

Strategic Brand Initiative –Campus De-Brief

TASK: Mine Expert Interviews / On Campus exercises for Key Insights to help build a compelling Unity College story/narrative.

RULES OF THE ROAD

1. Use a note pad- keep an idea list
2. Headline your comments: I wish: We could: How to
3. Value what you don't know- Turn question into ideas starting with "how to..."
4. Build on each other's ideas- improvements, connections, opposites, and another view of the idea
5. Suspend judgement- keep an open mind. Stay loose until rigor counts. And then...
6. Be ruthless and courageous in decision making
7. Direct your comments to the facilitator
8. Do what you need to do to stay present and have FUN! (Turn phones to mute.)

Day 1: Cluster insights into buckets of similarity ad names/ descriptors

Day 2: Define and Name the buckets. Select leading themes and create posters for each selection

Day 3: Exercises to "test" key themes for robustness / effectiveness in messaging and application

Where we've come from to get us to this point:

- Students make us special
- Students committed to saving the world (in their own way)
- Hands-on experiential across curriculum –more broader
- Granola college (good connotation) back to nature
- Student opportunity to collaborate with faculty, staff, etc.
- Middle of everywhere
- Visionary leadership *
- In transition...becoming?
- Sustainability reputation among sustainability field

Day 1: 600 + Observations grouped into THEMES, Observations on the clustering...

- "Philosophy" may be a dumping ground

- I see some “lumping”
- Partnerships- should come together and apart again
- “Community” got lost
- I see a lot of how/ methods not a lot of content
- Break apart content tomorrow
- What is the curriculum of the future? 22nd Century
- Institutional pride – we are doing the same things as others, Let’s get visible and stand out
- There’s no more going it alone
- Training leaders & leadership training
- What does it mean to build from our stated base: developing leaders & leadership skills?
- Getting out of the comfort zones
- We should have RISK assessors (insurance companies) underwrite college growth

Unity College Leaders in Sustainability: THEMES FROM DAY 1 CLUSTERING:

1. Broader Collaborative Outreach- Local, state, Federal, colleges, High schools, corporations, NGOs, institutions, other...
2. Leadership, communication, conflict resolution & sociological skills for students, faculty & staff
3. Academic rigor and excellence in all Unity College Majors and fields of study
4. Diversity and Inclusiveness
5. Revolutionary academic leadership in the Unity College approach to education
6. Economic and social equity and environmental justice – People / Planet / Profit
7. Financial viability for sustainability practices, all levels of government, academia, corporations, students, individual supporters.
8. Business and Marketing
9. The Community of Unity College
10. Nimble Flexibility for change
11. Building a Beacon – Leaders in sustainability

DAY 2: Ideas on how we could bring our themes to life:

1. How to find something semi-controversial to catch people’s attention?
2. Grow marijuana in our farm
3. Something else like the Bear Study - find the next hook
4. Host the intelligent conversation for sustainability like the Ted Talks
5. The power of convening
6. More national/international partnerships

7. Look at the big issues and who we recruit and majors offered to address those.
8. Have 2 or 3 ongoing project that rotate through every 3-4 years/ Integrate with Ted Talk.
9. Look at Harvard's original 3 year program with lots in-the-field hands-on experience with national and International partners, for credit.
10. Producing leaders in World Preservation
11. See more diversity in faculty, staff and students, Branch out internationally
12. Micro-plastic conference in Europe. Unity College should go as the First US partnership with committee
13. Support faculty who have the potential to make news in their field-grants, impact, international connections, and exposing students to all of that.
14. Unity College West Coast. Expand nationally to attract new people
15. More student awareness of this effort. Broadcast this conversation more broadly- professors, and RA announcements, texting, radio, door-to- door canvassing/ explaining.
16. How to help student feel their voice and opinion will be heard.
17. Broadcast more information about all of our majors and studies.
18. Management plan for invasive species.
19. Vegetative propagation- seed beds in other places
20. Blow up the model of education through what we know how to teach. Go after today's challenges more nimbly in response to needs and issues. Be the school that changes that story- the story of staff.
21. Model solutions and share those with other organization/ companies/ institutions.
22. Go viral – You Tube videos
23. Take over Social Media
24. Seize leadership: train leaders in communication, policy, process, etc. Infiltrate society & subvert it
25. Unity College sleeper cells – big reveal in company solutions

