

Assurance Argument
University of North Dakota

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1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1

The University of North Dakota (UND) is a public, state-supported institution.

The University's 2018-22 Mission Statement was part of UND's larger strategic planning process, titled [One UND](#), and was approved by the [North Dakota State Board of Higher Education \(SBHE\) on April 26, 2018](#). Through a campuswide, collaborative process, the University identified core values of community, discovery, diversity, inclusivity, liberal arts and lifelong learning, along with seven goals to accomplish by the end of 2022.

In March 2022, UND launched a [campuswide strategic planning process](#), which led to the current [UND LEADS](#) Strategic Plan. The broad-based, campuswide input led to the drafting of an updated Mission Statement that was announced on Jan. 20, 2023. The five core values of UND LEADS — Learning, Equity, Affinity, Discovery and Service — serve as UND's foundation for the future. The updated Mission Statement was approved by the SBHE at its meeting on [Feb. 23, 2023](#).

1.A.2

UND's mission, "To provide exceptional educational experiences that enrich the lives of North Dakotans and the global community through excellence in teaching, innovative research and meaningful engagement," is supported by the UND LEADS Strategic Plan and its five core values of [Learning](#), [Equity](#), [Affinity](#), [Discovery](#) and [Service](#). The new Mission Statement rearticulates and continues UND's values and overall mission, with the goal of supporting instruction, scholarship, research, creative works, service and cultural purpose.

1.A.3

UND's [Mission Statement](#) stresses the importance of enriching the lives of North Dakotans and the global community. This is also the focus of an accompanying Vision Statement, which identifies "a sense of wonder, a love of discovery and a commitment to serve" as vital to ensuring that UND is a place where everyone knows they belong — a place that embraces diverse peoples, perspectives and ideas.

The five core values from the UND LEADS Strategic Plan further describe the above commitment and support the Mission Statement. The new Mission Statement and vision are consistent with the previous Strategic Plan and Mission Statement in that they identify research, service, discovery and equity as the focal points of UND's vision. Work will continue as the University and all its components align their work with the new plan and mission.

1.A.4

Academic Offerings

UND offers more than 225 on-campus and online degree and certificate programs. Many programs, including Law and Medicine, Airport Management, Aviation Safety & Operations, Unmanned Aircraft Systems Operations, Petroleum Engineering, Esports, Indigenous Health and others, are unique within North Dakota or distinctive throughout the region. For example, [UND's Aviation program](#) has one of the largest collegiate training fleets in the world and is highly respected in the aviation industry. [UND's Nistler College of Business and Public Administration](#) ranks in the top 5% in the world. UND is one of only 840 institutions worldwide with a business school accredited by the Association to Advance Collegiate Schools of Business.

Student Support Services

UND's student support services, as well as the University's many physical improvements on campus, show UND's commitment to support students in ways appropriate to the institution's mission to provide exceptional educational experiences. As mentioned above, these experiences are designed to enrich the lives of North

Dakotans and the global community through excellence in teaching, innovative research and meaningful engagement. Examples include:

- [Student Academic Success & Career Engagement](#) serves UND students by providing academic support, academic advising and career engagement.
- [The International Center](#) provides orientation, advising and resources for international students, as well as cultural programming for the campus and community.
- [The Indigenous Student Center](#) is a gathering place for Indigenous students to find support in their academic, social and cultural development through programming, community and events.
- [TRIO](#) addresses barriers to retention and completion through various programs, including [Student Support Services](#), [Ronald E. McNair Program](#), [Educational Opportunity Center](#), [Upward Bound](#), [Talent Search](#) and [Community Housing Navigation Program](#).
- [One-Stop Student Services](#) streamlines processes by assisting students with financial aid, billing and payments while also helping them connect with other campus resources.
- [The Office of Student Diversity & Inclusion](#) provides support and advocacy for students of color through advising, education and success initiatives.
- [The Pride Center](#) is dedicated to creating a more supportive and inclusive campus community for LGBTQ students, faculty and staff through intersectional programs, education, support resources and advocacy.
- [The Writing Center](#) provides a space and community for students, faculty and staff to discuss their work in progress with a writing consultant.
- [Math Active Learning Lab](#), a student-centered environment for learning mathematics, provides a space that supports active learning, including interactive instructional software, coaching from faculty, graduate teaching assistants and tutors, and weekly focus group meetings.
- [Veteran & Military Services](#) offers support for active duty military members, veterans and/or their dependents, and ROTC students/cadets, with a primary goal of helping these service members and their families achieve academic success at UND.
- [The Center for Innovation](#) offers a great example of UND's commitment to transformational learning through its [experiential learning opportunities](#).
- The [University Counseling Center](#) supports students by providing mental health services, outreach and support.
- The newly opened [Experiential Learning Center](#) serves UND students through collaborations within higher education, community and industry leaders to develop and support accessible, engaging and innovative experiential learning opportunities.

In addition, UND has made important additions to the campus to enhance and support student services. Examples include:

- A new student union provides updated technology and facilities to better serve the changing needs of the student body. Features of the new [Memorial Union](#) include a large variety of meeting rooms and study spaces, ranging from individual study pods to group study spaces — all fully equipped with reliable Wi-Fi, improved cellular service, high-definition screens, white boards and modern collaboration technology.
- Significant renovations were made to the [Chester Fritz Library](#), including a virtual reality lab, 3D printing facilities and the housing of [University IT](#).
- The new [Nistler College of Business & Public Administration](#) building, which opened in Fall 2022, provides students with entrepreneurship space, highly flexible learning environments, a "career closet" with donated clothes, and a student engagement hub with integrated advising and career development services.

Enrollment Profile

UND's current [student body profile](#) shows that the University enrolls a broad range of students, varying in level of study, major, intended degree, age, ethnicity and origin. The Undergraduate and Graduate [Academic Catalog](#) shows that UND offers a variety of academic programs that support its mission. UND's commitment to serve Grand Forks, N.D., and the region is further shown through the University's [enrollment of North Dakota and Minnesota](#) students. For instance, of Grand Forks County's 2,880 students enrolled in the North Dakota University System, the vast majority, 2,172, are enrolled at UND. As reported in the (ultimately successful) application by UND and the city of Grand Forks for the 2021 [Larry Abernathy Award](#), population trends by age in the greater Grand Forks area show a 9%, 22% and 17% increase in the respective age groups of 25-29, 30-34 and 35-39 over a seven-year span.

1.A.5

The institution communicates its mission publicly through a variety of channels. Key among these is the [UND LEADS Strategic Plan website](#).

[UND Today](#) serves as the University's official news source and focuses on stories directly related to the University's values, goals and institutional priorities. Starting in Fall 2023, monthly special issues of UND Today are dedicated to describing the ways the Strategic Plan is impacting the institution's work and supporting the fulfillment of our mission.

Information related to UND's goals, plans and priorities also are found in public comments made by President Andrew Armacost, including his annual State of the University Address and in his biweekly videos highlighting programs and components of UND that represent our mission. Examples include [Support Upcoming DEI-Related Events](#), [Civility Matters When Communicating](#), [President Talks with Strategic Plan Committee Co-chairs](#), and [New Agreements, New Opportunities](#) at UND.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1

The University of North Dakota's (UND) commitment to serving the public through its educational role can be found explicitly in the University's previous and current Mission Statements. This is further evident in the University's new UND LEADS Strategic Plan, particularly in the plan's [core value of service](#), which states that UND "engages in collaborations that serve the evolving needs of our people, tribal nations, the state of North Dakota and our global community."

In service to our state, UND prepares students for a rapidly changing workforce, expanded economic opportunities that retain talent in the state, and contributing to the cultural and educational vibrancies that make our communities strong. UND embraces collaboration and cross-disciplinary work to meet the unique needs of the people and communities across all of North Dakota. Examples include:

- UND's [Energy and Environmental Research Center](#), which leads the way in developing [carbon capture, utilization and storage, as well as oil, gas, coal, hydrogen and other renewable energy sources from across North Dakota](#).
- Work with [ND HOPES](#), a multimillion-dollar suicide prevention grant that serves populations in western North Dakota, including rural residents, veterans and LGBTQ youth.
- The [Small Business Development Center](#) (SBDC), which is a statewide outreach program of the Center for Business Engagement & Development within the Nistler College of Business & Public Administration. The SBDC is a partnership with the US Small Business Association, the Bank of North Dakota, and UND.
- UND's College of Education & Human Development's recently launched Office of Teacher Recruitment and Retention, which addresses teacher shortages throughout the state and nation.

In addition to its support of the public good, the University responds to public needs through the curricula it provides. The University's [School of Medicine & Health Sciences](#) is the only medical school in the state, and it is committed to educating and graduating medical doctors to serve in North Dakota's rural communities. In fact, [79% of family medicine physicians](#) in North Dakota graduated from the UND School of Medicine & Health Sciences or completed in-state residency. In addition, 60 out of the [78 total admission seats](#) each year are reserved for students who are [residents of North Dakota](#) or who have significant ties to the state. UND has a strong commitment to serving diverse and underrepresented communities through initiatives to enhance educational opportunities for Native Americans, such as the [Recruitment & Retention of American Indians into Nursing](#) (RAIN) program and the [Indians Into Medicine \(INMED\)](#) program.

As another example, UND has the only [law school](#) in the state, and as a result, has helped shape the legal environment of North Dakota. The UND School of Law provides practice-ready lawyers who can help North Dakotans cope with their state's growth in population and economic development.

1.B.2

As a public institution, UND has no investors or private organizations to which it is beholden. The University functions as a component of the [North Dakota University System](#), and as such works to prepare students for a broad range of professions by providing, among other things, traditional academic programs, graduate studies, research, and service opportunities.

An example of UND's focus on its educational responsibilities can be seen in the work of the [Task Force on the Future of Education](#). The Task Force team was assembled in the fall of 2020 and charged with:

- Developing short- and long-term strategies for building an academically and fiscally robust environment that can satisfy the educational needs of the next generation of UND students.
- Educating the University community about key issues facing higher education today and also about what the future might hold for education at UND.

The Task Force finished its [final report](#) in October 2021 and identified eight solutions with specific steps within each solution. Examples of the solutions include:

- Solution 1: Attract and retain new and underserved student populations by increasing diversity and retention among students, faculty and staff; and restoring strong and collaborative relationships with Indigenous nations.
- Solution 2: Support liberal arts education and recognize its value in the workforce.
- Solution 4: Shape instructional design and technology to enhance learning.
- Solution 7: Support inclusive and diverse educational experiences, high-impact practices and pedagogies.

- Solution 8: Build institutional capacity to support the educational mission of UND.

With the update of UND's Mission Statement and the new [UND LEADS Strategic Plan](#) in January 2023, UND continues to show its commitment to its educational priorities.

1.B.3

Evidence of UND's commitment to community engagement opportunities is widespread. UND sponsors a wide variety of public service activities that respond to the needs of external constituencies, communities and stakeholders. UND's wide range of public service activities includes sports, entertainment, the arts, academic resources and expertise, and nonacademic courses for personal and professional development.

The [Office of Extended Learning](#), located in the Division of Academic Affairs, offers a wide variety of the above-mentioned nonacademic courses. All courses are available online, and the offerings include a variety of subjects from nutrition and hospitality to Real Estate and Death Investigation Training. In addition, UND's continuing education credit offerings meet the needs of continual learning requirements for many professional fields and are competitively priced, ensuring access and affordability.

UND's [Experiential Learning Center](#) serves UND students through collaborations within higher education, community and industry leaders to develop and support accessible learning. Additionally, the [InternGF](#) program, a partnership between the UND Center for Innovation and the Grand Forks Region Economic Development Corp., bolsters the region's recruitment and retention efforts by showcasing regional companies, career opportunities and community assets.

Additional educational and entertainment opportunities, available without enrollment or credit obligations, are available through facilities such as the [Chester Fritz Auditorium](#), [the Burtness Theatre](#), the [North Dakota Museum of Art](#) and the [Empire Arts Center](#) in downtown Grand Forks. Many educational enrichment activities are available to the community such as the [UND Writers Conference](#), the [Eye of the Hawk Lecture Series](#), the [2022 Be Bold UND Women in Leadership Summit](#), and pop-up events such as the [virtual webinar on the war in Ukraine](#), which featured five faculty members who had lived experiences tied to Ukraine. These programs contribute significantly to the area's cultural vibrancy and enhance the quality of life, while also advancing UND's commitment to community engagement.

The University also contributes significantly to the vitality of the Grand Forks-area community and surrounding region by providing an extensive menu of Division 1 sports. UND's athletic teams have achieved great success and enjoy a large, loyal and enthusiastic fan base, one that extends across the community, region and state. These teams create bridges between campus and the community, and provide gathering places at the world-class Ralph Engelstad Arena, Betty Engelstad Center and city-owned Alerus Center. Besides sports, these venues also host musical and theatrical performances for local residents and a variety of other community events.

The relationship between Grand Forks and UND is exceptionally strong, as evidenced by the city and University recently winning one of America's highest awards for outstanding [town/gown relations](#): the [Larry Abernathy Award](#) from the International Town and Gown Association. The award is given annually to a city and university that together best exemplify the mission of the International Town and Gown Association and show a willingness to collaborate for the betterment of their campus and community. [The projects highlighted by the award](#) include:

- How the city and the University “turned University Avenue’s aggravating potholes into a powerful new path to progress.”
- Extensive partnerships, [workforce development projects](#), research efforts and other [joint initiatives](#) that the city and UND have developed in recent years.
- How [robust internship programs](#) are transforming students into Leaders in Action and building a steady, ready workforce for Grand Forks.

Another example of the strong relationship between Grand Forks and UND is UND’s annual “[Wake Up to UND](#)” event. This collaboration between UND and The Chamber of Grand Forks and East Grand Forks spotlights the University’s new initiatives and calls attention to ongoing partnerships between UND, Grand Forks and Grand Forks Air Force Base. Most recently, the event showcased the UND LEADS Strategic Plan, the new Nistler College of Business & Public Administration and a [cooperative partnership agreement](#) between UND and the Air Force base, as well as the competitive (and academically relevant, at UND’s Aerospace school) world of [drone racing](#).

For over 100 years, the [Franklin Club](#) is another example of the strong connection between UND and the Grand Forks community. According to the original Franklin Club Constitution, "Its purpose shall be to promote the social and intellectual lives of its members and the community. Recognizing that the interests of the State University and the people of the city of Grand Forks are interwoven and that the importance of fostering cordial relations and a mutual understanding of the problems and aims of each, all in the general public interest, the membership shall be divided as equally as practical between those directly connected with the University and those not so connected." The club continues to meet on the third Thursday of each month, with approximately 85 members.

Each year, UND hosts a [Career Expo](#) that invites students to explore possibilities as they network with employers and practice interview skills. The Career Expo presents a unique environment where UND faculty, staff and students mingle with local and national employers.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1

The University of North Dakota (UND) offers curricular and cocurricular engagement opportunities for students. According to the [assessment plan](#) developed by the University Assessment Committee, any course or activity required to earn a certificate, minor or degree is considered "curricular," while all other activities are considered "cocurricular."

Cocurricular departments and activities are found throughout the divisions of Student Affairs and Academic Affairs and include the [Experiential Learning Center](#), Housing & Residence Life, Student Diversity & Inclusion and many others. These areas provide opportunities for student growth and academic development through services, support, education and involvement experiences.

UND exists within a global society that requires awareness, understanding, appreciation and engagement with diverse populations. The University's [previous Strategic Plan](#) (known as the One UND Strategic Plan) called for increased opportunities for intentional cross-cultural interaction and engagement among students, staff and faculty. Under the new [UND LEADS Strategic Plan](#), the core values of equity, affinity and service create a framework for educating informed, empathetic and knowledgeable citizens.

Institutional action has brought about increased and more focused efforts to advance diversity, equity and inclusion (DEI) for faculty and staff across campus. The [Teaching Transformation and Development Academy \(TTaDA\)](#) recognizes the importance of supporting and celebrating diverse backgrounds of students, both in and outside the classroom. TTaDA provides professional development offerings for faculty and staff focused on inclusion, identity, diversity and equity. [TTaDA's diversity and inclusion offerings](#) are meant to help faculty infuse DEI and leadership skills throughout their

learning outcomes and curriculum, to foster inclusion and to increase global and social competencies.

[LGBTQ Ally Training](#) through the Pride Center offers a similar example. As of Summer 2022, more than [240 faculty and staff](#) have completed this training. And thanks to this training, individuals and departments have implemented changes that have created more inclusive environments and services, the Pride Center director reports. For example, the director of UND's Student Health Services has implemented annual LGBTQ Ally Training for the office's health care providers and staff. The dean of the College of Nursing & Professional Disciplines created a collaborative effort with the School of Medicine & Health Sciences and the Department of Social Work on LGBTQ practices, inclusion and care for the health care disciplines. The University's registrar provided LGBTQ Ally Training for the North Dakota Association of College Registrars, and annual training in Residence Life includes topics of LGBTQ inclusion as part of resident assistant training.

The UND LEADS Strategic Plan recognizes the importance of cocurricular opportunities in fostering cross-cultural interaction, learning and understanding. Campus cultural programming initiatives include [Martin Luther King Jr. Day](#), [Time Out Wacipi Powwow](#) and [cultural nights](#). These events require close collaboration between UND staff and identity-based student organizations such as the Black Student Association, Native American Law Student Association, Chinese Student Scholars and many others. UND currently has 41 culture and language-related recognized student organizations.

Moreover, in addition to large-scale events, there are a variety of speakers, presentations, workshops, and training programs offered to students. During the 2021-22 AY, Student Diversity & Inclusion planned and offered more than [60 cultural and identity-related cocurricular programs](#) and events.

UND has continued to support programming initiatives focused on awareness, education and engagement of diversity. These include long-standing events such as [Take Back the Night and the Clothesline Project](#), which focus on sexual assault prevention and intervention. Several other diversity-centered events have been offered for decades and include the [Feast of Nations](#), a large celebration of culture and community; the [UND Writers Conference](#), a three-day event featuring prominent authors and themes that encourage diversity of thought; and the [Timeout Wacipi Powwow](#), a two-day, regionally celebrated powwow held on the UND campus. All of these events are open to the public as well as to UND students, faculty and staff. The past two years have seen an increase in attendance at these events. This suggests that UND is supporting DEI-related programming not only financially, but also through stronger endorsements and publicity campaigns.

Curricular opportunities focused on fostering inclusion, justice and global awareness are found across many colleges and departments. These include a [diversity and inclusion certificate](#), [study abroad opportunities](#) and the [American College of Norway](#). Changes were made to UND's general education program, [Essential Studies](#), following the

assessment of the learning goal for intercultural knowledge and skills in 2016. The two previous goals of U.S. Diversity and Global Diversity were combined to create [Diversity and the Human Experience](#). A new [Analyzing Worldview](#) requirement was set up to address the deeper threshold concepts of privilege, oppression and self-reflection. As of the Fall 2022 semester, there were 59 courses identified as Diversity of Human Experience courses, and 43 courses meeting the Analyzing Worldview requirements.

Additionally, the [Breadth of Knowledge and Special Emphasis requirements](#) of the Essential Studies program ensure that students are graduating from UND not only learning the skills found within a liberal arts education, but also understanding that education's value. The [learning goals of the Essential Studies](#) program look to set UND students up for success in their careers.

