FIRST UPPER MIDWEST

Board Attendees:

Laurie Shimizu, Mark Lawrence, Yoji Shimizu, Steve Peterson, Doug Frisk, Jane Peterson, Gene Jasper, Bryan Herbst

1. SWOT analysis

Strengths

Some pieces in place to execute a flexible strategy

Strong corps of lead/key volunteers

Core team of FUM leaders can solve problems and execute on ideas

Strong and passionate community

# of teams and breadth of geo area

Relationship with state leaders

Many corporate sponsors interested in continuing team support

Weaknesses

Communication with teams, mentors, students

No fundraising engine, therefor can't provide resources

Volunteers concentrated in metro area

Lack of diversity – teams, board, event pool

Impact of field realignment is unclear

Community doesn't understand what FUM is doing

Communication

Metro vs non-metro divide

Transparency

Real or perceived concentration of power among a small # of people

Opportunities

Hubs/alliances/coalitions would benefit from overarching structure

Providing resources for teams – how to build a robot, etc

Providing support during covid-19 e.g., guidelines on how to meet, content, etc

Improving relations with alumni

The fields and setting up STEM centers around them

COVID-19's virtual nature matches well with our scale

Ecosystem realignment

HTK partnering

Collaborate with FTC and FLL teams

Get student leaders developed as alumni leaders

Direct mentor support (finding, fundraising strategies, business skills)
Supplementing the teacher role

Improving community relationship with schools

Think "gap filling" rather than complementary

Supporting underrepresented teams and members

Threats

Mentor workload

COVID-19

Reduced sponsors

Reduced # of teams

Lack of substantive engagement with alums as leaders

Lots of time being spent to solve rubik's cube of '21 competition

Teams moving from FRC to other less expensive programs

2. Goals brainstorming

Priority	Who	Success measure	Area	Goal Idea
A	TAMS chair, Doug	100% of teams have at least one member	Communication	Need our own contact list for mentors
A	Jane	Survey indicates it was useful	COVID-19, uncertainty	Provide guidelines to teams on meeting safely, talking points, share ideas between teams, have a range of options, share and curate best practices
A	Jon	All meetings published	Transparency (communication)	Publish meeting summaries
A	TAMS chair	Newsletter published each month	Communication	Regular contact with mentors to share information, etc. via a newsletter product
A	Steve, Board	New chair	Support	Identify new chair of TAMS from board
A	Gene	We get requests from Ken	Relationships	Connect better with Ken (Provide Ken with a way to provide us input on team needs)
A	Gene/Steve/Bryan	Identify programs we want to fund	Resources / money	Generate more funding to allow us to do more
A	Steve	Written and distributed	Transparency	Write a year-in-review that describes what we're doing
A	Steve, Jane	Implemented plan	Transparency	Stronger approach to recruiting board members (publish criteria, call to discuss being a board member, AMA)
A	Steve, Jon	Post on web site and in mentor comms. Number of people asking how to help	Transparency	How to get involved
A	Jane	Survey indicates its useful	COVID-19	Group multi team sourced document on tactics that teams are taking for fall in MN

Board Minutes

A	Yoji, Mark	Participation of teams in seeking award	Diversity	Use funding to incent teams to drive diversity. Sponsor an award to a team for diversity ideas at State Tournament. Develop a grant program to support diversity work by teams.
B			Several (communication)	Is there data that could be collected from mentors to help identify what needs to be done?
B			Resources	Get more people involved in what we're doing in FUM
B			Alumni	Create an alumni advisory committee
C			Resources	Resource page / a place for people to go to get information they are looking for / community / curated
C			Community building / alumni	Formal leadership training for student leaders (bonding, skills training)
C			Community building	Develop a floater program for a couple of the CRH fields
C			Community building	Develop training that could be delivered at CRH fixed locations
C			Collaboration	Identify ways to work with HTK on FLL and FTC
C			Relationships	Connect better with HTK
C			Resources	Staff a position to handle communications