Branding Position

26. Producing leaders in world preservation
27. "Leaders in sustainability" is a yawner
28. We went with "Sustainability Science" to help people know what it means
29. "Sustainability Science: Changing the World"
30. "The World Environmental College"
31. "America's Environmental College"
32. Be patriotic. Take America Bac, Own it! The world needs us.
33. "America's Environmental College- The World Needs Us!"
34. "New England's Environmental College"
35. "Maine's Environmental College"
36. How to live up to the ideal?
37. How to allow ourselves to believe that we are "Americas Environmental College?"

38. We are the only American environmental college that has only environmental majors.
39. How to cope with the perception that there's a huge dropout rate.
40. How to build our self-esteem.
41. "THE Environmental College"
42. We can't do it alone.
43. "The People's Environmental College"
44. "To Create change you Need People?"
45. "Planting seed for Sustainability Generation"
46. "Sustainability Generation"
47. "People's Power for sustainability Generation"
48. "Generation Sustainability: Planting the seeds of Environmental Change"

Broader Collaborative Outreach

- A. Could be international
- B. Have roots in more than one place
- C. Make meaningful impressions that last, through partnerships
- D. Collaborate with our alumni work force
- E. More experience and connections in degree programs for students
- F. Build confidence through real world experience. "All the confidence I have comes from the connections & experiences I have had here at Unity College- not the classroom."
- G. Get to know real world missions and goals outside of the Unity College system.
- H. Students create something that can actually be used (applied learning).
- I. Utilize alumni to do applied GIS courses in their world
- J. This blow sup traditional education models
- K. "Live, Learn, Lead!"
- L. "Experience, Practice, Lead"
- M. "Real, Environmental, Leadership
- N. Bring New Resources to the Table
- O. Builds a community narrative

Leadership, Communication, Conflict Resolution

- A. Create a safe place for conflict and disagreement
- B. Specifying what skills are needed feels granular
- C. We should re-look at our campus-wide learning outcomes.
- D. This is the care of creating /building a movement- leadership skills at many levels.
- E. Could be accomplished with Department Heads doing more outreach to expose students to leadership situations
- F. This is an employer requested skills set – not just science.
- G. Add project management to the list
- H. Too many do not have cultural competency when they graduate
- I. Teach respect for other cultures and views.

- J. Students would feel they're actually being trained to be leaders. It's different from project management.
- K. Is it a class or field experience?
- L. Co-curricular programming
- M. What liberal arts education is all about
- N. Every employee has the to have the cultural sensitivity and competency training to promote our values: Train the Trainer

Diversity & Inclusiveness

- A. Implication for our tuition model making education affordable for people who couldn't ordinarily afford to come – low income, and communities of color.
- B. How to help those folks understand that there are progressions and ways to serve.
- C. Push the hunting aspect
- D. How to invite, enable/empower this target
- E. Our messaging has to have cultural competency
- F. What kinds of diversity are we talking about?
- G. Partner with the Fresh Air Fund
- H. Have an endowed scholarship- Common Ground H.S. 95% minorities and they can't afford us.
- I. Sliding Scale
- J. Online Calculator – affordability
- K. Awareness that environmental careers are real and substantial.
- L. How to connect to mission and cause driven motivation
- M. All these focal points are interrelated
- N. Reach out to regular public schools
- O. How to get Unity College on table as a option
- P. If we're going to serve the world most of it is not white
- Q. Prepare our Unity College culture for being more inclusive
- R. Age diversity-older, military
- S. Diversity of learning styles
- T. Fit in more categories – special needs

Academic Rigor & Excellence

- A. "Change the Story" – Find a problem and work on it
- B. Approach every student and problem independently and gather resources from a borderless pool.
- C. What if we had no faculty- permanent project managers and consultants
- D. Offer Students all kinds of in-filed options
- E. "Real Life Degree"
- F. Maintain a super-high standard of academic excellence
- G. "Some of my most respected and valued professors do not have their Ph.D."