These curricular offerings prepare students to become better citizens by ensuring that students are comfortable with diversity and cultural awareness, both on and off campus. Exposing students to experiences different from their own helps students build empathy, gain greater understanding of people, become more open-minded and help others feel safer and more confident.

Citizenship speaks to the relationship between an individual and society. The National Survey for Student Engagement is a survey tool used to measure student engagement. In the four [surveys administered from 2014 to 2021](#), UND seniors maintained relatively consistent results for the questions focused on the connection between oneself and society and others, specifically others with diverse perspectives and identities.

1.C.2

Since UND's last assurance report, the University has adopted processes meant to improve equity within hiring and employment. Individuals serving on applicant-interview or search committees must first complete training that addresses discriminatory hiring practices and bias.

The Offices of Human Resources and Equal Opportunity and Title IX have [resources available](#) that specifically address employment equity, including affirmative action, discrimination and harassment, accommodations and nondiscriminatory processes for collecting information from applicants. UND has a required training for search committee members that all members of the search committee, for both internal and external searches, must complete. This training is housed within Vector Solutions. A member of the Human Resources Recruiting team reviews the list of all committee members and assigns the training module to anyone who has not completed it within the last two years.

In addition to employment and hiring practices, UND has several departments and programs that work toward advancing equity and inclusion for diverse populations. These include the TRIO programs, which focus specifically on providing support resources to income-eligible and first-generation students; Accessibility for Students,

which provides qualified students with disabilities an equal opportunity to participate in all UND programs and activities; and Veteran & Military Services, which helps service members and their families by providing resources for academic success.

After the closure of The Women's Center in 2018, UND began a partnership with the Community Violence Intervention Center, [CVIC at UND](#). A Grand Forks-based nonprofit, CVIC offers support services to UND students and employees who have been impacted by intimate partner violence, sexual assault, harassment and stalking. The organization also provides prevention and education services.

As part of the "inclusivity" goal of UND's previous Strategic Plan, the One UND Strategic Plan, [two faculty fellows for diversity and inclusion](#) were hired. A faculty fellow for inclusive excellence in Essential Studies was hired with the expectation that the individual would spend 30% of their time, from Fall 2018 to Spring 2019, focusing on instructional improvements within Essential Studies, specific to the Intercultural Knowledge and Skills goal. The second faculty fellow for inclusive excellence was hired at 40% time and focused on staff and faculty development related to inclusivity and excellence in the workplace.

In 2018, the UND School of Medicine & Health Sciences hired its first-ever [associate dean for diversity, equity and inclusion](#). This administrator works to implement and improve efforts at the SMHS in relation to gender, social class, sexual orientation and ethnicity. The associate dean's office also works to maintain DEI accreditation standards for each department in the SMHS.

On Feb. 7, 2020, UND adopted a [Land Acknowledgement Statement](#), an inclusive process that called upon the knowledge and expertise of our tribal partners. The statement was endorsed by the University Senate, Staff Senate and Student Senate, and it serves as an example of shared governance. The statement is found in several places on campus, primarily but not exclusively at diversity-related events. During the Summer 2022 academic commencement, the University president included the statement in his remarks. During the inaugural DEI Conference in 2022, one session described how institutions often fail to follow up on Land Acknowledgement Statements by putting the statements to use. The session served as a reminder that without action, a Land Acknowledgement Statement is just words.

In August 2021, UND's president created the position of [special assistant to the president for diversity and inclusion](#). This role has been pivotal in advancing conversations and actions related to diversity, equity and inclusion at UND. The position provides oversight to and assistance for the:

- Inclusion Ambassadors Program, an effort to liaise with equity and inclusion efforts in individual colleges or divisions.
- Diversity Equity & Inclusion Statement Working Group.
- Graduate Student of Color Mentoring Program.
- Faculty of Color Association.

- Office of Student Diversity & Inclusion.

The special assistant to the president for diversity and inclusion recently hired a director of the Pride Center for Gender & Sexuality and a director for the Indigenous Student Center. Both roles primarily will focus on identity-specific support for students. The Pride Center director will continue to expand education and training opportunities for faculty, staff and students. The director of the Indigenous Student Center also will focus efforts on building and maintaining tribal relations.

In the early 2000s, UND experienced significant departmental and programmatic losses in the areas of supporting diverse student populations. But during the past several years, the University has made meaningful efforts to recover from those losses. There is still work remaining, but the institution is fully engaged and has made inclusion and equity a priority, as evidenced by the equity and affinity core values of the new Strategic Plan.

1.C.3

Every two weeks, UND's current president shares a video message with the campus community. In many of these messages, the president stresses the importance of valuing and respecting people. He acknowledges [events](#), [holidays](#) and [observances](#) and discusses the significance of these. The videos create awareness and appreciation of the [identities](#) that make up our campus community.

Since UND's last assurance argument, there also have been advances in procedures relating to [gender inclusion](#). Students can update their gender pronouns in systems across campus and, in many instances, this will trigger the change to most other systems they are using. The University offers gender-inclusive restrooms across campus, on-campus gender inclusive housing and identity-specific resources and support.

The University's Teaching Transformation & Development Academy (TTaDA), has provided opportunities for the campus to engage in reading and conversation about diversity, equity and inclusion. The [book group discussions](#) also include conversations about the importance of campus climate and belonging. For instance, Spring 2023 featured "Academic Ableism" by Jay Timothy Dolmage, and Fall 2021 featured "Diversity's Promise for Higher Education: Making It Work," the latter including a panel discussion with the author, Daryl G. Smith. Saeed Jones' "How We Fight for Our Lives" and Ibram X. Kendi's "How to be an Antiracist" were the book reads for the 2020-21 academic year.

There are a number of colleges and departments across campus that have created diversity, equity or inclusion statements. These include, but are not limited to, [the School of Medicine & Health Sciences](#), [the Honors Program](#), the School of Law, the [North Dakota Space Grant Consortium](#) and the [College of Education & Human Development](#). The statements show a robust commitment to diversity, equity and

inclusion, with many including sections that make the discussion specific to the school or college's field of study.

UND organized and hosted its first-ever [Diversity, Equity & Inclusion Conference](#) in October 2022. The [DEI conference](#) was made possible by the financial support of the president and multiple academic college deans, and by the planning and dedication of DEI-focused departments on campus. The conference welcomed more than 400 attendees from UND and across the North Dakota University System. With more than 20 presentations and panel discussions, participants learned from those who do DEI work at UND, across the region and nationwide.

In 2020, the University president launched a [Diversity & Inclusion Task Force](#). The task force was charged with identifying ways to create more opportunities for diversity and inclusion at UND and to identify areas of need related to diversity, equity and inclusion. The task force was made up of students, faculty, staff and community members, and it published its findings in a report, [Diversity & Inclusion Task Force Recommendations](#).

One of the recommendations focused on assessing the current diversity and inclusion climate across campus and addressing related concerns. A [campus climate working group](#) has been formed, and it is developing plans to administer a campuswide climate survey. The working group also intends to have the data disaggregated so that colleges and departments can create targeted plans for improvement based on their own student, faculty and staff responses.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The cornerstone for a farsighted, forward-thinking university is a mission that is visible to the general public and foundationally supports the institution's actions and decisions. The University of North Dakota (UND) has had a series of timely missions, with the latest being created as the world emerged from a pandemic that changed the thinking behind many prior practices and assumptions.

This new mission is anchored in the great traditions of higher education but is transformative as well as flexible enough to respond to the currents of a changing world.

UND's mission commits the University to using compassion, empathy, motivation and perseverance to serve the public good. It creates a system for learning from mistakes, and it maps a path forward to serve the people of North Dakota, the region and beyond.

The mission's ability to inspire action that addresses issues of public concern serves students, scholars and the state of North Dakota well. Integrated throughout the mission are goals and guidelines that inspire individuals to work for the success of the whole. Also included are features that recognize the many differences between individuals while ensuring the fair and equitable treatment of all.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1

Per section 1.A.1 above, the University of North Dakota (UND) underwent a process to simultaneously update the University's mission and develop a new strategic plan. The president approved the new UND LEADS Strategic Plan in early 2023 and presented it to the campus community. The State Board of Higher Education (SBHE) [voted to approve UND's new Mission Statement](#) on Feb. 23, 2023.

2.A.2

Evidence of operational integrity is found in the institution's policies governing the various functions and in subsequent procedures, training and reports, as presented below.

Financial Integrity

UND operates with integrity by showing compliance with state and federal regulations. There are many [SBHE policies related to financial affairs](#), and they provide direction on topics ranging from budget management and control to purchasing, tuition and fees, and specific expense policies. Evidence of compliance includes:

- [The biennial budget report](#), which shows UND's sources and uses of funds reported to the system.
- The [FY 2021 Annual Financial Review of the North Dakota University System \(NDUS\)](#), which shows the UND Composite Financial Index (CFI) for the past three years in the "above" CFI zone, thus requiring no review.
- Mandatory [internal control training](#) required annually for employees with direct responsibility or involvement in cash handling, maintaining official records,

budget control, and compliance with laws and regulations, as well as those working in high-risk functional areas.

- An [institutional policy regarding investments](#) with [quarterly reporting](#).
- The most recent [Moody's bond rating](#) issued in August 2021, which affirmed UND's Aa3 high-quality issuer rating.
- The University [Senate Budget Committee](#) and its work. The committee enables faculty and staff input to help the administration create and implement a budget that supports the University's Strategic Plan.

Academic, Research, Scholarly and Creative Activity Integrity

Many [SBHE policies related to academic affairs](#) and several [University Senate committees](#) have been established to help guide and oversee academic and scholarly activities, policies and procedures. UND maintains several academic policies in a variety of sources. These include the following policies, handbooks and catalogs:

- [Misconduct in scholarship](#) policy.
- [Academic Catalog](#).
- [Faculty Handbook](#).
- [Code of Student Life](#).
- [Conflicts of Interest in Research Policy](#).
- [Sponsored Project Payroll Confirmation](#).
- [Policy and Compliance Program Manual for United States Export Control Laws and Regulations](#).
- [Use of Controlled Substances in Research](#) policy.
- [Human Trafficking](#) policy.

Evidence of compliance with these policies includes:

- An active [University Assessment Committee](#), charged with assessing academic and cocurricular programs and ensuring continuous improvement in the quality of educational programs and learning environments across campus.
- The University's [documentation process](#) and system for reporting and addressing academic dishonesty.
- UND's Institutional Review Board, which requires all researchers to complete [human subject education](#) as required by federal guidelines and reviews all proposals for conducting human-subjects research.
- The University's achievement of [full accreditation](#) by the Association for the Accreditation of Human Research Protection Programs (AAHRPP), thereby demonstrating UND's commitment to quality and accountability in its human research protection program.
- UND's commitment to protecting student privacy in adherence with the federal Family Educational Rights and Privacy Act (FERPA). Employees with access to student data are required to complete FERPA training annually, and the [Office of the Registrar maintains a website](#) with resources for faculty, staff and students.

- The University's Chief Integrity Officer (Director of Policy & Administration) position in the Office of the Provost.

Human Resources

Many [SBHE policies and procedures](#) center on personnel. The [Staff Handbook](#), [Faculty Handbook](#), [Code of Student Life](#), [Student Athletic Handbook](#), and several [UND policies](#) administered by the Office of Human Resources speak to the many ways UND ensures fair and ethical behavior. Evidence of compliance includes:

- Mandatory [employee training](#) and annual completion of [conflicts of interest forms](#), or as needed.
- Annual theft and fraud prevention training (not required for student employees).
- Annual safety training, including “Slips, Trips and Falls” and “Back Injury and Lifting.”
- [A fraud reporting website](#) that provides resources for how an employee can report fraud, compliance and ethics issues, and general human resource matters.
- [HR-published resources](#), including a [recruitment best practices](#) bibliography for attracting and hiring quality candidates.
- Required training for individuals participating in hiring interviews.
- Annual Clergy Act training for those who have obligations to report incidents related to required reporting.
- Annual training related to Title IX for those who have obligations to report sexual misconduct per employee reporting obligations in [Title IX Sexual Misconduct policy](#).
- UND's [Equal Opportunity & Title IX Office](#), which receives about 150 reports of protected class discrimination and harassment (including sexual violence) per year — and in collaboration with other departments as appropriate, offers supportive measures to all impacted individuals. Of those reports, approximately 15 escalate to formal complaints per year. This number includes formal complaints of sexual violence and all types of protected class harassment and discrimination, whether against students or employees. Additionally, the department [provides training](#) for all UND personnel involved in receiving and resolving reports of protected class harassment and discrimination (including sexual violence), with a goal of providing a fair and equitable resolution process.
- Adherence to federal laws and regulations requiring certain [notices and statements](#) (including [job advertisements](#)) to carry UND's nondiscrimination and equal opportunity policies.

The North Dakota University System (NDUS) has an [Office of Compliance and Ethics](#) that strengthens the NDUS culture of compliance and ethical conduct by increasing the visibility, effectiveness and support of compliance activities on each campus. For example, there is an [online option](#) for reporting policy violations and ethical dilemmas.

Auxiliary Functions

The University provides several auxiliary services. As institutional departments, these auxiliary units must adhere to the same policies, procedures and protocols already referenced throughout this document. Examples include:

- [Dining Services](#)
- [Housing & Residence Life](#)
- [Parking Services](#)
- [Student Health Services](#)
- [Conference & Event Services](#)
- [Wellness Center](#)
- [Ray Richards Golf Course](#)
- [University Children's Learning Center](#)
- [Memorial Student Union](#)
- [Chester Fritz Auditorium](#)

Public-Private Partnerships

The institution engages in key partnerships with private industry companies to improve the campus experience and achieve the University's mission. The University has succeeded in these partnerships, as evidenced by UND's important role in the [Northern Plains Unmanned Aircraft System Test Site](#), the opening of a [new steam plant](#) expected to deliver [energy savings and reduced emissions](#), and [housing improvement projects](#) enhancing the [on-campus living experience](#).

Repatriation Efforts

On Aug. 31, 2022, UND announced to the campus and wider community that human remains, known as ancestors, and sacred objects from Indigenous communities were discovered on campus. As part of this [announcement](#), the president made a formal statement, held a press conference and conducted town hall meetings for the Indigenous student and faculty community, UND alumni and the remainder of the UND community. The president was informed that the ancestors and sacred objects were discovered in March 2022. The administration determined that the best and most respectful course of action would be to actively engage representatives from numerous tribal nations to ensure that repatriation efforts would be done properly and with the advice of tribal representatives. This was done, and repatriation efforts are still ongoing at the present time.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1

Members of the public have many different options for gathering information about the University of North Dakota (UND). Several public-facing social media accounts are maintained, including [YouTube](#), [Instagram](#), [Facebook](#), [X \(Twitter\)](#) and [LinkedIn](#). Use of the [#UNDProud](#) hashtag connects these accounts. In addition, UND maintains many news blogs, with the most well-known being [UND Today](#) and the student-run [Dakota Student](#).

UND's most accessible presentation of information is its [website](#). The UND website underwent a major redesign beginning in 2017 and completing initial implementation in 2019. The goal of the new website is to be "[aesthetically pleasing, easy to navigate and mobile friendly](#)." When working through the redesign process, student recruitment and creating a "virtual front door" were the most important redesign goals. Unit-level websites are the responsibility of the department or unit they represent. A [major audit](#) of UND's web presence was completed in the 2020-21 AY, and it focused on accessibility, search engine optimization and quality assurance.

Academic Information

Each academic program at UND has its own landing page and content. These pages — referred to as "Program Finder" pages — include information about the program, including learning outcomes, available experiences, accreditation information, licensure exam pass rates, information on what occupations are common for graduates with that degree, facts from the U.S. Bureau of Labor Statistics showing salary data, a sampling of courses, and admissions and degree requirements, among other topics. These pages go through an [annual audit](#) by each department to review the program information, claims for outcomes and admissions information. These pages also pull information directly from the current Academic Catalog to ensure the most up-to-date information is displayed.

Several webpages cover [Admissions](#), and they provide information for audiences that range from [high school counselors](#), [parents](#), and [freshman applicants](#), through [graduate](#), [medical](#) and [law](#) students. Specialized admission information also is available [for transfer students](#), including a site for “[Transfer Course Equivalencies](#),” where hundreds of online course-by-course transfer equivalencies by institution and five state-level agreements are provided and updated on a regular basis.

A special Admissions page also is found for [military students](#), who may face different challenges. Individual course information for [self-paced enroll anytime courses](#) and [professional development](#) opportunities also exist. The general public often is interested in these programs.

Student Costs and Financial Information

As part of Admissions, there are several pages covering [cost and aid](#). This includes a [detailed breakdown of costs](#), a [general tuition calculator](#) and a [net cost calculator](#) for independent use. The tuition calculator asks for general information about the student, the intended program and the degree level sought before it calculates a cost estimate based on the current year’s data.

The average dollar amount of aid received by students is listed at \$12,700 on the [financial aid homepage](#). Information on applying for financial aid is a significant focus on the [One-Stop Student Services site](#). This also includes recent information on how UND continues to use its [CARES Act funding](#).

The One-Stop Student Services office helps students with topics related to educational finances including financial aid, billing and payments. The office also connects students to other resources on campus to make sure all questions are answered. The office’s [website](#) contains information on financial aid, scholarships, dates and deadlines, and financial forms with a secure file-drop option. One-Stop also provides a [UND Financial Guide](#) and [Student Consumer Information](#).

Academic policy information for students is also easily available in the completely online [Code of Student Life](#) and [Academic Catalog](#). The Code of Student Life is reviewed and updated annually by the Code of Student Life Review Committee. The committee reaches out to colleagues from across campus for feedback. All proposed changes follow the Code Review Process as outlined in the Code of Student Life, Section I.C.1.

The [Academic Catalog](#) also is published annually. Curriculum changes follow a multistep approval process in which, depending on the type of request, approvals are needed from some or all of the following: the academic college, Graduate Committee, University Senate Curriculum Committee, University Senate, HLC, North Dakota University System (NDUS) Academic Affairs Council and the State Board of Higher Education (SBHE).

The policies found in the Code of Student Life and the Academic Catalog are supplemented by the [Office of Community Standards](#), [academic advising](#) websites and a [Program Finder search page](#). Both offices and all the program pages include online contact forms for student use. Many colleges and departments have policies that apply to students as well. Some handbooks are posted online (e.g. [BFA in Visual Arts](#), [Graduate Nursing](#) and [Medical](#)) to provide additional program information for individual specialties.

University Data

Data on student success, demographics and other metrics is readily available through the [University Analytics & Planning \(UAP\) page](#). The data offers information on enrollment, grade distribution, student course evaluation, student profiles broken down by academic standing, national survey results and degree reports, among other topics.

Parts of this large database are summarized in [factbooks](#), [fact cards](#) and [brochures](#) every year. Snapshots of this data are included in the [student body webpage](#). [Dashboards](#) are provided for UND faculty and staff for easy viewing of large numbers of reports on admissions, enrollment, student success and benchmarking against peers. All of the dashboards are interactive and can filter data so that faculty and staff can access accurate data on their own.

For information not found in the dashboards, UAP will help faculty and staff find and/or run reports on requested data. The UAP office also submits data for federal and state reporting, as well as multiple [external reporting surveys](#) on behalf of the University.

