

Dual Mission Universities Help for the Energy Workforce

Steve Easton, President
Dickinson State University

Traditional Models

	Credential awarded	Institutional type
Mission 1	Baccalaureate degrees	Research universities; regional comprehensive universities
Mission 2	Associate degrees and non-degree credentials	Community colleges; some regional comprehensive universities; technical colleges

DMI Definition

The new Dual-Mission Institution model combines four-year degree offerings

- with associate's degrees**
- and non-degree workforce training programs aligned to local and regional economic needs.**

Why Dual Mission Institutions Matter

- **(Continued) provision of traditional “liberal arts” education**
- **Improvement of livelihoods and social mobility**
- **Invigorating local economies**
- **Strengthening of local communities**

Key Concepts

- **Explicit focus on job readiness and career advancement in local industry**
- **Responsiveness to local and regional workforce needs**
- **A “one-stop shop” that enables seamless transferability between programs, fixing the “leaky pipeline” between Mission 2 institutions that offer sub- baccalaureate degrees and Mission 1 institutions that grant 4-year degrees**
- **Stackable credentials to accommodate non-linear educational journeys that defy traditional patterns of 2-year and 4-year degree attainment**
- **A challenge to widely held assumptions around post-secondary learning, especially that a linear pathway to four-year degree attainment is the optimal outcome for (almost) all learners**

Characteristics

#1: Regional focus

Programs oriented toward regional and local needs – imputing skills and providing credentials that learners need to access regional and local opportunities

Dual Mission Institutions evolve primarily from two kinds of institutions:

- **Community college baccalaureate colleges (CCB Colleges)**
- **Regional comprehensive institutions (RCIs)**

Characteristics

#2: Credentialing approach

Ability for students to follow clear pathways from sub-baccalaureate and non-degree credential pathways to bachelor's degrees

Flexible pathways,

- greater mobility between programs,**
- and stackable credentials**

Characteristics

#3: Accessibility

Educational accessibility is a primary goal of DMIs.

DMIs

- **have open admissions policies,**
- **facilitate the success of “access students” who may not be as ready for college as those at research universities,**
- **and provide credentials at a low price point.**

DMIs offer post-secondary accessibility through robust partnerships with technical colleges and K-12 systems.

Characteristics

#4: Strong employer and industry partnerships

Industry partnership is central to the DMI mission.

- **DMIs focus on post-attainment employability and local workforce development.**
- **Industry stakeholders**
 - **are deeply involved in curriculum design;**
 - **provide in-kind support;**
 - **and work with institutions to create career pathways,**
 - **sometimes including employment of students while they are students.**

Drivers of Adoption of the Dual Mission Model

Institutional competition

- **Need to differentiate from more well-resourced institutions**
- **Need to attract higher education skeptics, including males**
- **Need to develop an innovative value proposition for learners**

Pressures driving institutional and systemic consolidation:

- **declining enrollments, especially of traditionally aged students**
- **decreasing state investment**

Challenges for Dual Mission Institutions

- Faculty (and sometimes other supporter) resistance to non-bachelor's and technical programs
- Fights with research (and other) institutions for resources
- Expense of delivery of technical education, including faculty
- Lead time for conversion to dual mission model and technical program start-up, including lower revenue during conversions
- Restricted financial aid for non-bachelor's students
- Widespread failure to understand success off-ramps other than bachelor's degrees



Early Dual Mission Institutions
(2022 National Dual Mission Summit Sponsor Institutions)



Dickinson State University as a Dual Mission Institution

DMI at Dickinson State University

2018 – North Dakota State Board of Higher Education designates Dickinson State University as North Dakota's dual mission institution.

This designation allows DSU to expand course offerings beyond the bachelor's degree to prepare a workforce for our growing region.

Includes

Continuing education courses

Certificates

Associate degrees

Bachelor's degrees

Graduate degrees

What Does Dual Mission Mean for DSU?