- H. There is a whole new line to allow Master's Degree teachers to survive
- I. How to get the "right" person, not necessarily the highest degrees?
- J. Education is theory and application – you need both.
- K. "A Ph.D. is meaningless unless it has practical application. People have to do real things.
- L. Education should help make the student successful.
- M. How to reward, incentivize, recognize, accomplishment, innovation, courage, and academic risk-taking in the faculty.
- N. How to tie into academics all over the world?

Revolutionary Academic Leadership

- A. What if Unity College had fully functioning industry supporting it- a complete ecosystem of sustainable enterprises?
- B. What if we abandon classrooms and courses for a revolutionary new approach- Go elsewhere, investigate, learning in the field & working with faculty online?
- C. How to have a sustainable enterprise without supporting infinite economic growth?
- D. How to have built-in planned obsolescence –planned innovation?
- E. What if these enterprises made so much economic that student didn't have to pay to come to
- F. Unity College?
- G. What if the people who run sustainable enterprises are our faculty?
- H. What if a grizzled old farmer was a professor?
- I. How to imagine myself as a teacher in this model?
- J. How to have a solid foundation for problem based learning? Do both?
- K. How to accept expertise without practical application?
- L. How to help professor imagine themselves in this model?
- M. Theorist provide foundational learning while the in-field learning is the immersion experience.
- N. Focus on international too
- O. Unity Abroad
- P. Every Unity College student must have local, national, and international experience and preparation for the world.
- Q. Allow students to choose one of the above options, or several options.
- R. Look at WPI-Wooster, MA- IQP & MQP programs- small groups solving problems locally or elsewhere in the world.
- S. How to offer extensive preparation to students for local, state, national and international project/ learning programs?
- T. This is fundamental to what we're talking about. Higher education is changing and we have to change too, or go down.
- U. What if Unity College trains, certifies and prepares existing employees to apply sustainability principles in their organization?
- V. Governments and companies fund positions for their employees at Unity College.

Economic and Social Equity and Environmental Justice – People/Planet/Profit

- A. How to tap into the energy around justice?
- B. People get painted red for the bad behaviors of a few people.
- C. Poor inner-city people
- D. This is underlying understanding and motivation for diversification.
- E. Foundational principle
- F. We could be stronger about this.
- G. Think of the opportunity of serving locally with the intention of expanding nationally and globally.
- H. Students: “We don’t care about money”
- I. “We’re here not to make money. We’re here to make change!”
- J. How to be able to work with people who are concerned about making big money?

Financial Viability

- A. Have a seminar for student to realize that occupations exist for infiltrating the “Big Man” corporate culture.
- B. Some “green Jobs” pay big bucks.
- C. Economics is not salary only – It’s the flint disaster-Penny smart/ pound foolish.
- D. DDT left the scene because their patent expired.
- E. How to incorporate financial literacy across the core curriculum?
- F. “I wish I’d taken more economics earlier. I’ve learned how economics are affected by environmental practices”
- G. “How to infiltrate “the Big Man”?”
- H. How to move ahead without undermining our bottom line?
- I. Economics isn’t taught in high school either.
- J. We should infuse environmental science with economic literacy.
- K. How to put resources behind things you say matter? Use priorities to establish financial investment.
- L. Can we show students where their money went? (See auditing financial statements.)
- M. How to have open and transparent accounting of all the financial realities?
- N. How to change the student perception that the administration is holding secrets?
- O. The President offers to come and talk to students.