Accreditation

[Accreditation](#) is a major menu heading on the [About UND](#) page. As the page notes, UND is institutionally accredited by the Higher Learning Commission. [Over 30 other accrediting bodies](#) have approved various academic programs and other components within UND (see also 4.A.5). [More about HLC accreditation is found within the Provost's office](#) with links to further information. The [Law School](#) and the [Medical School](#) maintain links about their specific accreditation information.

Governance Structure

Administration is also a major menu heading on the [About UND](#) website. The Administration page offers profiles of senior leaders at UND and contains subheading links for the [offices of the President](#) and [Provost](#). The page also links to the [NDUS website](#). Governance on campus includes the [University](#), [Staff](#) and [Student](#) Senates, and each has its own webpage. All three Senate websites include the bylaws, committees, constitutions, member lists, agendas and minutes.

2.B.2

A large part of the educational experience at UND includes the cocurricular aspects of campus. The experiences offered at UND support all of the University's core values, as listed in the UND LEADS Strategic Plan (Learning, Equity, Affinity, Discovery and Service).

Every student, whether on campus or as a distance learner, has the ability to connect with others and build a sense of community with the institution. The [online Events Calendar](#) is a great place for students to start, as it lists events of all types happening across campus. The [Student Life](#) page includes information about housing, dining, diversity and inclusion, health and wellness, student involvement, and Memorial Union student spaces. There are more than 250 [student organizations](#) at UND for students to join. Examples include:

- Academic clubs, such as the [Accounting Club](#) and [Graduate Resource Alliance for Students in Psychology](#).
- Sports and gaming clubs, such as the [UND Lacrosse](#) and [Games Club](#).
- Culture and religion clubs, including the [Bangladesh Student Association](#) and [Jewish Student Organization](#).
- General interest clubs, such as the [German Cooking Club](#) and [Poolman Leadership Academy](#).

UND offers [study abroad](#) experiences over Spring Break and during shorter summer terms, as well as for a full semester or an entire academic year. Currently, [12 countries](#) offer either direct-enroll or exchange programs, and the presence of 10 affiliate providers expands the countries available to almost anywhere.

UND's fine arts students showcase their creative works through art exhibitions and music and theatrical performances. The [Annual Student Art Exhibition](#) showcases both undergraduate and graduate students in the Visual Arts programs. The Department of Theatre Arts hosts [multiple musicals and plays](#) each year. The [Pride of the North](#) Marching Band is well-known for its performances at UND events and games, while the many [ensembles](#) for choir, band, opera, orchestra and more perform in [ensemble and student showcase concerts](#) throughout the year.

[Athletics](#) hosts its own website, and it provides extensive information. Website visitors can find information on each team, including coaches, a roster, schedules and statistics, as well as information about UND's [sports facilities](#), [recent news](#) and services for student athletes ([Student-Athlete Handbook](#), [Hawkademy](#), [Schubert Athletics Study Center](#)).

The [Research](#) webpages have information that describes [economic development](#), [grants](#), [corporate engagement](#), [compliance](#) and [the Research Institute for Autonomous Systems](#). The School of Graduate Studies has joined North Carolina State University in offering [Accelerate to Industry \(A2i\)](#) to provide additional skills to graduate students

preparing to enter the workforce. The School of Graduate Studies also hosts an annual [Three Minute Thesis \(3MT\)](#) competition and [Graduate Research Achievement Day \(GRAD\)](#); both of these are meant to showcase UND graduate students' research and scholarly activities. The UND School of Medicine & Health Sciences hosts the [North Dakota IDeA Network of Biomedical Research Excellence Annual Symposium](#), an event that showcases undergraduate research across the state. Students participating in the [McNair program](#) present at a [McNair Research Symposium](#), and the UND College of Arts and Sciences hosts the [UNDergraduate Showcase](#) every year.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1

The North Dakota State Board of Higher Education (SBHE) is the governing board for the University of North Dakota (UND). The [SBHE](#) "was established by an initiated measure approved by the voters of North Dakota in 1938 which added Article 54 (now Article VIII, Section 6) to the [state constitution](#)." As identified in [UND's Constitution](#), the governance of UND is vested by state law in the SBHE which, accordingly, has final authority in all matters affecting the University but entrusts execution of plans and policies and the internal administration of UND to the president in consultation with faculty and administrative officers.

Per SBHE [Policy 302.7](#), the SBHE Research and Governance Committee is charged with ensuring "the effectiveness of SBHE governance through thoughtful, focused attention placed on strategic evaluation and improved SBHE performance." The committee leads the assessment and improvement of the SBHE by helping to develop and implement [meaningful orientation](#) of Board members. The Board uses an annual self-assessment and actively tracks and publishes performance measures related to its strategic plan to ensure it is meeting its legal and fiduciary responsibilities.

Self-Assessment

The SBHE performs an annual self-assessment to strengthen Board culture, increase effectiveness, create a vehicle for feedback and address concerns. The Audit Services office of the North Dakota University System (NDUS) completed the FY 2022 assessment using a [Board Development Instrument](#), which was approved by the SBHE in 2017. The [executive summary](#) of the self-assessment was compiled and presented to the SBHE at the [April 2022 meeting](#), during which time the Board voted to approve the [self-assessment](#) and return it to the SBHE Research and Governance Committee to prioritize and develop an action plan.

Strategic Plan

The SBHE has a five-year [Strategic Plan](#), one developed with significant stakeholder engagement as outlined in the [strategic narrative](#) for the plan. A [public dashboard](#) tracks performance on achieving the goals, including annual reporting of performance and progress toward the goals in the Strategic Plan. Additionally, the SBHE publishes a [biennial review](#) outlining the goals and plans of the Board and NDUS and documenting progress in those areas. The results show that more than 150 policies and procedures have been standardized since 2014.

2.C.2

Organized in 1990, the NDUS includes two research universities, four comprehensive regional universities and five community colleges. Led by the chancellor, the NDUS staff supports the SBHE's mission "to enhance economic growth, social vitality and quality of life for North Dakota through the discovery, sharing and application of knowledge."

[SBHE Policy 100.6](#), Item 3, declares that the SBHE will "provide the leadership and governing environment necessary to maximize the opportunities for the NDUS colleges and universities to be successful in fulfilling their individual missions and enhancing the economic and social vitality of North Dakota." Actions taken by the SBHE show fulfillment of this responsibility and the Board's support in preserving and enhancing UND.

The SBHE supports the fiscal needs of UND and all NDUS institutions. Evidence is provided below for each of the past three biennial legislative sessions:

- [Biennium 2019-21](#)
- [Biennium 2021-23](#)
- [Biennium 2023-25](#)

The SBHE regularly supports requests for new academic programs, reorganizations, terminations and tuition rate structures. One example is the Board [granting approval for UND to offer a bachelor's degree in Esports](#), making UND the first institution in North Dakota to offer that major. The SBHE Academic and Student Affairs Committee also

approves academic and nonacademic programs. Other examples of approvals include numerous graduate certificates creating pathways to credentials at UND, such as:

- [March 2022](#)
- [January 2022](#)
- [September 2021](#)
- [June 2021](#)
- [May 2021](#)
- [November 2020](#)

Furthermore, some certificates at the graduate level were built into the master's degree programs, so that if students need to pause or stop out, they still leave with the approved certificates that they have earned.

Additional evidence of the Board's involvement includes [SBHE approval of UND's request](#) to offer a master's in Athletic Training in alignment with the national accreditation body requirements, and SBHE approval of [adjusting the School of Law nonresident tuition rate factors](#) to help the school be more competitive.

SBHE support for policy and process adjustments in alignment with institutional needs is shown by the Board's listening to faculty feedback and making several amendments prior to approving revisions to [Policy 605.3: Nonrenewal, Termination or Dismissal of Faculty](#). The SBHE also [actively seeks additional vetting](#) from staff and faculty, including the Council of College Faculties (CCF), prior to approving proposed amendments to Policy 611.2: Employee Responsibility and Activities: Intellectual Property.

Another example is the Budget and Finance Committee's review and tabling of [proposed amendments](#) to Policy 812. The original policy, which was revised in part due to concerns raised by UND, provides guidance for campuses on the engagement of in-state vs. out-of-state legal counsel. The SBHE was concerned the revisions could limit the institution's ability to hire legal counsel that is best for its campus needs.

During the COVID-19 pandemic, the SBHE authorized the chancellor, after consulting with the SBHE chair and/or vice chair, [to waive SBHE policies or policy sections](#) as necessary to ensure [UND could make decisions in a nimble and responsive manner](#). The SBHE [approved the resolution regarding the use of face coverings](#) on NDUS campuses during the COVID-19 pandemic, allowing for UND to adopt policies and procedures as appropriate for the institution.

Additionally, the SBHE provided leadership in reviewing legislative proposals and actions and advocating on behalf of the NDUS system. This is shown in the NDUS system's legislative billing [tracking reports](#) and [summary reports](#), which include impact statements on how various bills would require institutional action such as policy and procedure reviews. And in 2021, both the SBHE and the chancellor testified and submitted letters in opposition to [Senate Bill 2030](#), which they, in agreement with the

1,400+ petitioners coordinated by the Council of College Faculties (CCF), [considered detrimental to higher education in the state](#).

Many building authorizations, approvals and financing arrangements to improve the campus infrastructure and financing were supported and approved by the SBHE. Highlights of those approvals include:

- [UND's Housing Resolution](#) to proceed with acceptance of vendor for public-private partnership and approval to proceed with private development of new and renovated student housing to improve on-campus housing for UND students.
- [Approval of request](#) authorization to proceed with construction of Nistler Hall, the UND Nistler College of Business & Public Administration building, pending certification of local match funding to OMB and the North Dakota Industrial Commission.
- An [ADA compliance](#) project linking two heavily used academic buildings.
- [Approval for UND to request](#) permission from the 2021 Legislative Assembly to pursue refinancing options for the Technology Accelerator Building bank loan.
- Calling a special meeting to review and vote on the new UND Memorial Union, which was [approved](#) to both allow the interim UND president time to consider the project and yet not delay UND in moving forward.

Additional support from the SBHE includes support for donor and alumni relations at UND, as shown by the recent approval of three name changes. First, the UND College of Business & Public Administration became the [Nistler College of Business & Public Administration](#) in recognition of Werner and Colleen Nistler's donor support. Second, [approval to rename](#) the School of Entrepreneurship & Management as the Middleton School of Entrepreneurship & Management, in recognition of donor Tom and Konnie Middleton's donor support, also was granted.

The Board also [approved renaming](#) the High Performance Center as the Fritz Pollard Jr. Athletic Center, in recognition of UND's appreciation for diverse people, experiences and ideas. Pollard Jr. was one of the first black graduates of UND in 1939 and was a charter inductee to the UND Athletic Hall of Fame in 1975.

2.C.3

The SBHE governs the institutions in accordance with the North Dakota Constitution and state statutes. Changes to the SBHE may be made only through the state constitution and legislative action. The [seven citizen members](#), each serving four-year terms, and one student member, serving a one-year term, are [appointed](#) per the North Dakota Constitution by the state's governor as vacancies occur. The Council of College Faculties and NDUS Staff Senate select a single nonvoting faculty and staff advisor, respectively. The member responsibilities are clearly defined in the [SBHE policy manual](#), which specifically states members are to "be an advocate for the NDUS without special regard to a particular institution, interest, political affiliation, community or constituency."

The SBHE considers UND's interests and specific needs during deliberations, balancing them against the needs of the other institutions within the NDUS. Multiple voices may be heard at the SBHE via designated faculty, student and staff representatives. Legislators attend SBHE meetings, and members of the public often are present. Attendees are given opportunities to speak during the meetings. UND administrators are provided with opportunities to speak to the SBHE, to Board members and with legislators via testimony.

A recent example providing a clear demonstration of the SBHE's willingness to review and consider the interests of University stakeholders is the establishment of the [SBHE Research & Governance Committee Policy](#). The policy arose from a Chancellor's Cabinet study regarding ways in which the SBHE and system could better address the system's needs. The SBHE Research and Governance Committee was established to ensure that the SBHE and NDUS are serving the research needs of the institutions which make up the NDUS, including the two research universities in the system, namely UND and North Dakota State University in Fargo. The committee also acts to ensure the effectiveness of SBHE governance through thoughtful, focused attention placed on strategic evaluation and improved SBHE performance.

One external constituency of great importance to UND is the UND Alumni Association & Foundation, which "fosters a tradition of philanthropic support, leading efforts to raise and manage funds that secure a strong future for University of North Dakota and its students, faculty and alumni," as the Foundation's mission states. Foundations of this sort are defined by [SBHE Policy 340.2](#) as "independent, nonprofit organizations established to support and advance the mission and objectives of an institution or institutional functions, including an athletics booster association for which an institution is ultimately responsible or accountable under athletic association or conference rules."

Because the Foundation acts in support of UND, the SBHE has responsibility "for ensuring the integrity and reputation" of the Foundation's actions as part of the Board's responsibility for governing the NDUS. The SBHE maintains lines of communication with Alumni Foundation officers as part of protecting UND's interests while ensuring that the Foundation's voice can be considered during decision making.

2.C.4

The SBHE has policies that present the [core values](#) of the SBHE as well as an [Officer and Employee Code of Conduct](#). These policies clearly exhort SBHE members and NDUS officers and employees to uphold the highest ethical and professional standards, including all laws, regulations, policies and procedures, and also including the avoidance of unethical behavior.

Adherence to the core beliefs and the Code of Conduct is taken seriously and considered a way to maintain the health and integrity of the NDUS, including UND. This

is evidenced by the fact that these policies include reporting requirements for violations. Related policies include:

- [Conflict of Interest.](#)
- [Political Activities.](#)
- [Internal Audit Charter.](#)
- [Required Reports of Violations.](#)

[Conflict of Interest](#) and [Political Activities](#) outline annual disclosure requirements as well as the process for the SBHE members to avoid and manage potential conflicts of interest. The forms required under this process are completed annually and generated by the NDUS Office of Audit and Compliance.

2.C.5

[SBHE Policy 100.6](#) states that “each institution properly retains substantial responsibility for its own affairs, [so] the Board and the system honor the integrity of each institution and its people.” The SBHE policies continue by clarifying the roles of the chancellor and SBHE and responsibility for policy, overall direction and planning. The institutions’ presidents are charged with implementing SBHE policies and direct operational control. The SBHE views UND’s president as the CEO of the institution, with the right and responsibility to manage UND within the overall policies and directives issued by the SBHE and the chancellor. [Subsections 5 and 7 of SBHE 100.6](#) delineate the operational expectations of institutional presidents, which include academic policy, planning and quality assessment.

The SBHE delegates to the president of each institution full authority and responsibility to administer the affairs of the institution in accordance with SBHE policies, plans, budgets and standards, including the management and expenditure of all institutional funds, within budgetary and other limitations imposed by law or by the SBHE. Specifically, in [SBHE Policy 402](#) Delegation of Admission Authority, the SBHE delegates to institutions authority to adopt policies and procedures governing admission of students to the institutions on an individual institution basis, as long as they are consistent with SBHE guidance.

The president is to consult with the chancellor on [decisions of mutual interest](#) and to ensure effective and broadly based participation in the decision-making process from faculty, staff, students and other stakeholders. UND affirms the relationship between the SBHE and the institution within its own [constitution](#).

The SBHE’s history, core values, operating procedures and structure and function are consistent with standards described in the HLC’s Criteria for Accreditation, Criterion 2, Core Component 2.C. However, it must be recognized that the decisions the SBHE makes regarding UND often are influenced and constrained by the fact that the SBHE acts as a governing board for the entire NDUS and, concerning budgetary matters, must work through the State Legislature and governor.

[SBHE Policy 421](#) discusses curriculum and academic program requests. This policy states that “each institution shall establish procedures for program requests” and lists which types of requests must also be approved by the State Board and chancellor. UND has developed a clear [curriculum process](#) with a variety of review levels, depending on the request type. At a minimum, requests are reviewed at the department and college levels, as well as by the University Curriculum Committee. Some changes also may be reviewed by the Graduate Committee or the SBHE.

The [University Curriculum Committee](#) is a University Senate subcommittee whose purpose is “to aid, advise and recommend approval ... and to ensure coherent interdepartmental curriculum changes.” The committee ensures that proposed changes maintain academic integrity, address general curriculum issues and ensure a University-wide curricular perspective.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

2.D

The University of North Dakota (UND) has long expressed its commitment to free expression and the ideals of academic freedom. These concepts have been enshrined in the [University Constitution's](#) statement that "the University is a forum for ideas, and it cannot fulfill its purpose of transmitting, evaluating and extending knowledge if it requires conformity with any orthodoxy of content and method. Tenure, academic freedom and faculty rights are the foundation of UND practice with respect to faculty retention and dismissal and are basic to the University's mission of teaching, research and service."

UND follows policies drafted by the State Board of Higher Education (SBHE), which sets educational policy for each of North Dakota's higher education institutions.

In 2021, the North Dakota Legislature made changes to the North Dakota Century Code, reflecting the free speech principles contained within North Dakota Constitution [Art. I, § 4](#), also known as the North Dakota Declaration of Rights. Specifically, the Legislature sought to emphasize the importance of both academic freedom and free speech, and it did so by stressing that neither of these values would be infringed at the state's institutions of higher education.

Century Code chapter [15-10.4](#) stated specifically that free speech rights must be protected in North Dakota's institutions of higher learning. The chapter also included protections for student and faculty free expression, forbade student-on-student discriminatory harassment and prohibited the creation of "free speech zones," where opinions may be contained to predesignated corners of the University. The chapter also directed the SBHE to create policies consistent with the Century Code, which the Board did in SBHE Policy 401.1: [Academic Freedom](#), as well as with SBHE Policy 503.1: [Student Free Speech and Expression](#), and SBHE Policy 503.3: [Student Political Rights](#).

Academic freedom, in particular, is emphasized as a critical element of the University. In Section I: Responsibilities and Privileges of the [Faculty Handbook](#), faculty have responsibilities to students, colleagues, the University, the state and the broader community. UND's Faculty Handbook includes commitments to both academic freedom and free speech at the institution. Additionally, on April 7, 2022, the UND Senate passed a [Resolution on Defending Academic Freedom](#), which reiterated the belief that

academic freedom (including efforts to advance equity and justice) is critical to the mission of the University.

[UND Code of Student Life, Section V, A](#): Student Organizations contains an explicit prohibition on censoring ideas through the abuse of funding for said organizations, further emphasizing the commitment of the University toward promoting diverse ideas through student activity.

Concerning students, [Section I.1 of the Faculty Handbook](#), Nos. 2 and 3 specifically articulate faculty responsibilities for:

- Maintaining in their classrooms and elsewhere an intellectual and attitudinal environment in which students are stimulated to learn, ask questions and explore alternative approaches to problems.
- Respecting students as persons, being concerned about their progress, and being willing to hear their points of view without prejudice.

Further, academic freedom is protected through [SBHE Policy 605.1](#), which emphasizes that “academic freedom applies to all scholarly pursuits,” and the protection of which is the purpose of awarding tenure in the North Dakota University System. Awarding tenure requires a lengthy process with multiple levels of review at the institution, and UND follows these policies to ensure that the reviews are conducted with integrity and thoroughness.