Being Dual Mission means we are responsive and relevant in meeting the educational needs of the citizens of southwest North Dakota as we:

- seek to understand the needs of students and the region,**
- evaluate and develop programs and delivery methods to meet these needs,**
- partner to offer workforce training, and**
- establish streamlined pathways for degree attainment based on student educational goals.**



Selected Dickinson State Dual Mission Programs

Workforce Readiness



Commercial Driver's
License (CDL) Training



Welding



Diesel
Tech



Selected Business Programs

**Business Administration
(Management)**

Human Resources

Banking & Finance

Accounting

Digital Marketing

Hospitality

Office Administration

MBA

Reception Specialist



The Land and Its Uses

Other Science Programs:

Chemistry
Biology
Geology
Geography



Agriculture



Meat Processing

Environmental Science and Earth Science



Health Care Programs



**Certified Nursing Assistant
(CNA) Training**

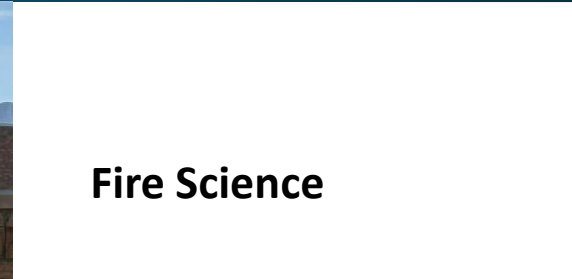


Nursing



**(Possibly)
EMT/
Paramedic**

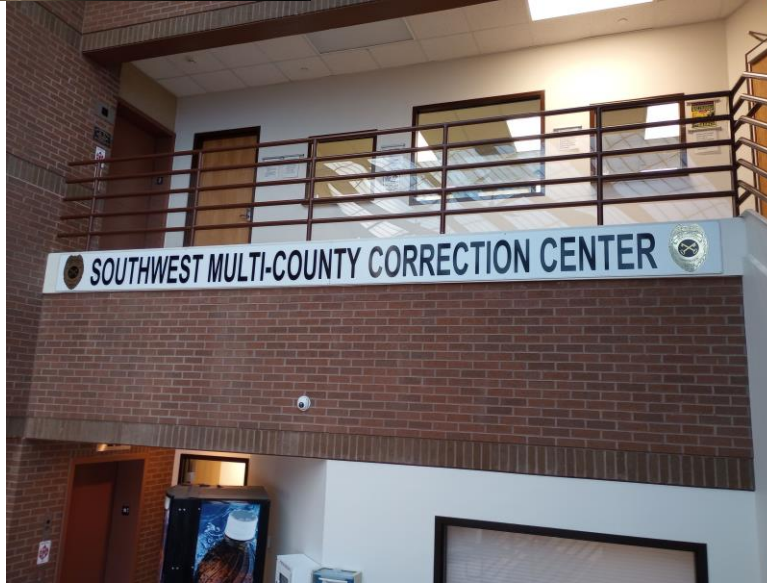
First Responder Training



Fire Science



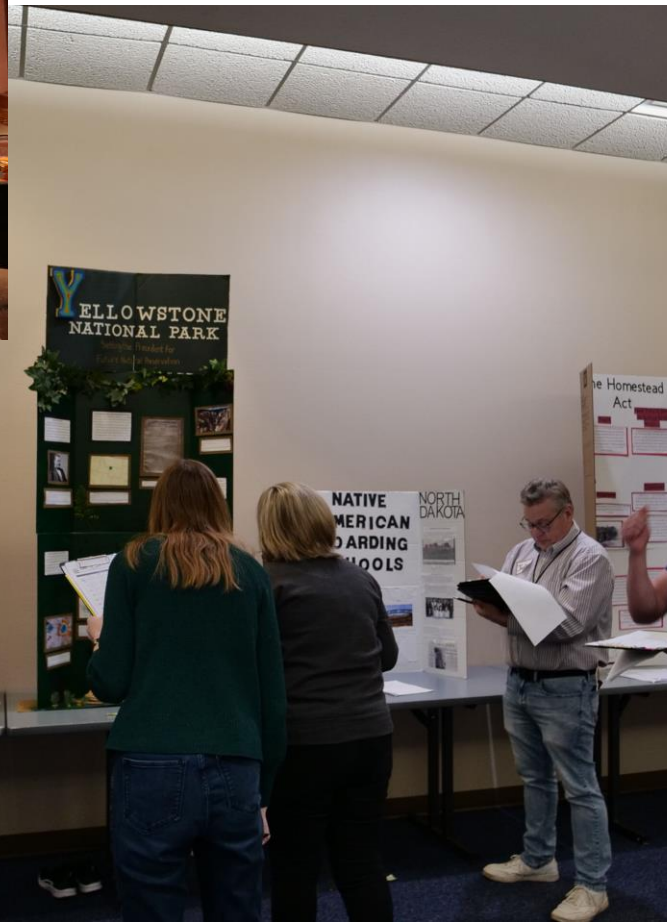
Criminal Justice



The “Other” Mission



Theodore
Roosevelt Center



Teacher
Education

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