Business and Marketing

- A. How to leverage all of these ideas to tell the Unity College story?
- B. BSNS School credentials
- C. Could we be a BSNS incubator?
- D. This may fit under other headings.
- E. “Unity College is doing great with marketing- letting the public know. The website is now way better” – students

- F. The Economy of Education- What are we selling? A degree? What's the commodity? Is it graduates that we are selling to employers? What if we put as much effort in placing Unity College graduates as attracting them here?
- G. "UC sells the means to reach our end- employment"
- H. We've lost the link between the means and the end.
- I. Students are looking for a future.
- J. How to measure that product and track where they go after this and their contributions?
- K. The goal is to create environmental leaders.
- L. The marketing has to be spectacular?
- M. Have frank conversations with students until they understand who, what, where, when, and why.
- N. How to embrace undecided students?
- O. Embrace environmental science students before they're ready to declare majors.
- P. Start talking to students in elementary school.
- Q. What if Unity College is a national attraction for young students to come on vacation and experience the excitement of Unity College?
- R. UC has to be in the national conversation as the unbiased expert on any environmental issue.

The Community of Unity

- A. Belonging/ small family
- B. How to message our value of community?
- C. It's about relationships- Leveraging the power of relationships to teach and effect change in the world.
- D. Community is a tool to achieve our mission.
- E. It's part of the solution.
- F. Connection and identification with the community is very important to some people.
- G. Get to a place of symbiotic benefit for the institution and the community.
- H. We have a hard time retaining people who are not cut from the historic cloth.
- I. How to deal with obstructionism? The Unity College community needs to value outcomes not social capital.
- J. Strength comes when the community is 100% behind the institution.
- K. How to embrace the dynamic, changing nature of our community?
- L. "A divide happens between the classes."
- M. The community is what you make of it. "This place is not just my community but my family.
- N. How to come together- "Unity" as the umbrella?
- O. When Unity College was smaller, we had a close-knit organic community. Now it must be more intentional.
- P. Year-round acculturation

- Q. How to have more signs and training?
- R. Need initial connection and follow-up.
- S. We will achieve Unity through Mission. If we took our mission seriously, we'd be evangelistic about it.

Nimble Flexibility

- A. It costs money to be nimble.
- B. How to make tradeoffs to be flexible?
- C. Become known for taking an idea to implementation in under 5 years.
- D. "It's good to see faculty/staff enthusiasm over these change initiatives."
- E. The mission drives everything.
- F. How to imagine ourselves fitting into the big new vision?
- G. Abandon the illusion of being individual constituents.
- H. Faculty is responsible for curriculum. If they're in charge of developing the product, you'll get what you already have.
- I. How to overcome being insular/isolated?
- J. Look at the success of crowd-sourcing.
- K. How to provide an open conduit for ideas from outside the institution?
- L. Pilot and expand for higher education.
- M. Establish documented alignment between authority and implementation.
- N. How to incent and motivate flexible nimble behavior?

Building a Beacon

- A. It should say "Sustainability Science"
- B. Scale ability: Theoretically we should be able to do anything.
- C. It's not a beacon of perfection, it's being a seed crystal.
- D. Then you can attract others to "bring in the Unity Team.
- E. Beacon means "Warning" and "follow me"
- F. How to expand our capability to be a beacon for everything.
- G. Get national media attention
- H. Unity College should become the obvious choice – anti-Harvard- as head of a pilot.
- I. Unity College is the obvious choice for developing a scalable sustainable environment.
- J. Maine is vacation land. What if Maine becomes Education Land? Make Unity College a bright spot in an educational destination.
- K. Quinnipiac polling made them known.
- L. Unity on the Road TV show.
- M. Elon is a pay-to-enter botanical garden
- N. "The Unity filed is the classroom. That's the attraction."