Free speech also is addressed in the context of student events, and reference is made to the [Events, Demonstrations, Fixed Exhibits & Short-Term Rentals Policy](#), most recently updated in August 2022. Here, the protections for expression guaranteed by the U.S. Constitution and SBHE policies are identified as guiding factors for event management.

In the event that either faculty or students feel as if they have had their rights to free speech or academic freedom violated, UND has offices and procedures in place to assess and address such concerns. Specifically, these are the [Standing Committee on Faculty Rights](#) and the [Student Academic Standards Committee](#).

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1

At the University of North Dakota (UND), the offices of [Research & Sponsored Program Development \(RSPD\)](#) and [Grants & Contracts Accounting \(GCA\)](#) facilitate the process of obtaining extramural funding and administering awards that are received. [Research Compliance & Ethics \(RCE\)](#) manages areas of compliance related to work with animals or human subjects.

Staff from the Division of Research & Economic Development take steps to keep current with new policy developments, including attending in-person and virtual training provided by the [Federal Demonstration Partnership \(FDP\)](#), the [Council on Governmental Relations \(COGR\)](#) and the [National Council of University Research Administrators \(NCURA\)](#). COGR and FDP hold three meetings each year, and representatives from the UND Office of the Vice President for Research and Economic Development (VPRED) attend each of these meetings.

By communicating with the associate deans for research in each of UND's colleges, VPRED informs UND faculty and staff about updates in federal guidance. Also, UND is a recipient of federal funding from agencies of the U.S. Public Health Service (PHS). As such, UND renews its research misconduct assurance by submitting a report annually to the Office of Research Integrity (ORI). This is required by the [U.S. Public Health Service Policies on Research Misconduct](#), at 42 C.F.R. Part 93.301. UND's director of Policy and Administration, an executive in the Office of the Vice President for Academic Affairs, operates as the UND research integrity officer and manages accusations of misconduct in scholarship on campus.

In recent years, UND has grown the development and enforcement of [export control](#), research security and conflicts of commitment and interest policies and processes,

areas of rapid growth of interest and regulation by the federal government. This includes updating the [Conflict of Interest Policy](#) (non-research) to include conflicts of commitment, expanding the application of the policy to all campus employees and deploying an online system for conflict of interest training and disclosures.

A [Conflicts of Interest in Research policy](#) was also adopted to identify and manage situations in which financial or other personal interests could bias or compromise – or have the appearance of biasing or compromising – objectivity or judgment relative to research.

Federal agencies will be releasing frameworks regarding research security requirements in the near future, and in anticipation of those requirements, UND has secured funding from the North Dakota Legislature to support secured computing options on campus, and the Division of Research & Economic Development is preparing to create a staff position to oversee compliance.

2.E.2

Most of UND's policy decisions on research integrity are spurred by directives from the federal government. When a change in policy is proposed at the federal level, advance notification of the potential change is made in the Federal Register, and comment periods are open for stakeholders to contribute feedback before a final rule is put in place. UND is a member of the Federal Demonstration Partnership and the Council on Governmental Relations, both of which monitor these updates and provide feedback to the federal government.

Policy development and revision is an ongoing process at UND, whether in response to federal directives or local circumstances, and whether occurring administratively or via committee action. The University shows a number of strengths in its efforts to oversee and support ethical practices in research and scholarship, led by the University's Chief Integrity Officer (Director of Policy & Administration) position in the Provost's Office. For example, [Formulation and Issuance of University Policies and Procedures](#) and [PolicyStat](#) software have been implemented on UND's website to distribute and facilitate policy access and information to campus.

To ensure that all investigators and research personnel receive adequate education in human subject protection, the UND [Institutional Review Board](#) (IRB) requires all researchers to complete [human subject education](#), as required by federal guidelines. There are multiple forms of education offered, including online and in-person variants, modules geared for new researchers and continuing education for experienced personnel.

Researchers are required to engage in this education every three years, and proof of education must be provided to UND's IRB before the Board will approve a proposal to engage in human subject research.

UND's Office of [Grants and Contracts Accounting](#) has recently implemented an online system. The new system provides a more efficient and less burdensome tracking process as it replaces the paper-based reporting system for sponsored funding.

The [IRB](#) is accredited by the Association for the Accreditation of Human Research Protection Programs, while the [Institutional Animal Care and Use Committee](#) (IACUC) is accredited by the [Association for Assessment and Accreditation of Laboratory Animal Care International](#). Both of these accrediting bodies are nationally recognized. The IACUC is a compliance committee established in accordance with U.S. Department of Agriculture and U.S. Public Health Service requirements. This committee reviews all animal-related activity to ensure humane care and use of animals on campus, in compliance with federal regulations.

2.E.3

Ethics of Research

All students, as well as faculty and staff, are bound by UND's [misconduct in scholarship](#) policy. The vast majority of academic programs use a training tool for teaching the [ethics of research](#) called the Collaborative Institutional Training Initiative ([CITI Program](#)). In addition to the CITI platform, some departments offer training in research ethics through other means as well. Examples include:

- Biomedical Science offers a specific course for students, namely [BIMD 516-Responsible Conduct of Research](#).
- Population Health uses an additional training course from the Sanford Health System, an external partner.
- Occupational Therapy requires students to complete a [specific session](#) or assignment within a course focused on ethics in research training.

Information Resources

Information Literacy is one of the goals of UND's undergraduate [Essential Studies](#) (ES) program for general education. That goal is to train students to “access and evaluate information for effective, efficient and ethical use in a variety of contexts.” This goal is one of six (Section 3.B.2) that, taken together, define the expected general education learning outcomes for all undergraduates, and thus clearly signals the University's commitment to guiding students in ethical use of information resources.

In addition, one of the listed outcomes for [English 130](#) — a prerequisite for many ES courses that focus on the Information Literacy goal — is for students to be able to “locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials.”

In 2023, the North Dakota University System (NDUS), in conjunction with the North Dakota State Board of Higher Education (SBHE), implemented a new policy requiring all

new students to meet a [Digital Literacy Requirement](#) for graduation in any associate- or bachelor-level degree program. Institutions across the NDUS are continuing to find ways to implement this requirement by the fall of 2024. For UND's part, the University has begun the process of adding a Digital Literacy requirement to the ES program, complementing the existing goal of Information Literacy.

2.E.4

The University and the NDUS have a number of policies that address academic honesty and integrity across all areas. For example, there are policies covering ethical and professional conduct, as well as human resources policies addressing topics such as New Employee Training, Privacy of Personal Information and Nepotism. The Research and Economic Development offices have policies that focus on research integrity and safety.

The vast majority of UND's institution-wide policies are posted in [PolicyStat](#), so they are readily available to all campus constituents. In addition, there are college and department-specific policies and procedures serving specialized purposes (e.g., laboratory safety protocols or standard operating procedures) for those academic or departmental units.

Each year, UND employees must complete Annual Notification of Policies training through the VectorSolutions website. Other annual training includes training for Title IX; the Family Educational Rights and Privacy Act (FERPA); Theft, Fraud, Abuse and Waste; and the University Code of Conduct. Employees also complete a [Conflict of Interest form](#) annually to ensure any conflicts are known and can be addressed as needed.

The University Code of Conduct declares UND's expectation of ethical and professional conduct by all employees. If violations are suspected, reports can be made to a supervisor, senior management or the whistleblower [online form](#). In addition to the Code of Conduct, other policies that apply to employees and encourage reporting include policies for:

- [Harassment or discrimination.](#)
- [Ethical conduct in research, scholarship and creative activity.](#)
- [Student financial aid statement of ethical principles.](#)
- [Employee responsibilities and activities: theft, fraud abuse and waste.](#)
- [Conflict of interest.](#)
- [Code of Student Life.](#)
- [Faculty Handbook.](#)

Certain areas (such as research involving human or animal subjects) embrace a stringent enforcement policy due to the elevated risks involved. There are mechanisms in place to help with this enforcement, including the confidential fraud hotline, which can be used to report concerns about any issues.

Other areas, such as research misconduct, have more specific policies in place to govern the inquiry and disposition process. For example, if [misconduct in scholarship](#) is alleged, the case will be reviewed by an integrity officer. If an allegation is deemed warranted, an inquiry process is conducted to collect data related to the allegation, inform the respondent as required and appoint an inquirer to determine the veracity of the complaint.

If the situation warrants, enforcement can include the retraction of offending scholarship, suspension of personnel, or even termination of employment. The operating philosophy across campus has been to identify inappropriate behavior and educate or take any necessary means to ensure the behavior is not repeated. Although UND does not have its own requirements for annual reporting of the number of instances of misconduct and noncompliance, there are requirements at the federal level.

Both the [IACUC](#) and the [IRB](#) are required to submit annual reports to federal agencies. National accreditation organizations for IACUC and IRB publicly post lists of organizations current on their annual assurances. In the event of egregious misconduct involving human subject research, the Division of Research & Economic Development is required to report the misconduct to the U.S. Department of Health and Human Services' Office of Research Integrity (ORI). There is also a requirement to report allegations and investigations of research misconduct, generally, to the ORI on an annual basis.

UND is committed to best practices, in policy and in implementation, related to academic and research honesty and integrity. UND is successful in disseminating policy information electronically, using both the [Research Newsletter](#) and the University newsletter, [UND Today](#). UND has taken steps to synergize research compliance functions by creating the Office of Research Compliance & Ethics. This entailed combining the IRB, IACUC and Institutional Biosafety Committee administrations into a single office, with a single online presence.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The University of North Dakota (UND) is committed to acting with integrity and conducting all of its operations and activities in an ethical and responsible manner. At all levels, beginning with the State Board of Higher Education through the University administration and extending to individual departments and programs, UND and the North Dakota University System follow established policies and procedures to ensure that end.

Core principles animating the institution's operations are *openness* and *transparency*, and the University endeavors to present its nature and operations clearly to students and to the public. This happens through information sources such as the institutional website, via processes such as strategic planning that engages individuals across the spectrum of institutional stakeholders, and by engaging in responsible acquisition, discovery and application of knowledge by faculty, staff and students.

Freedom of expression and the unrestricted pursuit of knowledge are cornerstones of teaching and research at UND. In addition to long-standing policies that articulate those commitments, the University shows its vigilance in protecting these principles through mechanisms such as tenure, shared governance bodies and educational environments that promote free inquiry.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1

The currency and quality assurance of courses and programs at the University of North Dakota (UND) is maintained through rigorous checks and balances across multiple levels.

The [Academic Catalog](#) describes graduation requirements for all degrees awarded by the University, including credits needed, residency rules and minimum grade-point averages. It clearly explains, for instance, that all undergraduates must meet [three sets of requirements](#) to graduate from UND: University requirements, the requirements of the college or school granting the degree, as well as the requirements of the department or program.

All of these requirements are spelled out in detail in the relevant sections of the catalog.

Notably and beginning with the 2018-19 AY, [UND lowered the total number of credit hours required](#) for a bachelor's degree from 125 to 120 to better align with the higher education landscape, reduce time to degree and lower the cost burden for students. Information on graduate degrees and all related requirements are described in the [Academic Catalog](#), as are more specific criteria and expectations for [theses, independent studies and dissertations](#).

In 2014, UND implemented CourseLeaf software to facilitate the curricular review processes, as well as to provide a readily accessible, up-to-date and easy-to-use [searchable Academic Catalog](#) on its website. All requests for curricular changes are routed through CourseLeaf, which provides a real-time status update on where each proposal stands in the approval process.

Curriculum management is a continual process to ensure programs and courses reflect the latest advances in disciplines, pedagogical models and student needs. During the [2021-22](#) AY, for example, the University [Curriculum Committee](#):

- Approved 14 new or reactivated program proposals.
- Approved 114 new course proposals.
- Approved 15 program suspensions/terminations.
- Acted on 635 separate requests for curricular changes, which included 105 program changes and 312 course changes.

Beginning in 2005, the [North Dakota State Board of Higher Education Policy 403.1.2](#) stipulated that academic programs undergo periodic reviews on a cycle no shorter than every seven years for undergraduate programs or 10 years for graduate programs. This policy recently was revoked (November 2023). But despite the revocation, UND continues to require the [Academic Program Review](#) (APR) process for all program types and degree levels. The narrative in 4.A provides additional details about the APR process.

Through shared governance, UND faculty and administration work together to actively monitor and update the standards for admission, programs and courses, making certain that all curricula are current, follow best practices and maintain high standards.

3.A.2

As required by the [UND Assessment Plan](#), all credentials at all levels — including undergraduate certificates, bachelor's degrees, graduate certificates and all graduate degrees — have their own unique, defined learning goals that are tied to programmatic and UND Mission Statements. As such, UND programs at all levels have their own learning goals that address program and profession-specific needs, as well as UND's overall mission.

UND does not have a prescribed set of institution-wide learning goals or outcomes. However, it is expected that all degree-granting programs have established departmental learning goals, learning objectives within each course and student learning outcomes. The student learning outcomes are assessed each academic year, and results are reported to the Office of Institutional Effectiveness and Accreditation.

The learning goals for each UND program are listed in each program's individual assessment plan and then housed in an online repository.

Examples of program assessment plans that illustrate program-specific learning goals at various levels include:

- Undergraduate certificates: [Entrepreneurship](#), [Petroleum Engineering](#).
- Graduate certificates: [Applied Economics](#), [Quantitative Research Methods](#).
- Undergraduate degrees: [Chemistry](#), [Sociology](#).
- Graduate degrees: [Public Administration](#), [Teaching & Learning](#).

3.A.3

In addition to in-person courses offered on UND's main campus, course delivery also occurs at a distance. For instance, of [344,966 total semester credit hours delivered in the 2021-22 academic year](#), 108,984 credit hours (31.6%) were delivered face to face, 83,391 credit hours (24.2%) were delivered online and 152,591 credit hours (44.2%) were delivered in a hybrid format.

Included among UND's online offerings are [self-paced enroll anytime \(SPEA\) courses](#). Further included is coursework at UND's clinical sites around the state of North Dakota; these are located in Fargo, Minot and Bismarck, as well as Casper, Wyo.

In Spring 2022, UND made its [first-ever dual-credit offering in partnership](#) with Red River High School (RRHS) in Grand Forks. The course offered, "AVIT 105: Essentials of Flight," represents a unique area of expertise at the University and is taught by a tenured faculty member. The quality and learning goals for the course taught at RRHS are the same as those for the course taught at UND, as the course is taught by the same tenured faculty member.

UND's distance course and program offerings originate in traditional academic departments and colleges. A temporary, pandemic-associated transition was made to remote instruction beginning during the spring of 2020; however, there are no distance-only academic units.

As of 2023, more than 150 programs offered online options. As verified during [curriculum and assessment review processes](#), as well as during program reviews, academic standards, learning goals, course content, admissions requirements and other course or program characteristics are consistent, regardless of how the course is delivered.

When coursework is offered online or at a distance, a [policy regarding academic credit-hours](#) assigns the same credit hours whenever the distance section shares student learning objectives and expectations for student effort with an on-campus equivalent. When coursework has no on-campus equivalent, the expected level of student effort, course assessment plan and student learning objectives must be documented by the department or academic unit providing the course.

This information is then reviewed by the appropriate department, college and the University Curriculum Committee (UCC) for assignment of credit hours. This policy ensures the UCC's peer-review process is applied equally for distance offerings.

Consistency in quality across distance, on-campus and hybrid courses also is ensured through consistent support and development of faculty and staff. The [Teaching Transformation & Development Academy](#) (TTaDA) is a support unit which includes offices of Extended Learning, Academic Technologies, Instructional Design, and Faculty & Staff Development. Within TTaDA, faculty and staff are provided workshops, consultations and resources on a variety of teaching strategies in areas such as [active learning](#), [course and instructional design](#), [High Impact Practices \(HIPs\)](#) and [universal design and accessibility](#) for use in any modality.

[Mentoring programs](#) are offered for faculty and staff, as are a variety of [professional development workshops](#) and events.

In addition to these administrative support units, UND has four [standing committees](#) of the University Senate which, in whole or in part, help ensure coursework quality is maintained at a consistent level across all modalities. The [Senate Online and Distance Education Committee](#) provides oversight for courses and programs offered at a distance and encourages faculty participation in distance education. The [University Assessment, Curriculum](#) and [Essential Studies committees](#) also help ensure the quality and consistency of UND's coursework across modalities.

Each year, the University Assessment Committee (UAC) reviews the assessment reports of all of UND's undergraduate academic and cocurricular support (i.e., academic and student support services) programs. In the 2021-22 AY, the UAC reviewed the [assessment findings](#) from three colleges, totaling 29 graduate programs, 40 undergraduate programs and 27 certificate programs.

The University Curriculum Committee is responsible for reviewing all curriculum changes at the University. A final example within the [Jan. 14, 2022, minutes of the Essential Studies Committee](#) details how 20 courses were discussed and validated.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1

The University of North Dakota's (UND) [Assessment Plan](#) identifies six goals for student learning and development that were tied directly to the previous articulation of UND's Mission and [Core Values](#):

- Making informed choices.
- Communicating effectively.
- Being intellectually curious and creative.
- Committing oneself to lifelong learning.
- Committing oneself to the service of others.
- Sharing responsibility for one's own community and for the world.

UND's Mission and Vision statements were modified with implementation of the [UND LEADS Strategic Plan](#) in 2023. But even after modification, the statements show continued focus on related themes, including inspiring a "sense of wonder, a love of discovery and a commitment to serve," "meaningful engagement," and considerations of a "global community."

Once in-progress revisions are complete, the next version of the UND Assessment Plan also is expected to emphasize similar student learning goals.

The general education program at UND, called [Essential Studies](#) (ES), aligns with UND's mission, vision, strategic planning, core values and learning goals through its focus on the following strategically correlated components:

- [Learning Goals](#).
- [Breadth of Knowledge](#).
- [Special Emphasis Areas](#).
- [Capstone](#).

These component areas, especially the Learning Goals, are appropriate to a liberal arts institution such as UND and are consistent with the ideas described by the Association of American Colleges & Universities via its former [Liberal Education & America's Promise \(LEAP\) Initiative](#) and currently defined [Essential Learning Outcomes](#).

With each of its layered components, the UND ES program is designed to not only align with UND's mission but also serve as a vertically integrated backbone supporting each four-year undergraduate program. ES course validation requirements are designed to ensure academic programs offer courses at various levels. For example, as evidenced in the [Special Emphasis Area course validation rubrics](#), courses in the Analyzing Worldview category must be 200-level or higher, while courses in the Diversity of Human Experience category have no course-level restrictions.

As a result, more than 60% of validated [Analyzing Worldview courses](#) are 300-level or higher, while more than 60% of validated [Diversity of Human Experience courses](#) are 100-level or 200-level courses.

Similarly, [ES Capstone courses](#) are required to "represent the culmination of a student's undergraduate educational experience" and be taken "no earlier than the second semester of the junior year." This purposeful structuring of ES allows for a general education program that for many UND students spans the entirety of their degree curriculum and is fully integrated into their major.

The [purpose](#), [value](#), [content](#) and intended [learning outcomes](#) of the UND ES program are all described and shared through the ES website and the [UND Academic Catalog](#). The catalog also provides links to a [current and accessible listing of all validated](#) ES courses for Breadth of Knowledge, Special Emphasis and Capstone areas.

