* This comes back to the workforce and UND’s role in helping with economic development in the State.
* **Be mindful and cognizant of perceptions of diploma mills**
* Will the outcomes be positive with the partnership with Person be ultimately successful?
* **Underscore Who UND Serves:**
* Perception growing even greater of East/West divide in North Dakota
* Perceived growing divide, feeling that some of the potential divides could be associated with political differences. UND needs to can do more to broaden the perspective value on both sides of the state.
* Need for a united front as a community of Grand Forks, a university, and our legislative assembly.
* Losing ground on UND’s presence around the state eg. Indian Health Services in Belcourt.
* The high mortality rate of American Indians in ND.
* Lack of data on our alumni and where they practice/do business, and their status within their org.

# Focus Group***[[1]](#footnote-1)*** Summary

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| --- | --- | --- | --- | --- |
| **Title of Focus Group** | **Date** | **Representation** | **Number of Participants**  **(N= 103)** | **Format** |
| Open House | May 4, 2022 | Insurance industry executives, health care executives, officials in the banking industry, elected officials, and faculty and staff | 10 | Hosted at the Memorial Union with Online Option  Heitkamp/Johnson |
| Open Invitation Through UND Media Release | May 12, 2022 | Alumni, business and industry partners, behavioral health and health care, and faculty and staff | 7 | Hosted Online  Heitkamp |
| Open Invitation Through UND Media Release | May 16, 2022 | Alumni, faculty, staff | 7 | Hosted Online  Ford |
| Rural Health Care Providers | June 8, 2022 | Rural Health Care Administrators | 5 | Hosted at the Dakota Conference on Public and Rural Health at the Alerus in Grand Forks, ND  Sande/Heitkamp |
| Current and Former UND Student Body Presidents | June 8, 2022 | Current and Former UND Student Body Presidents | 7 | Hosted online  Ryan Zerr |
| Tribal College Presidents | June 15, 2022 | ND Tribal Colleges and Universities Presidents | 5 | Hosted in Bismarck at United Tribes Technical College  Heitkamp |
| ND Government and State Officials | June 16, 2022 | Government and State Leaders representing industry including energy and workforce development and UND faculty and staff | 11 | Hosted online  Lee/Johnson |
| Chambers of Commerce and Industry | June 20, 2022 | Industry leaders from for profit, non-profit and associations, and Chamber of Commerce presidents/reps | 15 | Hosted online  Ford/Erickson |
| Community Leaders and Economic Development | June 21, 2022 | Leaders of statewide and regional community and economic development/leadership organizations | 12 | Hosted online  Ford/Traynor |
| Military and Veterans | June 30, 2022 | ND leaders in Veterans and Military Affairs and staff | 10 | Hosted online  Carpenter |
| Educational Leaders | July 14, 2022 | Educational leaders and Legislator | 2 | Hosted online  Heitkamp |
| Grand Forks City and County Elected and Appointed Officials | July 14, 2022 | Local Mayor, Economic Development, City Administrators, Workforce Development | 12 | Hosted online  Johnson/Weigel |

1. Copious notes were gathered and posted on TEAMS. Written feedback was shared with participants. No names were provided in the notes and sessions were not recorded. Co-Chairs and committee members arranged for focus group attendance and selection. Standardized questions provided by the strategic planning committee were adapted to focus on the composition of the focus group and their content expertise. [↑](#footnote-ref-1)