DAY 3: Brainstorming Action Concepts focused on 4 Themes:

1. Broader Collaborative Outreach
 2. Nimble Flexibility
 3. Revolutionary Academic leadership
 4. Financial Viability
- Advisory vote on concepts

Coming in broad Ideas:

1. I wish Unity could be the resource that other schools and institutions call.
2. I wish Unity College would be an example of greener life for the world to follow.
3. Unity College places 100% of graduates in their field
4. Place 100% of students in the real-world internships
5. Someone from Unity College opens Paris Climate Talks
6. Unity College opens Carbon Intervention Think Tank
7. Unity College breaks rules with innovative practices.
8. Kids sue U.S. Government for Inaction on Climate
9. Unity College sues US Government over Climate Inaction
10. Unity College transforms community XYZ
11. Unity College raises wind turbine in front of White House (or Exxon Mobile).
12. Unity College sues Governor LePage.
13. Students Invent Transformational Environmental Technology
14. College heals community using lesson learned.
15. Unity College opens Engineering School.
16. Unity College bases curriculum around complex systems science.

Broader Collaborative Outreach

17. Hold climate talks- invite organizations and speakers
18. Have a series called Climate Talks
19. Incorporate local community into those programs
20. Invite the arts Community
21. Do better to up our game
22. Co-brand to share grants – MOFGA, Food Hub, Maine Farmland Trust, SRLT, UBR
23. Have students going out to each mini-courses in High School.
24. Make community component mandatory in every class.
25. How to deal with 5 kinds of community involvement in 5 classes/ semester
26. Establish a range of community components from which to pick.
27. Each year class undertakes big outreach project.
28. Build #27 progressively from local to international.

29. Climate doesn't talk, it uses sign language.
30. Make Unity a verb like "Google"- "Unity It!" Compile Unity Data base Search Engine.
31. Scout Organizations in Maine have UC mentor (4H also)
32. Partner and use strategies from other environmental institutions around the world.
33. Partner with other institutions to leverage each person's strength – Resource, not replicate.
34. Partner with the Discovery Channel for a Unity on the Road TV show.
35. Partner with Smithsonian
36. Partner with government to help them be sustainable.
37. Partner with government on rebuilding infrastructure.
38. Partner with AmeriCorps, too.
39. Discovery channel short comedy films – spoof of climate change in the Egypt of Maine – the Melting Ice flows in Norway
40. Do a national magazine incorporating student research
41. Incorporate ALL student research across USA.
42. Building upon ideas in a broader arena to get more notoriety and more students to come.
43. Focus on Unity College partnerships being student-centered
44. Inventory career opportunities, connect with BSNS leaders, and place our students there during their Unity College years.
45. Look at various park services, Acadia National Park representatives more integrated with classroom.
46. Find out what kind of employee there're looking for.
47. Gear collaborative outreach to students being able to solve the big problems in the future.
48. Place our students in the world's sustainability departments because that's where they can do the most good.
49. Students establish the partnerships.
50. Bring in BSNS leaders to teach classes or sections of classes.
51. Students will make a difference- make change.
52. Students will learn about failure and responsibility.
53. Understand multi-dimensional resilience
54. Builds job enthusiasm around making a difference.

Nimble / Flexibility

55. Teach a course on Flexibility and resilience
56. Build curriculum around climate resilience and adaptation.
57. Incorporate how each major effect/connects with climate (real world problems)
58. Organize people and process at Unity College to respond quickly to real world needs.
59. Be willing and able to repurpose ourselves and our people for the next big thing.
60. Have transition exercises.