To further distribute ES information to students on a course-specific level, all validated ES courses must have [ES-specific language](#) in their course syllabi that describes the course's role in the overall ES curriculum, including which learning goal(s) it addresses, as well as any Breadth of Knowledge, Special Emphasis and/or Capstone requirements. This requirement is monitored during ES course [validation](#) and [re-validation](#) processes,

which require submission of course syllabi for review by the ES Committee. Examples of accepted syllabi include [History 220](#) (Section VI) and [GEOL 106](#) (first page).

While multiple methods currently exist for describing ES purposes, content and intended learning outcomes, the ES Committee continues to investigate additional mechanisms for promoting clarity of [ES components and Learning Goals](#) to students.

3.B.2

The framework for UND's multifaceted ES program was built to incorporate institutional mandates, stakeholder ideals and strategic priorities. As a member institution of the North Dakota University System (NDUS), UND's general education program must comply with North Dakota State Board of Higher Education (SBHE) policies and procedures. [NDUS procedure 460.1](#) defines NDUS General Education Requirements, which directly influence ES's [Breadth of Knowledge requirements](#) in Communication, Fine Arts, Humanities, Social Sciences, and Math, Science and Technology.

The [overall ES program structure](#), which incorporates Breadth of Knowledge requirements along with ES Learning Goals, Special Emphasis Areas and a Capstone component, arose out of a [campuswide process of general education reform](#) about 15 years ago, and in that sense, represents the core knowledge and intellectual skills that the institution and its stakeholders believe every college-educated graduate should achieve.

In 2014, a [comprehensive review](#) of the ES program reengaged campus in discussions about the program's structure and focus. Institutional assessment and feedback drove revisions to the [ES Special Emphasis Area categories for diversity](#) in 2016-17, resulting in new Analyzing Worldview and Diversity of Human Experience course designations aimed at more actively engaging students with the associated topics.

ES program goals and structure also align with UND's strategic priorities, which emphasize the building of a strong undergraduate liberal arts foundation. The new UND Strategic Plan, [UND LEADS](#), launched in the spring of 2023, and confirms UND's continued focus on liberal arts and alignment with ES Learning Goals. The [Future of Education at UND Task Force Report](#) further highlights UND's continued philosophy of fostering skills and behaviors associated with liberal arts education through the ES program, while also recognizing evolving correlations to employment and employer-driven goals.

3.B.3

UND recognizes the [vital role university education](#) plays in preparing students to become knowledgeable and well-informed citizens. To this end, the University integrates into its [ES curriculum](#) educational requirements and growth opportunities that are specifically designed to enhance undergraduate students' understanding of human and cultural diversity.

All UND undergraduates are required to take at least six credit hours of coursework specifically aimed at equipping them with tools to ethically and productively live and collaborate with people with diverse perspectives and life experiences.

All undergraduate students who entered UND prior to 2020 were required to complete both a U.S. Diversity course and a Global Diversity course. However, after “an assessment of student learning in and around issues of diversity” in the 2015-16 AY, the [ES Committee concluded](#) that “UND needs to provide a stronger, more consistent education to prepare students for life in a diverse world.”

Consequently, UND [redoubled its efforts](#) to ensure students receive adequate coursework in human and cultural diversity by [revising the ES curriculum](#). One of the six learning goals outlined in the ES program is Intercultural Knowledge & Skills (IKS). In the updated curriculum, students satisfy the IKS Learning Goal by completing two Special Emphasis courses (six credit hours total) in both [Diversity of Human Experience](#) and [Analyzing Worldviews](#), respectively.

Faculty members must submit a proposal to have a course validated to qualify as either Diversity of Human Experience or Analyzing Worldviews Special Emphasis. Proposals are evaluated by the [ES Committee](#) on the basis of supporting evidence that the course design satisfies established [Special Emphasis Area criteria](#) for focus, threshold concepts and encouraging student reflexivity.

In addition, proposals for these Special Emphasis courses must require student work consistent with the [Intercultural Knowledge and Competence Value Rubric](#) published by the Association of American Colleges and Universities.

Beyond core curricular requirements, the University offers advanced coursework in areas related to human and cultural diversity for students who desire additional elective educational opportunities or who want to pursue specific degree tracks at both the undergraduate and postgraduate levels. For example, students can earn bachelor’s degrees in American Indian Studies, International Studies, Languages (Classical Studies, French, German Studies, Norwegian and Spanish) and Women and Gender Studies. UND also offers a wide variety of minors and certificate programs such as the Ethics Minor and Certificate in Diversity & Inclusion.

Additionally, at the graduate level, students can earn a doctorate in Communication with a Specialization in International/Intercultural Communication. Further evidence of UND’s commitment to serve diverse and underrepresented communities comes via initiatives to enhance educational opportunities for Native Americans such as the [Recruitment & Retention of American Indians into Nursing \(RAIN\) program](#), the [Indians into Psychology Doctoral Education \(INPSYDE\) program](#) and the [Indians Into Medicine \(INMED\) program](#), which is one of the top school's "in the nation for graduating American Indian/Alaskan Native physicians.”

UND recognizes the fact that a diverse and inclusive campus environment is an integral component of a university education. In addition to curricular opportunities for UND students to develop lifelong skills to live and work in a multicultural world, there are many extracurricular opportunities on campus. UND hosts and sponsors, for instance, [cross-cultural events](#) such as Culture Nights, the Feast of Nations, Time Out Week and Wacipi powwow, the Clothesline Project and MLK Day. There are more than 250 [student organizations](#) on campus, many of which support the diverse interests of UND students. Examples include Allies in Medicine, Black Law Students Association, International Human Rights Organization, Jewish Student Organization and the F Word.

3.B.4

Faculty Scholarship

The UND Mission and [UND LEADS Strategic Plan](#) both emphasize the University's institutional responsibility of discovery, the former by calling for "excellence in ... innovative research" and the latter by its dedicated "Discovery" core value.

Six [Grand Challenges](#) were created and articulated under the prior [One UND Strategic Plan](#). These Grand Challenges touch on research woven throughout the academic fabric of the University. These challenges have now been absorbed by the new LEADS Strategic Plan.

Responsibility for implementing this mission and plan rests with UND's faculty. The [UND Faculty Handbook](#) outlines expectations for faculty scholarly activity. Specifically, the academic ranks of associate professor and professor must have demonstrated distinctive and/or significant accomplishments in the areas of research, scholarly and creative activity.

One area that showcases the scholarly activity of UND faculty and students is the institutional repository of UND research output called the [UND Scholarly Commons](#). This repository administered by the Chester Fritz Library contains articles, conference papers, white papers, datasets, open educational resources, art pieces and models. As of November 2023, the Scholarly Commons contained more than 38,000 accepted papers that have been downloaded more than 1.2 million times worldwide within the last year.

The Commons has helped increase access to the University's research and scholarly output, as well as increased opportunities for collaboration.

The Nistler College of Business & Public Administration provides a second example of the level of research activity generated at UND. During the three-year period from August 2017 to August 2020, the college's faculty accounted for the publication of six books and textbooks, 12 book chapters and 112 journal articles.

Faculty across all colleges at UND self-report their intellectual contributions through a web-based activity reporting system. This reporting system, called [Faculty Success](#), organizes information about teaching, research and service accomplishments of faculty in a digital format for query and reporting.

Faculty Success information is leveraged by the University Analytics & Planning office to create a searchable database of faculty [research areas](#) and to generate dashboards and reports.

UND is a Carnegie Doctoral University with an [R2 High Research Activity classification](#). In FY 2021, UND received more than \$102M from external awards. This sponsored research activity is administered by the Division of Research & Economic Development (see also 5.C.1).

In tandem with external research awards, research activity also is supported by the University's School of Graduate Studies. For instance, during the 2021-22 AY, [UND awarded](#) 378 doctoral and professional degrees, 822 master's degrees and 53 graduate certificates. These advanced degrees carry explicit scholarly activity requirements, and thus, represent a secondary measure of research and scholarly activity.

Campus events highlighting scholarly achievements within these programs include the [Graduate Research Achievement Day](#) and the [Three-Minute Thesis Competition](#). The [Frank Low Research Day](#) is another opportunity for graduate students, undergraduate students and faculty to share scholarly achievements.

Undergraduate research and scholarly or creative activity also occurs across campus. One of the key goals in the new [Experiential Learning Center](#) is to grow and advance and promote undergraduate research opportunities. The [Essential Studies capstone requirements](#), for example, create a natural mechanism for broad-based undergraduate research activity. Many students in capstone courses complete projects that involve scholarly activity and are presented in events such as the UNDergraduate Showcase in the College of Arts and Sciences, the Department of Art & Design's [Annual Juried Student Art Exhibition](#), and the Undergraduate Research Showcase of the College of Engineering and Mines. These events provide a forum that can highlight original research, Honors Program theses, independent investigations, creation of artwork, engineering design projects, software development, and theatrical or musical performances.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1

The University of North Dakota's (UND) faculty is central to meeting the University's [mission](#) of providing "exceptional education experiences that enrich the lives of North Dakotans and the global community," and has been structured accordingly.

In 2021, UND's benefited faculty included members [from various backgrounds](#): 70% white, 19% nonresident alien, 4% Asian, 2% American Indian, 1% Black, and 1% Hispanic. This composition is more diverse than the overall [population of North Dakota](#), where the majority demographic is white (87% in 2022). Thus, UND reflects increased diversity, with more than double the percentage of nonwhite individuals (29% for UND faculty vs. 13% in North Dakota).

In alignment with efforts aimed at [prioritizing](#) and creating [opportunities for diversity, equity and inclusion](#), UND has seen a steady increase in its percentage of nonwhite faculty members. That percentage was 21% in [2015](#) and had grown to 29% in [2021](#).

Likewise, and in alignment with global components of UND's mission, notable growth (7%) has occurred in the percentage of nonresident faculty during this time frame. According to the most recent available [Common Data Set results](#), UND's percentage of nonresident faculty is considerably higher than other peer/comparison flagship universities, while its percentage of minority faculty as a whole is similar or slightly higher.

UND's total instructional faculty shows a gender balance (men to women) of [about 1:1](#) in 2021-22, which falls within range of what is seen at [peer flagship universities](#). With the appointment of an [assistant dean for gender equity](#) in 2021, the School of Medicine & Health Sciences offers an example of establishing an infrastructure to help preserve gender balance.

UND is "committed to running open public searches aimed at attracting qualified, diverse applicant pools" when recruiting for faculty positions. As such, all [open positions](#) are posted on numerous [job boards](#) in order to reach diverse candidates, including but not limited to Black, Asian, Hispanic, LGBTQ, veteran and disabled individuals.

Search committee members and others in positions of reviewing applications and interacting with faculty candidates must complete [required training](#) and [resources](#) that include components on implicit bias, Affirmative Action Program, Equal Employment Opportunity and recruitment best practices.

The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

3.C.2

The number of faculty at UND is adequate for roles both inside and outside the classroom. As of 2022, UND employed [754 benefited faculty](#), 720 of whom worked full time (95%) and 34 of whom worked part time (5%). This distribution has remained consistent, with the average number of faculty from 2017 to 2022 being 756 (712 full-time faculty and 45 part-time).

These faculty are integral in the delivery and oversight of [370 programs](#) from 236 fields of study, including 88 undergraduate majors, 58 master's programs and 35 doctoral programs. Student-to-faculty ratios have remained similar over time at 17:1 (in [2019](#), [2020](#) and [2021](#)), and are comparable to [ratios seen at peer flagship institutions](#).

To meet the needs of programs at varying levels and focal points, UND faculty are distributed across rank and tenure status. In 2022, of the [754 benefited faculty](#), 168 were at the rank of professor, 199 were at the rank of associate professor, 243 were at the rank of assistant professor and 71 were at the rank of instructor. Of these, 351 were tenured or tenure-track positions.

Compared with 2016 figures, the distribution of faculty across ranks has remained fairly stable, with the exception of the number of faculty holding the [associate professor](#) rank, which has decreased by 49 positions. The number of tenured and tenure-track positions has also decreased since 2016.

UND's faculty are actively engaged in curriculum oversight and assessment of student learning. The structure of standing curriculum and assessment committees at the University level are strategically set to ensure faculty involvement from across campus.

For example, the [University Assessment Committee](#) is charged with providing "guidance and oversight in developing and implementing the University Assessment Plan" and requires a faculty member from each college. Similarly, the [University Curriculum Committee](#) is charged to "aid, advise and recommend approval ... on curriculum issues" and requires eight of its 13 voting members to be faculty, with at least one member from each college offering undergraduate courses.

Additional opportunities for faculty involvement in curriculum oversight occurs with curriculum committees at the college level, such as the [College of Arts & Sciences Curriculum Committee](#) and the [Biomedical & Health Sciences Curriculum Committee](#) (p. 8), and at the graduate level with the [Graduate Committee](#) (p. 9).

The [Essential Studies \(ES\) Committee](#) (p. 5) offers a unique opportunity for [faculty from all areas](#) to be involved in both curriculum and assessment oversight. "[Faculty leadership in curriculum design](#)" is a key principle of ES course development, which led to the [validation or revalidation of more than 70 courses](#) (pp. 21-23) in 2021-22, in addition to the existing [ES course library](#).

In order to maintain approved ES course status, faculty must assess the associated ES Learning Goal(s) of their course(s); this process is verified during subsequent [ES revalidation procedures](#), which take place every four years. Additional [ES Learning Goal-specific assessment](#) occurs at the ES program level, and faculty of the associated courses are responsible for implementing and collecting the assessment-rubric data.

A variety of additional service roles are filled by [approximately 150 faculty](#) who serve on the 26 committees of the University Senate as of Fall 2023 (see 5.A.3).

3.C.3

To address and standardize faculty qualifications required for teaching at UND, the University Senate approved a [policy](#) stating that, in most cases, instructional faculty should "possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach."

Exceptions are considered in terminal degrees programs, where a degree at the same level of teaching is accepted, or in some cases, equivalent tested experience such as for prior certification and/or licensure may substitute for earned credentials.

Qualifications are further defined in the [Faculty Handbook \(Section IV.3.A.1-3\)](#), which states that an earned doctoral degree or other terminal degree is required to be appointed at and/or promoted to the level of professor, associate professor and assistant professor.

Such qualifications are screened for and confirmed during the appointment and promotion and tenure processes.

Faculty at UND are well-qualified to instruct students in individual programs. Of the 499 full-time instructional faculty where highest degree status is known, 388 individuals (78%) possess [doctoral or terminal degrees](#). Many faculty at UND meet additional faculty qualifications required by program-level accrediting bodies. Examples include programs in the School of Engineering and Mines that are accredited by the [Engineering Accreditation Commission of ABET](#), and programs in the John D. Odegard School of Aerospace Sciences, accredited by the [Aviation Accreditation Board International](#).

As discussed in 4.A.4, UND does not offer contractual or consortial programs. Dual credit courses are always taught by UND faculty that follow the qualifications discussed in this section.

3.C.4

As required by [North Dakota State Board of Higher Education \(SBHE\) policy](#), all full-time instructional faculty at UND (including probationary, special appointment and tenured faculty at any rank) are evaluated annually on their performance related to “mutually agreed upon development plans or goals.” The SBHE policy requires both verbal and written reviews for all full-time faculty, which are primarily the responsibility of the department, with oversight at the college level.

UND’s Vice President for Academic Affairs (VPAA) office coordinates the [annual evaluation process](#) and conducts annual audits to further confirm policy compliance and guarantee consistent yearly evaluation of UND faculty. Results of the [2021-22 Annual Faculty Evaluation Audit](#) showed a 100% compliance rate across all sampled colleges.

The VPAA office similarly coordinates promotion and tenure reviews, with specific [timelines](#) and detailed directions to facilitate policy compliance.

While annual evaluations review faculty performance from the past calendar year, reviews for promotion and tenure allow for a different perspective and “[encompass performance and evaluation of faculty roles and responsibilities over time](#)” (p. 9). [SBHE policy 605.1](#) guides UND’s promotion and tenure policies, while also recognizing that the “faculty governance structure at each institution” must also play a role in the implementation of such policies.

Per the [Faculty Handbook](#), such procedures for [annual evaluation, promotion and tenure](#) are articulated clearly in each department's promotion, tenure and evaluation guidelines. Examples include the departments of [Biomedical Sciences](#) and [Population Health](#); in other cases, the procedures are found within the guidelines for the school housing the department, including the [College of Arts & Sciences Tenure Track](#) and [Nontenure Track](#) guidelines.

The promotion and tenure process involves a multistep progression of reviews from varying perspectives, including the department chair, both departmental and college-level promotion and tenure committees, dean, [University Promotion and Tenure Committee](#), provost, and the president. Tenure decisions are voted on by the SBHE. The process is built to foster success as faculty are evaluated and receive constructive feedback regularly as a build-up to the final promotion and tenure-seeking step.

For example, [35 faculty](#) representing all colleges were awarded with promotion and/or tenure in 2021.

In addition to annual and promotion/tenure evaluation, [SBHE policy](#) requires that "evaluations of all teaching faculty must include significant student input" (Section 8). Implemented in 2016 by UND, the [Student Evaluation of Learning & Feedback for Instructors](#) (SELI) survey is a valuable source of student feedback that [all UND courses are required to implement](#), providing insight on faculty performance in 24 core question areas, as well as additional open-ended and customizable questions.

With an overall [45% response rate](#), almost half of eligible UND students completed the SELI survey for their enrolled course(s) in Spring 2022, providing instructors of record with timely evaluation feedback.

3.C.5

As discussed in 3.C.4, evaluation mechanisms, such as faculty [annual performance evaluations](#), are in place to ensure that instructional faculty are assessed and given feedback on teaching at regular intervals. Through these mechanisms, individual currency with disciplinary topics is monitored.

UND has a lengthy record of facilitating, promoting and encouraging faculty development. New faculty mentoring is provided through the long-standing [Alice T. Clark Mentoring Program](#), which spans one year and offers a second year for those who successfully complete the first. In 2014, an additional new faculty mentorship program was implemented; this effort, the [Clinical Faculty Mentoring Program](#), is tailored to the unique needs of clinical faculty.

In 2017, UND created the [Teaching Transformation & Development Academy \(TTaDA\)](#), a "one-stop shop" offering many instructional development resources and services such as [live programming](#), [recorded sessions](#), [webinars](#) and [book reads](#) to staff and faculty at UND. To assist faculty with [the use and implementation of academic tools and](#)

[technologies](#), TTaDA develops information and tutorials that are made available for on-demand access by instructional faculty. [Resources](#) on teaching practices and curriculum development, such as active learning, course design and high-impact practices, also are available.

TTaDA offers unique series programming on focused topic areas. Recent examples include a [renewable assignment series](#) and a [microaggression series](#). TTaDA programming also is developed to be applicable for instructors in various teaching formats. For example, a recent [workshop series](#) about an assessment creation and management tool offered three separate session options, tailored to faculty teaching in-person, online or hybrid, or in large courses.

Services and resources not only are made available through TTaDA but also are [used by many with a high degree of user satisfaction](#).

[Teaching, Learning & Scholarship \(TLAS\)](#) is a unit that works in conjunction with the School of Medicine & Health Sciences' Office of Education and Faculty Affairs to "assist faculty in achieving their professional goals as educators and scholars." Similar to TTaDA, TLAS facilitates programming, workshops, book reads and instructional design guidance for those seeking instructional support.

Implemented in 2020-21, the [TLAS Teaching Academy Program](#) is a unique mentorship program for SMHS faculty committed to teaching and educational scholarship. A [needs assessment](#) conducted by TLAS in 2021 revealed that a majority of responding faculty felt their teaching (77%) and scholarly (69%) developmental needs were being met through these and other mechanisms.

UND financially supports and encourages professional development. Stipends are offered to facilitate [participation in professional development workshops](#), [skill-building programs](#) and [implementation of new educational resources](#). Through partnerships, UND also is able to provide faculty and staff with [free or reduced access](#) to a variety of educational resources provided by outside entities, including the Association of Colleges & Universities and Collaborative Online International Learning. In addition, the [Senate Faculty Instructional Development Committee](#) offers travel grants for faculty seeking to improve their pedagogical skills.

Financial support is available at the school level as well, as seen in the College of Education & Human Development — where faculty and staff are allotted an [annual stipend for professional development activities](#) — and in the College of Nursing & Professional Disciplines and College of Arts & Sciences, where faculty can apply for [seed grant funding](#) to support scholarly work.

Tenured faculty are eligible for developmental leave on a seven-year cycle.

As an institution, UND recognized the need for dedicated faculty support throughout campus and created a new [Vice Provost for Faculty Affairs position](#) that began in 2023.

This position is central to supporting and advocating for “all aspects of faculty life,” including but not limited to promotion and tenure processes, professional development and leadership training.

3.C.6

According to the [UND Faculty Handbook](#), it is the responsibility of all UND faculty members to be “readily available to students for individual conferences relating to coursework or other matters of concern and interest to students,” and to “post a schedule indicating times when they will be available for consultation.”

UND has implemented mechanisms for ensuring that each faculty member’s contact information, location and availability are readily available for student access. To ensure this, UND provides a standardized [syllabus template](#) developed by TTaDA. The template includes prompts for such items, ensuring that students can find the information for any of their enrolled courses in the course syllabus.

Similarly, every UND Blackboard course section automatically contains a [Faculty](#) information section that includes prompts for faculty email, office location and office hours, among other information. To increase awareness of this information even earlier in the semester, UND now conducts [Preview Week](#), a period in which Blackboard sections for all courses are opened for student viewing one week before their official start date. Students also can access faculty contact information at any time through UND’s online [Faculty & Staff Directory](#).

Feedback from UND students at all course levels supports the idea that instructors are accessible for student inquiry. For example, at the end of a course, SELFI surveys ask students to comment on their level of agreement with the statement, “Instructor was adequately accessible to students outside of class.” Approximately 85% of student respondents for Spring 2021 SELFI surveys responded in agreement with this statement, for each of [100-](#), [200-](#), [300-](#), [400-](#) and [500-](#) level courses. Mean scores all fell between “Agree” and “Strongly Agree,” ranging from 4.4 to 4.6.

Results from the [Spring 2022 Student Satisfaction and Priorities \(SSP\)-Adult Student Priorities \(ASP\) survey](#) revealed that professional and graduate students who were enrolled in on-campus programs identified the following as a strength of UND: “Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.” Similarly, the [Spring 2022 SSP-Student Satisfaction Inventory survey](#) showed undergraduate students in on-campus courses identified the following as a strength: “Faculty are usually available after class and during office hours.”

Faculty accessibility was not identified as a strength or a challenge in the [Spring 2022 SSP-Priorities Survey for Online Learners survey](#), but “My program advisor is accessible by telephone and e-mail” was identified as a strength.

UND faculty are able to regularly interact with students. According to the [2021 FSSE-NSSE Combined report](#) more than 50% of UND faculty reporting talking about career plans and academic performance “very often” or “often” with both upper- and lower-division students (see 10-a and 10-d). Additionally, [in 2019](#), the vast majority of responding faculty (90%) reported spending an average of one to eight hours meeting with students outside class each week (see 5-d).

The platform Starfish, initially implemented in 2014 and more fully used across campus by 2016, facilitates communication about academic progress between students, advisors and faculty. In efforts to increase retention and academic success, faculty can raise flags, give kudos or make notes such as encouraging students to contact them.

[Data from 2021-22 suggests](#) that students scheduled at least one appointment through Starfish during the semester, used the available faculty/advisor time and ended the associated term with a higher GPA (3.0) than students scheduling no appointments (2.7).

3.C.7

Staff members who provide support services must meet or exceed the required educational and knowledge requirements as part of the hiring process as outlined in position descriptions. Position specific qualifications are detailed in the [NDUS Broadband Job Classifications](#).

In addition, all advisors in Financial Aid and One Stop Student Services must complete yearly federal aid trainings and updates. In addition to participating in professional development opportunities offered through professional associations, staff members are provided opportunities to engage in numerous learning and development experiences offered through [TTaDA](#).

Academic Services & Career Engagement staff members are required to have a bachelor’s degree, experience within their given area, strong oral and written communication skills, as well as strong organizational and interpersonal skills. Expectations regarding engagement in annual professional development experiences are part of all staff member position descriptions, and staff members are encouraged to seek skills and opportunities new to them and to identify professional goals.

Staff members often engage in conferences and institutes hosted by organizations such as the National Academic Advising Association, the College Reading & Learning Association and the National Association of Student Personnel Administrators.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1

Across a variety of dimensions and via the work of units across campus, the University of North Dakota (UND) provides support services that address students' academic and nonacademic needs. In all cases, support services are available to on-campus and online students.

Through educational and social [programming initiatives](#), [Student Diversity & Inclusion](#) promotes awareness and understanding of diversity, equity and inclusion. The office provides support and advocacy for students of color and LGBTQ students through advisement, education, programming and success initiatives. The [Pride Center](#) and [Indigenous Student Center](#) serve as spaces where students can gather and connect.

The [Indians Into Medicine \(INMED\)](#) program encourages American Indians to enter health careers and prepare for practice in underserved Indian communities. [Indians Into Psychology Doctoral Education \(INPSYDE\)](#) trains American Indian psychologists and facilitates cross-culture competence among non-Indian students, faculty and staff. The [Recruitment/Retention of American Indians into Nursing \(RAIN\)](#) program provides academic support and assistance to American Indian students pursuing nursing degrees.

The [International Center](#) provides information regarding study abroad opportunities and advising, visa information and resources for international students.

[Accessibility for Students](#) provides qualified students with disabilities an equal opportunity to participate in all UND programs and activities. Staff promote an inclusive campus and encourage student independence while working in partnership with students, faculty and staff to facilitate disability accommodations for testing and academic situations.

The [Equal Opportunity & Title IX Office](#) provides leadership in supporting a safe, inclusive and welcoming environment for all members of the University community. In addition to support related to Title IX and sexual misconduct, the office provides discrimination and harassment resources, disability resources, LGBTQ resources and pregnancy resources for students, staff and faculty.

Through a partnership between UND and the Community Violence Intervention Center, [CVIC at UND](#) offers free and confidential support services to students who have been impacted by intimate partner violence, sexual assault, harassment and stalking. [SafeUND](#) is a resource for safety-related information, reporting and support.

UND houses Army ROTC and Air Force ROTC programs with military staff from both branches. The military staff work with students/cadets interested in potentially contracting with the military branches. Within these ROTC programs, professors teach courses for students interested in building their leadership skills.

[Veteran & Military Services](#) helps service members and their families achieve their academic goals. To serve the more than 1,400 UND students who use [military benefits](#), staff members complete training for school certifying officials and Department of Defense compliance so they are able to help students maximize tuition and Department of Veterans Affairs education benefits.

UND has been named among the [Top 8 Colleges and Universities](#) with the best veteran and military programs.

The [Office of Community Standards \(OCS\)](#) serves all student populations by coordinating referrals for students in crisis or need and by assisting students in identifying appropriate services. OCS staff provide leadership in promoting a safe campus environment by facilitating the University's conduct processes as outlined in the [Code of Student Life](#).

The [University Counseling Center](#) offers initial assessments, ongoing counseling, crisis services, substance use evaluations and intervention classes, support groups, workshops, case management and outreach services. In addition, the center provides tele-mental health appointments to UND students in North Dakota, Minnesota, Texas, Washington, Colorado and New Mexico.

As an accredited, full-service medical clinic, [Student Health Services \(SHS\)](#) offers telemedicine and traditional in-person visits for students. Specific services provided by

SHS include physicals, immunizations, pre-travel consultations, sexual health consultations and mental health services.

The [Wellness Center](#) offers a variety of programs including group exercise, personal training, rock climbing, wellness education, cooking classes and recreational sports. Beyond the services provided within the Wellness Center, students are able to access various services and resources online.

Counseling, SHS and Wellness Center services provide leadership for the University's [Healthy Hawks Initiative](#). The [Food for Thought Food Pantry](#) provides nonperishable food items and personal hygiene products to students in need.

Recognizing the significant role technology access and support plays in students' academic success, [University Information Technology \(UIT\)](#) — located in the [Chester Fritz Library](#) — provides on-site support to students through extended service hours as well 24/7 phone support. UND's [Tech Support Services](#) include troubleshooting (chat, remote, live), computer repairs, equipment checkout and software.

The Chester Fritz Library also provides for students a variety of services, ranging from printing and scanning options to a One Button Studio.

[One-Stop Student Services](#) helps all students with financial aid, billing and payments. In addition, staff are cross-trained to help students with other questions or to connect them with campus resources.

[Career Services](#) provides in-person and remote support to students and alumni at various stages of their career development. Students who may be unsure of their major and/or career plans can access support from the [Academic & Career Exploration](#) Team. Students seeking employment opportunities or exploring career paths use online job search resources or attend various Career Expos.

UND offers five distinct, federally funded [TRIO Programs](#) to support students from disadvantaged backgrounds as they pursue their academic goals. The programs are [Student Support Services](#), [Ronald E. McNair Program](#), [Educational Opportunity Center](#), [Upward Bound](#) and [Talent Search](#).

UND's TRIO Programs also supports [UND 1stG](#), which links first-generation students with faculty, staff and administrators who were first-generation college students. About 1,000 students — roughly 13% of UND's undergraduate student body — are first-generation college students.

Students are able to make connections through various engagement opportunities coordinated through [Student Involvement & Parent Programs](#). With more than 250 student organizations, leadership programs and various social activities, there are opportunities for all students to experience belonging.

[Housing & Residence Life](#) helps create communities that support students' personal development and academic success. Through nine academic-oriented Living Learning Communities, students are able to develop a sense of community and belonging with peers who share their major or other areas of interest.

3.D.2

Students who are beginning their first academic year at UND report that they are [less likely](#) to seek assistance when in need, compared with students at peer institutions. Based on this, emphasis is placed on [New Student Orientation](#) to ensure students are aware of resources available to them on campus.

Orientation is a daylong event at which students have the chance to connect with academic advisors and Financial Aid representatives and visit the UND Resource Fair. This allows the students to choose those experiences that are tailored to their specific needs, based on their first-year or transfer student status.

Incoming students begin the course registration process by meeting virtually with an advisor and then complete the registration process. Prior to their scheduled registration appointment, students are asked to take their [math placement](#) exam online; and for students who do not test directly into a college-level mathematics course, the Mathematics department offers [Math 98 Intermediate Algebra](#), a remedial preparatory course. Students are [placed into language courses](#) based on years of high school language experience.

The course [UNIV 101 Introduction to University Life](#) is designed to aid students in academic success and to help them during the transition to UND. During the advisement and registration process, all incoming students are encouraged to register for UNIV 101. Additionally, some programs offer their own Introduction to the Major (e.g., CHE 101). In these courses, students not only are introduced to campus- and major-specific resources and guides for academic success, but they're also encouraged to develop their academic four-year plan with guidance from the course instructor and the [four-year plans](#) accessible in the Academic Catalog.

Students have access to a variety of campus services that focus on supporting academic success and career development. [Learning Services](#) provides tutoring/academic coaching. Trained peer tutors are available by appointment or on a drop-in basis. [Testing Services](#) helps students with comprehensive services including placement testing, professional certifications and support for online course testing through ProctorU.

The [Writing Center](#) offers collaborative sessions to help students with their writing projects, including revision strategies and writing resources. Staffed by faculty and students, the [Math Active Learning Lab \(MALL\)](#) provides a student-centered emporium environment for students enrolled in all courses between MATH 98: Intermediate Algebra, and MATH 107: Precalculus.

3.D.3

Having knowledgeable and approachable academic advisors rated as highly important for students at UND, based on the results of a recent [survey](#).

UND adjusted its advising model in the 2019 AY by establishing the [Core Advising Structure](#). This structure placed an academic core advisor in each of the seven colleges in accordance with the previous One UND Strategic Plan. The Core Advising Structure emphasized standardization and training of academic advisors across campus to create a more consistent and beneficial advising experience for students.

[Academic advising](#) is available for all degree-seeking undergraduate students. Declared students are assigned academic advisors through the department in their college or school, and in some programs, a faculty advisor as well.

Undecided students are noted as General Studies majors and work with an advisor in that degree program. Nondegree-seeking students are not assigned a specific academic advisor and instead are referred to an academic core advisor.

Students who are on campus and online follow the same process, with the online students having the ability to schedule an appointment via phone, email or Zoom.

All students are encouraged to use [Starfish](#) to stay informed and connect with their advisor. Advisors also use Starfish to conduct outreach regarding early semester and midterm deficiencies as well as to document student recommendations and interactions.

In 2024, UND plans to transition from Starfish to a [new student success platform](#), Civitas Advise & Plan, with enhanced features.

Two new advising technologies have been introduced to help students with [mapping their degree](#) and planning their course schedule. [Degree Map](#) allows students to develop their four-year plan and track their progress toward graduation. This helps students stay informed of their time to completion and take an active role in degree planning.

The other technology for students is [Schedule Planner](#), a platform that helps with course selection.

Graduate students work with their faculty advisors for advisement and registration in most colleges. The School of Graduate Studies has a [Graduate Student Handbook](#) that describes the steps to graduation and offers information about policies and guidelines. Certain colleges and schools have dedicated staff who help with advising and program coordination for graduate students. For example, the [Nistler College of Business & Public Administration](#) has one individual who is dedicated to helping current and prospective graduate students with their advising questions and needs.

3.D.4

UND recently enhanced many areas of its physical campus to better support students, faculty and staff. These spaces can be grouped into several categories, described below.

Technology

As noted in other parts of this Assurance Argument, [the Teaching Transformation & Development Academy \(TTaDA\)](#) connects faculty, students and staff to a wide array of technologies that can be used for teaching and learning. UND also provides students, faculty and staff access to [Labs Anywhere \(aka Apporto\)](#), which allows for access to a virtual desktop environment whenever the user has internet access. The platform also makes certain software accessible on the personal devices of users, including individuals who are remote or completing their degree online.

TTaDA maintains and supports UND's web-based learning management system [Blackboard](#) (Ultra version). TTaDA also trains faculty in initiatives related to teaching pedagogy, such as active learning environment classrooms and offers suggestions for classroom modifications for improved pedagogical practice.

[UIT](#) is responsible for the main IT services on campus and for managing the computer labs and clusters for which the campus community is granted access. The office has developed a strategic plan to highlight the importance of a [stable, safe and secure, yet innovative user experience](#). Team members update the campus annually regarding the [initiatives](#) they have completed and goals for the future.

Students have access to different computer labs in some residence halls. The labs are maintained by [ResNet](#), which also offers overall computer troubleshooting and assistance. Computer labs also are available in the Chester Fritz Library and other designated spaces across the colleges.

Students have access to [print stations](#) across campus that allow them to print based on a yearly allocated sum.

Learning Spaces and Laboratories

[Developed in 2016](#), these spaces address learning space-related needs across campus. Recent campus additions, including the renovation of O'Kelly Hall, have added considerably to the availability of up-to-date and well-appointed classroom and learning spaces. Ongoing renovations to Merrifield Hall continue this trend.

With active plans to build a new STEM complex, UND's learning spaces will continue to modernize and attend to the needs of students and faculty. The [Gershman Graduate Center](#) is an additional space dedicated to fostering learning, connection and collaboration for UND graduate students.

The UND campus has many spaces for experiential learning. Among these are the [Hess Virtual Reality Laboratory](#) at the College of Engineering & Mines, an area in which students can learn in a virtual environment.

The Mathematics Department has the [MALL](#), a space where students learn in a student-centered environment. The Department of Biology has [field stations](#), which provide an ecosystem model for faculty and students.

The [Air Traffic Control Program](#) houses a 360 Tower Simulator and Tower Radar Simulator System, which allows students to track, communicate with and control virtual aircraft that are taking off and landing at a simulated airport. The UND School of Medicine & Health Sciences (SMHS) hosts a state-of-the-art [Simulation Center](#) that facilitates simulated hands-on training in real-life patient scenarios for students in health science programs.

Libraries

[UND Campus Libraries](#) have greatly improved collections, services, technology infrastructure and spaces to support faculty and student success. The Chester Fritz Library is the main campus library and underwent [major renovations](#) during the past six years, with the addition of new technology and study spaces for students. The campus also hosts specialized libraries that provide research assistance and library services for specific populations, such as the [F.D. Holland Geology Library](#), the [Energy & Environmental Research Center Library](#) and the [Gordon Erickson Music Library](#), which is the most extensive music library in North Dakota.

UND is committed to providing accessible information to the public, and to that end, the Chester Fritz Library has been working on a project for increasing [Open Educational Resources](#) on campus. From the inception of this project, students have been able to save more than \$10M through access to [open resources](#). The Chester Fritz Library has access to more than [300 searchable databases](#) for campus use, and it added [Academic Video Online \(AVON\)](#) to increase library holdings.

In [2020](#), the library began a digitization project with [Special Collections](#) to make records of historical value more accessible.

Some of UND's professional programs also have dedicated libraries. The [Thormodsgard Law Library](#) is the primary resource at UND to access legal information, and it supports the students and faculty in the School of Law's mission to produce well-rounded legal professionals. The [School of Medicine & Health Sciences Library](#) serves medical students and others in health sciences.

Campus Collections and Repositories

The UND campus has multiple dedicated museum and gallery spaces for artwork. The newest addition is the [Memorial Union Gallery](#), which was installed with the building of

the new student Memorial Union. Exhibits rotate about every three months, but artwork also can be viewed in other spaces across campus.

UND has its own [art collection](#), with approximately 30,000 pieces of art and art-related objects created by regional and internationally known artists. The largest art collection is housed at the [North Dakota Museum of Art](#), and other museum spaces include the [Empire Arts Center Gallery](#) and [The Living Museum](#).

UND also hosts various scientific collections on campus as well. These include the [Wilson M. Laird Core & Sample Library](#), a statewide service of the North Dakota Geological Survey. The library houses 85 miles of geological core samples and 50,000 boxes of drill cuttings.

Performance Space

The UND campus also hosts different locations for artistic and creative expression. The largest venue is the [Chester Fritz Auditorium](#), a 2,384-seat facility that hosts varied programming ranging from [local to nationally acclaimed performances](#). The Theatre Arts program holds many performances in the [Burtness Theatre](#) throughout the year. The amphitheater-style [Josephine Campbell Recital Hall](#) offers an ideal setting for musical concerts and recitals.