61. Flexibility training
62. Challenge and problem-centric education model.
63. Give assignments and challenges to students that are impossible to solve.
64. Evaluate on effort instead of outcomes.
65. How can Unity College become what we want to be within the confines of higher education, using our own strengths and creating possibilities?
66. Acknowledge spaces where we are lacking and build those out while doing #65.
67. Heal ourselves so we can work together to be flexible, nimble and meet goals.
68. Work within current financial and planetary (special) boundaries.
69. Create possibilities SWAT Teams to address opportunities.
70. Create a new division in the administration to deal with these ideas.
71. Let go of things to create nimbleness or allow someone else to step in.
72. Bandwidth- acknowledge it.
73. We have to be able to adapt and change in today's world.
74. Adopt an intermediate approach between being too quick to abandon something good and not responsive enough.
75. Stay relevant.
76. Creativity is foundational (classes) along with complex systems science.
77. Stay resilient within our environmental mission.
78. Build more critical thinkers – not memorization and regurgitation, but solving complex issues.
79. Pilot and expand.
80. Teach students to cut through bullshit= bad data.
81. Do sustainable agriculture. Base physical landscape around community resilience.
82. Stay current with educational and scientific research.
83. Build a culture of assessment – what works?
84. Keep communication open and above board – transparency.
85. Host annual meeting of the minds invitational event.
86. Utilize external feedback to evaluate ourselves
87. Trust ourselves and our expertise.

Revolutionary Academic Leadership

88. Bring back wood shop.
89. Develop a robust research and development program for Unity College to respond to world needs.
90. Develop a tech transfer department-propagate and monetize ideas.
91. Research and development for the educational programs – curricular innovation responsive to market needs.
92. Validate/ certify learning no matter where it occurs.
93. Develop Innovation Entrepreneurship Incubator
94. Current breaking research in forms innovation

95. Create appreciation for innovation through research, curriculum design and implementation.
96. Research as a vital part of curriculum development.
97. Integrate compassion and creativity throughout Unity College principles.
98. Foster/cultivate a culture of growth mindset.
99. Graduate with multiple certifications from outside Unity College.
100. Be the low impact sustainability working college.
101. Abandon the idea of majors and prepare for careers or graduate school.
102. Create your own major (see Juniata College)
103. How to prepare people for careers that don't exist yet
104. Become the NASA of higher education
105. What we're doing should be treated like a moon shot- lots of spin offs come out of it.
106. Expect every person to play a role in academic leadership – cross training.
107. Have high expectation and high levels of support.
108. Clear articulation of roles and responsibilities and massive trust to do it.
109. Create an international community where everyone is doing something for Unity College.

Financial Viability

110. Implement ecological economics within core curriculum.
111. Let students have accounting and budgeting skills
112. Spreadsheets are your friend.
113. Project management – team work –group dynamics
114. Figure a way out of rising costs/ loans for higher education.
115. Entrepreneurial education that creates products with market value.
116. Use the Shark Tank model – pitch to funders
117. Zero growth in infrastructure. Use building that exist elsewhere. Don't build.
118. All energy produced on campus and minimize need.
119. Total self-sufficiency
120. Build a pipeline to have students work at the employer site.
121. The B Corp start-up on Unity College campus.
122. Office space in East view
123. Renovate instead of expand.
124. Re-evaluate what we have /what we're missing. Then re-invest.
125. Avail students to our financial planners' services.

Last Thoughts:

- A. Two-themes – Ted talks and moving to untraditional education
- B. New ideas may be good leverage points.
- C. Build on this momentum. Keep up the communication/discussion to accomplish this.
- D. Retain the leaders we have in place.

- E. I'll speak for 5 minutes at faculty meeting about this. – Carrie Eaton.
- F. Call the students to April 26 for the first and second year project.
- G. Education reform and economic viability- invest in a farm or ourselves to support Unity.
- H. Innovation, Improvements, Perseverance
- I. Think Tank that gets ideas on the table.
- J. I'd like to see these ideas shared on Facebook.
- K. Make an art exhibit of all of this.
- L. Outside and inside certification
- M. Integrated complexity science
- N. Don't get cynical. Don't fall into complaining.
- O. The last four days have been fearless, optimistic, expansionist and good for us.
- P. The first day was hard work
- Q. We will catalog these ideas
- R. New York meeting with agency next week to merge the ideas in one document.
- S. Further re-imagining of higher education
- T. Brand story moving forward.