Clinical and Internship Sites

The UND School of Medicine & Health Sciences has [affiliated clinical education facilities](#) in rural and urban areas throughout the state as well as four regional clinical campus locations that provide oversight for clinical education activities in their areas of the state. These spaces allow students in the SMHS to complete portions of their program in rural and other underserved areas.

Health Sciences programs, such as the [Medical Laboratory Science program](#), offer [clinical locations](#) in various states where students can receive placement opportunities during their studies.

Other programs on campus offer advanced simulations, enabling students to practice before entering real-world situations. The College of Nursing & Professional Disciplines has a [Clinical Resource and Simulation Center](#), where students work with [real-life simulators](#) to increase confidence in student practice. The Petroleum Engineering program offers the [Drilling & Completion Lab \(DRACOLA\)](#), which gives students the chance to work near campus on a simulated drilling rig.

The John D. Odegard School of Aerospace Sciences has multiple simulator options for students in various programs. These include small plane, helicopter and commercial jet [flight simulators](#), where aviation students are taught to manage all manner of emergency situations.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

The University of North Dakota (UND) provides quality education at all academic levels, and degree programs are consistent across all modes of delivery. The institution keeps courses and programs up to date through a detailed curriculum management system and set of processes. Academic programs undergo program review on a regular basis. Academic requirements for all programs are publicly available in the Academic Catalog, as are descriptions of how the requirements differ for various levels of degrees.

Overall, UND faculty and administration work together to actively monitor and update the standards for admission, programs and courses. This collaborative effort ensures that all curricula are current, follow best practices and maintain high standards.

Student learning at UND is guided by the institution's core values as described in the Strategic Plan, as well as the outcomes listed in the University Assessment Plan. Undergraduate students take Essential Studies courses, which provide a foundational set of outcomes to guide the students' learning journeys.

UND recognizes human and cultural diversity through Essential Studies course offerings as well as through graduate, undergraduate and certificate programs. Diversity of experience and thought is also present in faculty scholarship and creative work.

All of these tools work together to prepare students for success beyond the college years, as the students develop lifelong skills to live and work in a multicultural world.

UND's faculty and staff work diligently to support and deliver high-quality programs and services for students. The institution recruits and retains a well-qualified, diverse workforce to deliver coursework as well as to prepare curriculum, set learning outcomes and carry out assessment of student learning.

At all levels, instructional staff are appropriately qualified and evaluated regularly in accordance with institutional and systemwide policies and procedures. Moreover, instructors are available and accessible to students, regardless of course delivery mode.

UND offers — and delivers — support to students both in and out of the classroom. Academic advisors, faculty, student support staff and administrators work together to support students. In addition, the institution has the infrastructure in place to support

students with the resources necessary to succeed — resources that include the library, technology, creative performance spaces and clinical/simulation laboratories.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1

The [Academic Program Review \(APR\)](#) process shows the University of North Dakota's (UND) commitment to quality and continuous improvement, and provides insight into how curriculum, scholarly activity and service advance the University's mission to serve the state and global community.

Until November 2023, when the policy was rescinded, the North Dakota State Board of Higher Education's (SBHE) [policy 403.1.2](#) provided guidance for the APR process. Although this policy is no longer in effect, the APR process continues at UND, encompassing a comprehensive program of faculty self-study, college-level review,

feedback from deans, discussion of results, a written statement of the evaluation's findings and an action plan describing the follow-up activities ([see the APR timeline](#)).

UND's APR process, overseen by the vice provost for Undergraduate Studies and Student Success and the dean of the School of Graduate Studies, occurs on a five-year cycle, unless a program has an external accreditor. Where applicable, the schedule for APR reviews coincides with external accreditation cycles.

The APR process itself continues to undergo revision in an effort to streamline the process. For example, during the 2018-23 APR cycle (occurring in the 2023-24 AY), the [APR prompts](#) were refined to better align with the [institutional mission](#) (see Criterion 1), emphasize student learning outcomes assessment and related action items (see 4.B.2) and collect additional details on trends in student experiences, enrollment, retention, curriculum success and completion, and wider industry factors.

During the 2023-24 AY [review cycle](#), the [2018-23 prompts and processes](#) were assessed in order to make enhancements and improvements for the 2019-24 reviews. Examples of completed APRs from the past two review cycles include:

- [Accounting \(B.Acc.\)](#).
- [Biomedical Sciences \(M.S.\)](#).
- [Chemical Engineering \(B.S.\)](#).
- [Early Childhood Education \(B.S.\)](#).
- [English \(Ph.D.\)](#).
- [Nutrition \(M.S.\)](#).

A campuswide challenge for the APR process has been the follow-through on the identified goals from the APR reports. In recent cycles, the APR submission systems have changed, resulting in the lack of a centralized repository for saving and organizing reports from prior cycles. Adding to this issue, departments solely were responsible for maintaining these records. In addition, recent employee turnover regarding who conducts the APRs within each department or program (especially at the undergraduate level), led to a lack of documentation for the APRs available for the final reviewers.

The APR process is now centralized via the Assessment & Accreditation Specialist position. Reviews conducted during the 2023-24 AY will be submitted and saved in the Watermark [Planning & Self-Study \(P&SS\)](#) software. In the 2021-22 and 2022-23 AY reviews, Watermark's [Taskstream AMS](#) served as the submission software. However, extracting APR information proved challenging.

The change to Watermark's P&SS software has enhanced the overall efficiency of the APR process, improved communication with campus partners and facilitated administrative tracking of APR submissions. In addition, the conversion to Watermark's P&SS software let programs link submitted assessment results and action steps to the APR prompts.

4.A.2

UND places utmost importance on the accurate documentation and evaluation of all credit recorded in its transcripts as a crucial aspect of upholding the quality of its educational programs. The [Office of the Registrar](#) is responsible for ensuring the completeness and accuracy of academic records and transcript information. To provide clarity on the organization of UND transcripts, the registrar delineates the classification codes associated with courses, enrollment, class standing and academic credit.

Adhering to the SBHE policy, the North Dakota University System (NDUS) chancellor is responsible for defining the [requirements pertaining to degree credit](#), as well as noncredit activities and their respective subcategories. Both [degree-credit and nondegree credit](#) activities are logged meticulously and managed within the NDUS administrative system, known as [Campus Connection](#).

In 2018, UND updated the [credit hour policy](#) that describes how academic work and/or activities units are expressed in terms of semester credit hours.

The NDUS director of Academic Affairs and Workforce Innovation oversees the [credit-by-exam](#) process, ensuring compliance with [SBHE Policy 460](#). Scores attained from the College Board's [Advanced Placement \(AP\) Program](#), College Board's [College-Level Examination Program \(CLEP\)](#), and the [International Baccalaureate \(IB\)](#) Program, as well as DANTES Subject Standardized Test (DSST), are evaluated according to the [SBHE Policy 460.4](#), which specifies the number of credit hours granted and course equivalents.

The [UND Testing Center](#) offers the CLEP Exam and DSST Exam. A math placement exam is also available to students in an online-only format. However, this exam does not award credit, as it only determines appropriate course placement.

Students can earn academic credit outside the traditional classroom through internships and cooperative education experiences at UND. Career Services provides a list of internships and co-ops through the [Handshake](#) network. Career Services also provides guidelines for [reporting an experience](#), in particular for the purpose of earning academic credit. A [detailed handout](#) describes how to develop and submit job objectives as part of reporting an experience, the need for a supervisor to approve the experience and how credit eligibility is determined, among other topics.

Students work closely with the [faculty coordinator or instructors of record](#) to discuss areas of interest, register for the appropriate course and number of credits and develop job-related learning objectives.

Co-op experiences are regarded as bona-fide work experiences that are compensated for and typically last between three and nine months. Such experiences may be aligned with accreditation standards or, in the case of employers, with state or federal funding.

Academic [credit for co-op experiences](#) is awarded by the participating department. To receive credit, students must work a minimum of 20 hours per week for part-time experiences and enroll in the Cooperative Education 397 course for one academic credit. Full-time experience usually requires a minimum of 40 hours per week and enrollment in the Cooperative Education 397 course for two academic credits.

UND recognizes the importance of offering students a choice of opportunities and the autonomy to seek out internships while adhering to industry-accepted standards. Internships, while varying in duration and compensation, serve as a vital bridge between academic learning and professional experience. UND adheres to the internship criteria set forth by the [National Association of Colleges and Employers \(NACE\)](#) to ensure that students are equipped with the necessary knowledge and skills to excel in their chosen field.

Furthermore, the availability of program-specific manuals provides students with tailored guidance on navigating their internship experiences and the associated evaluation processes. For instance, the [Nistler College of Business & Public Administration](#) and [Clinical Psychology](#) programs have created comprehensive handbooks to furnish students with specific details relevant to their respective fields.

As outlined above, UND's approach toward co-op and internship educational experiences ensures students get the guidance and support they need to optimize their academic and professional opportunities.

4.A.3

The University requires transfer students to submit for review all [official transcripts](#) from previous educational institutions for thorough evaluation. The [transfer credit process](#) is outlined in UND's [Academic Catalog](#). The Office of the Registrar assumes responsibility for reviewing each transcript, assessing which credits are eligible to transfer and how the credits will fulfill UND's [Essential Studies requirements](#).

The allocation of course credits toward the student's major is determined by the respective college or department.

The assurance of credit quality in transfer is addressed by [SBHE Policy 412](#) and [NDUS Procedures 412.1](#). These policies emphasize the identification of comparable courses in terms of content and quality [across institutions](#). [SBHE Policy 412.2](#) requires that all NDUS institutions establish and publish transfer credit policies. UND, as part of the NDUS, participates in the [General Education Requirement Transfer Agreement \(GERTA\)](#). GERTA facilitates the transfer of general education courses among NDUS institutions, as well as participating tribal and private colleges in North Dakota.

This agreement enhances students' understanding of transferable general education credits, streamlines the transfer process and helps students achieve their educational

goals. GERTA aims to improve access to college degrees, prevent course duplication and ensure credit continuity for students transferring within North Dakota.

In addition to system-level policies and procedures, UND provides [Guidelines for Essential Studies Transfer](#), which outline how courses from other institutions align with the Essential Studies requirements.

The policy guiding the evaluation of transfer credit is available from the [Office of University Admissions](#), the Office of the [Registrar's Academic Policy and Procedures Manual](#) and the [Academic Catalog](#). In general, college-level credit from an accredited institution is eligible for transfer to UND, including courses recognized by organizations such as the Council for Higher Education Accreditation and the [American Council on Education \(ACE\)](#). Exceptions to the eligibility rule would include remedial or preparatory courses, credit granted by other institutions for life experience, credit by examination at other institutions and nondegree-bearing continuing education courses.

Evaluation for transfer of credits earned through military courses and military training is guided by the ACE guide to the [Evaluation of Educational Experiences in the Armed Forces](#). With the exception of Canadian applicants, international applicants must have their transcripts evaluated by an international transcript evaluation company, such as [World Education Services](#), prior to being admitted to UND. Canadian students' transfer credits are evaluated by the Office of the Registrar.

Students who complete education-abroad experiences for credit and are issued transcripts can [transfer their credits to UND](#). Credit and grading systems vary greatly from country to country. For transcripts received directly from host institutions, the UND Registrar's Office completes an [international credit evaluation](#). Students receiving transcripts from U.S. schools of record will not require an evaluation.

To further support student transferability, NDUS institutions as well as North Dakota tribal and private colleges use a [Common Course Numbering \(CCN\)](#) system. The premise of the CCN system stipulates that courses deemed as "common" by academic discipline groups must share a common course number, title and generic description. Common Competencies are attached to the CCN to define the content, concepts and skills to be mastered in the courses.

UND provides a list of courses accepted from other institutions in the [Transfer Evaluation System](#).

Articulation agreements exist at the [system level](#) and [institutional level](#). These agreements facilitate the application of academic credits earned at other institutions toward a degree program at UND. They also indicate consensus among participating institutions that the listed courses satisfy similar degree requirements.

Moreover, [SBHE Policy 460](#) provides students with the opportunity to submit credits earned through credit-by-exam, as mentioned in 4.A.2. At UND, students can apply

credits from AP exams, CLEP exams and the IB Program. Additional options for earning college credit include [dual credit](#) and [applying credits](#) from Post-Secondary Enrollment Options (PSEO), early entry and the University in the High School Program.

4.A.4

Course Prerequisites and Rigor

UND maintains and exercises authority over prerequisites for courses through clear and explicit procedures. New courses typically are proposed by individual faculty members or department chairs through CourseLeaf. The proposal for a [new course form](#) includes information on prerequisites for the proposed course along with other relevant information, such as:

- Course name.
- Credit hours.
- Learning objectives and outcomes.
- Admission requirements.
- Prerequisite coursework requirements.
- Overall degree requirements.

New course requests and changes to existing courses must be approved at up to 10 levels before implementation. These levels include curriculum committees at the college and University levels, various deans, the University Senate, the Provost's Office, the Registrar's Office and the [University Senate Curriculum Committee \(UCC\)](#).

The [UCC website](#) provides comprehensive resources pertaining to curriculum approval, encompassing various forms and procedures. The website also includes guidelines for SBHE approval from [SBHE Policy 421](#), and for [UND approval](#) specific to new programs, title changes, program suspension, program changes and related matters.

Furthermore, the [UCC Annual Reports](#) serve as a condensed overview of the committee's activities, detailing program terminations, inactivation and reactivation, changes in program structure and nomenclature, course deletions and modifications and the introduction of new courses.

Learning Expectations and Resources

UND shows a strong commitment to providing students with comprehensive guidance and support, aiding them in attaining the learning outcomes defined by approved curricula. Learning goals and objectives (included in the [documents submitted for review](#) to the UCC) outlined on course syllabi clearly define student learning expectations. Student learning goals transcend individual courses and are articulated at the program level through well-defined program assessment plans (see 4.A.1).

Additionally, UND has made substantial efforts to develop and maintain learning resources such as the Writing Center, tutoring services and the library, all of which are accessible on the [UND Academic Services website](#).

Faculty Qualifications

During the 2016-17 AY, UND sought to strengthen and clarify its policy regarding faculty qualifications. An ad hoc committee formed from the larger University Senate [developed a report](#) for the full Senate to consider. The Senate approved the final report at the [Feb. 2, 2017, meeting](#). This report provided an outline for the current policy on [faculty qualifications](#), which is consistent with HLC policy both in terms of required credentials (i.e., instructors must have a degree at least one level beyond those that they instruct) and/or demonstrated professional experience (i.e., licensure or certification specific to a certain field).

UND's policy follows [SBHE Policy 605.1](#) and [NDUS Procedure 605.1](#). Prior to hiring, colleges make sure that [faculty credentials and qualifications](#) match those for the position.

In addition to the SBHE's [qualifications for employment](#), faculty qualifications are integral to the institution's ability to develop and deliver a rigorous academic curriculum. Upon hire and as stated in the Letters of Understanding for both [special appointments](#) and [tenure track appointments](#), UND requires candidates to submit official transcripts from the awarding institution of their highest degree. The transcripts must be submitted no later than the effective date of employment. It is the responsibility of the academic college or school to maintain records of faculty qualifications.

4.A.5

Aside from maintaining HLC accreditation, numerous academic programs are accredited by external agencies, appropriate to their educational purposes (see 2.B.1). All external accreditation reports are maintained within the specific academic unit or college, and centralized support is provided by the [Office of Institutional Effectiveness & Accreditation \(OIEA\)](#).

Due to the decentralized nature of this work, obtaining accurate records and comprehensive documentation of external accreditation has proved challenging. The OIEA actively is addressing the issue by identifying the external accreditation contacts within each program, developing a repository of current and historical accreditation reports and confirmations and serving as a campus clearinghouse for this important information.

UND has more than 90 degree programs accredited by about 30 individual accrediting organizations. In addition to the [accredited academic programs](#), the Office of the Vice President for Research and Economic Development oversees accreditation for [research](#)

[compliance and ethics](#), as well as [research with animals](#) (see 2.E.2). Student Health Services also is accredited.

4.A.6

UND excels in preparing its students for post-graduation success. [Key metrics](#) that UND uses to evaluate the success of its graduates are licensure exam pass rates, employment rates and rates of continuation of additional education.

Other indicators of success are tracked across campus. These include rates in fellowships, internships and special programs (e.g., users of Career Services), as well as satisfaction results from a variety of surveys distributed by University Analytics & Planning.

Numerous programs require completion of professional licensure exams. Academic programs regularly monitor exam pass rates that often are bench-marked to state and national averages. Academic programs are responsible to make [exam pass rate information](#) available to the public, usually via their websites. Exam pass rate results also can be found on the UND website's [Program Finder pages](#) for most programs.

UND Career Services distributes a [survey to recent graduates](#), known as the Plans After Graduation & Experiences Survey (PAGES), to collect information about employment and continuing education. Results from the most recent collection indicate that 85% of graduates responding to the survey were employed, serving in the military or pursuing additional education, and 88% of employed graduates reported that their occupation was related to their degree field of study.

Career Services falls under the umbrella of the [Experiential Learning Center \(ELC\)](#), which was established during Fall 2023 to provide one location for students to visit to learn more about the various experiential learning opportunities available at UND. The ELC encourages students to consider how the skills being gained in experiential learning help prepare them for their occupational future. The ELC houses Career Services, the Study Abroad Program and the Undergraduate Research Program. The ELC is currently in the process of collecting data about existing experiential learning opportunities and working with campus partners to establish new ones.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1

The University of North Dakota (UND) has effective processes in place for assessing student learning at multiple levels in academic and cocurricular offerings. UND defines its student learning goals and processes for the assessment of student learning and achievement of learning goals in its most recent version of the [assessment plan](#). The plan, which is aligned with the institution's mission and Essential Studies (ES) goals, outlines the assessment process and program responsibilities. This plan applies to both undergraduate and graduate programs, as well as certificates at all levels.

In addition, a separate cocurricular assessment plan is being developed. A recent [proposal](#) has been created for the UND community outlining items such as the definition of cocurricular programs and the future direction of assessment related to these programs. This proposal will be reviewed, and final decisions will be made in Spring 2024.

Upon the completion of this process, the new Cocurricular Assessment Plan will be implemented for the 2024-25 AY.

UND's processes and expectations for assessing student learning are led by and communicated via the [Office of Institutional Effectiveness & Accreditation \(OIEA\)](#), which is supported by the [University Assessment Committee \(UAC\)](#). As a standing committee of the University Senate, the UAC is tasked with "providing faculty guidance and oversight in developing and implementing the University Assessment Plan, analyzing and interpreting assessment results, developing appropriate reports and disseminating assessment results."

The UAC is comprised of eight college faculty representatives (one from each academic college), as well as the Essential Studies director, representatives from Academic

Affairs, Student Affairs and the School of Graduate Studies, and two students. The UAC involves faculty and instructional staff in assessing student learning processes within programs and conducts a biennial review of UND's assessment plan.

The OIEA [provides resources](#), meets with departments individually to discuss their assessment processes and reports and, upon request, leads professional development activities based on assessment best practices. UAC members serve as assessment liaisons to support their respective colleges, boosting the effectiveness of UND's assessment of student learning goals. The UAC [charge](#) recently was updated to better reflect the committee's role within the University.

The UAC approved the new [Peer Review Rubric](#) in Fall 2023, aligning it with best practices to provide guidance and feedback to programs. Individual program feedback is provided by all members of the UAC and distributed by the OIEA. Programs are now required to meet with the OIEA annually to discuss their assessment work.

A centralized repository archives [past reviews](#), which are shared with programs to encourage continuous improvement in their assessment of student learning processes. Both curricular and cocurricular programs at UND have annual assessment reports posted in the repository. Examples include:

- [Medical Laboratory Sciences \(graduate, M.S.\)](#).
- [Public Health Education \(undergraduate, B.S.\)](#).
- [Sociology \(undergraduate, B.A.\)](#).
- [Wellness & Health Promotion \(cocurricular, Student Affairs\)](#).

UND's [assessment plan](#) addresses learning goals and the assessment expectations related to each goal for all academic programs, cocurricular programs and Essential Studies. Curricular programs and cocurricular units that support student learning are expected to include student learning outcomes and methods in their assessment plans. Examples of learning goals and outcomes can be found in the examples provided above.

Annual assessment reports include the program learning outcomes assessed during that cycle, the assessment methods used to assess the outcome, a target for success for each method, results from the methods, a discussion of the findings and an action plan focusing on continuous improvement in student learning.

For the first time ever and beginning with the 2023-24 AY assessment cycle, the UAC implemented a deadline for all reports. The deadline for that cycle was Dec. 31, 2023, and the UAC announced it would not review reports submitted after that date. The UAC will continue to set deadlines for all future report submissions. Table 4.1 below outlines the departmental assessment report submission rates for the past four assessment cycles.

Table 4.1: Assessment Report Submission Rates

	19-20 AY	20-21 AY	21-22 AY	22-23 AY
Academic Programs	67%	79%	97%	87%
Cocurricular Programs	65%	80%	90%	100%

During the 2021-22 AY, a [new ES assessment plan](#) was developed and approved. This plan assesses the ES goals at the course level on a rotating basis. One ES learning goal is assessed each semester. Data are collected using student artifacts that faculty have identified as part of the course validation and re-validation processes. These artifacts are evaluated using the [AAC&U Value Rubrics](#).

All courses validated as “Essential Studies” courses must include at least one ES goal in the course learning outcomes and assess that goal using a standardized rubric.

Courses completing ES validation and re-validations are required to outline the course outcomes and offer an ES statement on their course syllabi, as noted in [BADM 225: Professional Communication for Business](#) and [HIST 328: Human Rights](#).

To enhance the evaluation and communication of achievements in cocurricular programs across campus, aligning them with the current [UND LEADS Strategic Plan](#), a Cocurricular Learning Task Force was established during Summer 2023. This task force developed a definition of cocurricular programs at UND and continues to work toward:

- Establishing a framework of shared cocurricular student learning outcomes (SLOs).
- Establishing SLO assessment expectations for cocurricular units.
- Developing a support plan for the ongoing development of the assessment of cocurricular SLOs.

As mentioned previously, the new Cocurricular Assessment Plan is expected to be implemented for the 2024-25 AY.

4.B.2

UND uses a variety of tools and strategies to show its commitment to the assessment of student learning outcomes. Before the 2023-24 AY, the UAC reviewed both curricular and cocurricular assessment reports on a rotating three-year cycle, as outlined in the University [Assessment Plan](#). During the three-year review, the committee reviewed student learning goals using a rubric, reviewed and approved annually by the UAC. The rubric is applicable to all undergraduate, graduate and certificate programs, as well as cocurricular programs.

Several improvements to the assessment review process were implemented beginning with the 2023-24 AY. The assessment review, using an [enhanced rubric](#), will occur annually for all undergraduate programs, including bachelor's degrees and certificates. Another change to this review cycle includes the addition of feedback meetings with all undergraduate programs in an effort to provide more transparency, input and suggested improvements as recommended by the reviewers from the UAC and OIEA.

During the 2016-17 AY, the UAC paused its regular three-year review cycle and conducted a [three-year meta-analysis](#) of all curricular and cocurricular programs. This initiative offered the committee a longitudinal view of how student learning outcomes were being assessed, while also providing the opportunity for discussion regarding future processes and template revision.

Results showed that, for the previous three years, 79% of undergraduate programs, 67% of graduate programs and 92% of student support offices described assessment methods used in their assessment reports, with 86% of undergraduate, 83% of graduate and 100% of cocurricular programs reporting results.

During this time frame, 79% of undergraduate programs, 59% of graduate programs and 77% of student support offices reported taking action in their annual assessment reports. In addition, as a result of this micro-review, the existing templates for the undergraduate, graduate and cocurricular reviews were revised and consolidated into one template for the 2017-18 AY, allowing for greater clarity for those being reviewed and ease of data entry for reviewers.

During the Fall 2023 semester, [another meta-analysis](#) covered assessment reports from the academic years 2017-20. During this time, 79% of undergraduate, 72% of graduate and 71% of cocurricular programs described assessment methods used in their assessment reports, with 64% of undergraduate, 64% of graduate and 71% of cocurricular programs reporting results.

During this same period, 39% of undergraduate programs, 48% of graduate programs and 43% of student support offices reported taking action in their annual assessment reports.

The UAC will continue to integrate the meta-analysis process, making it a regular practice of the UAC in the future, with results featured in the UAC annual report.

In recent assessment cycles, the campus faced some challenges responding to the assessment results. Tables 4.2 and 4.3 outline the percentages of academic and cocurricular programs receiving a rating of at least 1.5 on a scale of 0 to 2 on the evaluation rubric regarding each criterion during the most recent review by the UAC.

It should be noted that the UAC did not complete any reviews during the 2022-23 AY, as the [enhanced rubric](#) was being revised and approved. Tables 4.2 and 4.3 both reflect

score ratings from a previous version of the [assessment rubric](#) and include the number of programs assessed.

Table 4.2: Academic Programs

	16-17 AY (n=65)	17-18 AY (n=54)	18-19 AY (n=49)	19-20 AY (n=59)	20-21 AY (n=60)
Programs Reference Student Learning Outcomes	91%	76%	90%	90%	98%
Assessment Methods Are Referenced	65%	48%	92%	81%	92%
Assessment Results Are Reported	63%	43%	94%	58%	88%
Actions Are Taken	38%	24%	86%	25%	63%

Table 4.3: Cocurricular Programs

	16-17 AY (n=4)	17-18 AY (n=4)	18-19 AY	19-20 AY (n=3)	20-21 AY (n=4)
Programs Reference Student Learning Outcomes	100%	75%	No Reviews Completed	100%	100%
Assessment Methods Are Referenced	100%	50%	No Reviews Completed	100%	100%
Assessment Results Are Reported	75%	50%	No Reviews Completed	100%	100%
Actions Are Taken	0%	50%	No Reviews Completed	33%	25%

Tables 4.2 and 4.3 highlight the aspect requiring the most improvement, as found in assessment reports from across campus: the “Actions Taken” item, which includes the

identification of strategies for continuous improvement of student learning and data-informed decision making.

Interpretation of these findings should consider two lenses: actions taken based on results and actions taken based on student learning goals. Actions taken — or more specifically, the lack of actions taken — based on student learning goals indicated that an academic program felt its students were meeting its learning goals upon graduation, therefore obviating the need for intervention.

Actions taken based on results were often more generalized, as in reporting programmatic changes that did not necessarily come as a result of the assessment process.

The UAC and OIEA will continue to encourage clear descriptions of actions taken based on assessment results through ongoing discussions with programs, providing assessment workshops and trainings and including feedback in UAC peer reviews.

Below are examples of academic programs that have made changes to their offerings based on the ongoing student learning outcomes assessment process.

- The Nurse Anesthesia (DNP) program conducted an end-of-program student survey, which revealed that numerous students were dissatisfied with the education and skills imparted through the Advanced Health Assessment course. Specifically, students noted its alignment more with nurse practitioners than nurse anesthetists. In response, the Nurse Anesthesia faculty developed a new course specifically tailored to the unique needs of Nurse Anesthesia students. When surveyed, students expressed the course met or exceeded their expectations, attesting to the success of the faculty's efforts in addressing identified concerns and ensuring the program remains aligned with the specific learning needs of its students.
- In the 2019-20 AY, the Master of Public Administration program underwent significant curriculum reforms without corresponding modification to its existing assessment plan. Consequently, during the annual 2020-21 assessment cycle, the program failed to meet several targets. In response, the department developed a new assessment plan retaining the five core competencies aligned with the program's accrediting body. The new plan included adding goals and thoroughly re-evaluating existing goals. In the 2021-22 AY, the program made significant progress, meeting or surpassing most established targets.

Additional examples include:

- [Biomedical Sciences \(Ph.D.\)](#).
- [Chemistry \(B.S.\)](#).
- [Communication \(M.A.\)](#).
- [Higher Education \(M.S.\)](#).
- [Instruction Design Technology, eLearning \(Graduate Certificate\)](#).

- [Nursing \(B.S.\)](#).
- [Occupational Therapy \(O.T.D.\)](#).
- [Sociology \(B.A.\)](#).

As indicated in the [UAC Annual Report for 2021-22](#), UAC members recognized the need to share assessment results with the campus community. However, the committee encountered some challenges in compiling aggregate information from Taskstream. Feedback from faculty and staff also indicated dissatisfaction with the Taskstream software. Therefore, the committee explored alternative platforms and decided to adopt Watermark's [Planning & Self Study](#) platform for the document submission of the 2022-23 AY assessment cycle.

In addition, the newly created Assessment & Accreditation Specialist position helps ensure oversight of the process in its entirety, while also managing the assessment software, providing technical support, troubleshooting issues, updating user access, creating support materials for both the annual assessment reporting process and the comprehensive Academic Program Reviews.

As mentioned, the assessment feedback process now includes meetings with academic programs in an effort to increase feedback and share assessment results with both academic programs and, in aggregated form, the wider campus community. These changes aim to foster a robust culture of assessment at UND and promote increased transparency.

4.B.3

UND's processes and methodologies for assessing student learning reflect assessment best practices, accepted across academia, and include the substantial participation of faculty and other instructional staff members. As mentioned in Section 4.B.1, assessment efforts are led by the OIEA and supported by the UAC. A few recent projects implemented by the OIEA team and partners to enable the campus to use assessment best practices include:

- Updating the UAC [Peer Review rubric](#) to align with best practices in assessment and increase transparency to programs.
- The adoption of the [AAC&U VALUE Rubrics](#) to assess the Essential Student learning goals.
- Developing assessment-related resources for the campus community. Any resources distributed to campus partners reference best practices.

OIEA staff meet annually with academic departments and cocurricular programs regarding the assessment reports that were reviewed in the fall. These meetings provide the chance to acknowledge a programs' assessment strengths and discuss opportunities for growth, identify specific assessment support needs for the department and review the assessment plan for the coming year.

Aside from the ES and UAC committees, both of which include faculty and staff, the Student Affairs Assessment Committee began meeting again during Summer 2022 with the goal of revising the [Student Affairs Learning & Program Outcomes](#). Other important collaborating offices on campus include the Teaching Transformation & Development Academy (TTaDA), which collaborates with the OIEA in leading professional development activities based on assessment best practices.

The TTaDA instructional designers can assist faculty with course design, curriculum review and assignment charettes, as well as provide recommendations for student engagement and assessment. In addition, University Analytics & Planning administers several campuswide surveys that provide measures of indirect assessment to programs, relating to the achievement of program, departmental and institutional goals. A nationally bench-marked example of indirect assessment is the [NSSE survey](#).

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1

In Fall 2016, with an eye to redefining its goals for student retention, persistence and completion, the University of North Dakota (UND) began a strategic planning process that focused on strengthening areas such as student success, recruitment, liberal learning and diversity and inclusion. The entire Strategic Plan process was launched in late Spring 2017, followed by the selection of implementation teams charged with identifying action items and measurements for each item.

In [Goal 2](#) of the Strategic Plan that resulted — the [One UND Strategic Plan](#), in effect from 2017 to 2022 — UND set a goal for a four-year graduation rate for undergraduate students of 34% by the year 2022, an ambitious figure that would be two percentage points higher than the average of [comparison flagship universities](#). (UND ultimately would reach and then surpass this goal, as described in Section 4.C.3 below.)

UND strives to continually maintain or increase its retention rate, as shown by consistent [fall-to-spring retention rates](#) of more than 90%. The [College of Arts & Sciences Strategic Plan](#) is an example, with its earlier goal of increasing retention rates from 77% to 80% by 2022 and increasing [four-year graduation rates](#) from 30% to 35% by 2020. The [College of Nursing & Professional Disciplines \(CNPD\)](#) also has made it a priority to increase enrollment of diverse students across CNPD by 5% each year.

Increased retention rates have remained a top priority over the past few years with 2019 being dubbed, "[The Year of Retention.](#)"

The new [UND LEADS Strategic Plan](#), which came into effect in 2023, maintains this attention and strives to further improve retention and completion rates. Special emphasis is placed on the significance of retention and completion within the Equity core value, where a strategic priority focused on "reducing barriers to higher education attainment" is articulated.

4.C.2

Student retention, persistence and completion data are collected and analyzed by the [University Analytics & Planning \(UAP\)](#) office, which maintains a variety of dashboards available to UND faculty and staff. Examples include:

- [IPEDS retention tables.](#)
- [IPEDS retention rates.](#)
- [Time to degree.](#)
- [Recent continuation rates.](#)
- [Four- and six-year graduation rates.](#)

Reports also are provided to individual offices for academic program reviews and those seeking to analyze the success of their programs.

The adoption of the [Starfish](#) retention software in 2014 reflects UND's dedication to collecting and analyzing data regarding retention, persistence and completion rates by providing more integrated outreach and assistance to students.

Since its inception, Starfish's presence across campus has increased as additional features have rolled out, allowing for analysis of a broad range of data including demographic information, incoming ACT scores, course performance indicators such as poor attendance and low scores on tests and assignments, student intake information and documentation of student contact.

Other examples of efforts to enhance retention, persistence and completion can be found across campus for various initiatives and programs. For example, the [Med Prep](#) (for aspiring medical students) and [CLIMB](#) (for matriculated UND medical students) programs housed in the School of Medicine & Health Sciences collect data on the impact of these programs on student enrollment, retention and completion for the Liaison Committee on Medical Education (LCME) accreditation.

4.C.3

During the past several years, UND has used data related to student retention, persistence and completion to make changes and update services for students. One example is the [Academic Core Advisor \(ACA\)](#) model, implemented in Spring 2019,

aligned under the new position of [vice provost for Undergraduate Studies & Student Success](#). This model follows the [National Academic Advising Association best practices](#), including for [nontraditional students](#), regarding consistent advising practices, expectations and caseloads.

This centralized service unit provides development and training for academic advisors who support students with academic and career advising. Under Career Services, additional staff have been hired to oversee the [Academic & Career Exploration \(ACE\) program](#) and the Handshake platform, as well as to meet one on one with students to aid in all stages of career development.

The impetus for these changes began in 2013, when the four-year undergraduate graduation rate was consistently about 32%. The University investigated the underlying data and found that a primary issue with this four-year completion rate was the success rate for students within individual courses. Using Starfish, a new system was implemented to allow for early alerts and midterm grade reporting, with follow-ups from advising staff.

Within four years of implementation, the four-year graduation rate for the 2017 cohort showed an improvement to more than 38%.

Starfish continues to be used for early alert and grade deficiency reporting. According to [Spring 2022 data](#), between the third and fourth weeks of class, 76% of faculty sent early alerts to students enrolled in courses, except for individual credit experiences. Likewise, near midterms, 86% of faculty sent out a progress survey to their students. [Fall 2021 data](#) shows a significant increase of course completion (47.6%) with a C or better for students in danger of failing who were flagged early, as compared with 39.2% in 2017. The effect was similar for students who received midterm deficiencies.

In 2019, then-Provost Tom DiLorenzo implemented weekly Red Team meetings to facilitate communication and problem-solving between the various campus units that monitor the student experience. The Red Team is a cross-division working group that supports recruitment efforts and removes barriers for students.

Through a review of relevant data, student [financial hurdles](#) were identified as one major factor impacting the student experience throughout the Red Team meetings.

As a result, the offices of University Admissions, One-Stop Student Services, Student Finance, Student Academic Success & Career Engagement and Marketing & Creative Services created more coordinated efforts to minimize the financial impacts on students. Meeting minutes highlight several such successes, including:

- Reducing the [total credits needed for graduation](#) from 125 to 120.
- Implementing strategies for students with past due balances to [manage registration holds](#).
- Lessening the impact of tuition increases for [veteran and/or military students](#).

- Reaching out to students with a Minnesota address who were not [receiving reciprocity](#).
- Approving [satisfactory progress appeals](#) to allow students to continue to receive aid and remain at UND.
- Reducing [late fee assessments](#).

The Red Team also identified "fostering a sense of belonging" as a major theme for students. Actions taken because of this finding include:

- Promoting [on-campus housing](#) through the sophomore year to help build retention rates.
- [Connecting via personal phone calls](#) with more than 10,000 enrolled and potential students during the pandemic.
- Creating a [new student lounge](#) for service members, staffed and run by the [Veteran & Military Services Office](#).

UAP creates a yearly [benchmark report](#) about tuition assistance compared with peer institutions. The number of students at UND receiving benefits exceeds that at peer institutions both regionally and nationally. One factor leading to such high levels of student financial support was the creation in 2015 of [Scholarship Central](#), a [centralized scholarship repository](#) for students from all corners of UND.

Additionally, in 2019 the University Senate passed an addendum to the [Military Absenteeism Process and Policy](#). Through the Veteran & Military Services Office come specific initiatives to help with enrollment, retention and persistence such as [priority registration](#), [elimination of late fees](#), [in-state tuition rates](#) and maximizing [scholarships](#).

Recent campus strategic conversations, the Task Force on the Future of Education at UND and the [UND LEADS Strategic Plan](#) all recommend a first-year experience component as being important for retention. UND continues to offer [UNIV 101: Introduction to University Life](#) and other major and program-specific orientation courses to first-year students. UNIV 101 is required for student athletes and recommended by advisors when, for instance, an incoming student has a low ACT score or GPA.

Retention of online students also has been a point of emphasis. UND offers online options for synchronous and asynchronous support in the following areas:

- [Career services](#).
- [Academic advising](#).
- [Academic tutoring](#).
- [Writing](#).
- [Library research](#).

As a final example of UND's commitment to data-informed decision-making in the areas of retention and persistence, the [probation, suspension and dismissal policy](#) was revised in 2015. The change in policy was the result of an analysis of institutional data,

which showed students suspended from UND are less likely to graduate than students who remain in good academic standing. The changes in this policy and these procedures follow regional and [national best practices](#) in working with this at-risk population.

4.C.4

UAP generates multiple reports in dashboard format using Power BI to inform the institution about retention, persistence and program completion using methods consistent with good practice. UND data is reported to the North Dakota University System (NDUS) [Department of Institutional Research](#) to enable systemwide comparisons.

In addition to reporting IPEDS rates, the data is used in dashboard metrics related to the [State Board of Higher Education 2021-26 Strategic Plan](#).

UND has multiple dashboards, reports and websites that provide information regarding student retention, persistence and completion of programs beyond the IPEDS requirements. UAP staff also prepare specific [report requests](#) as needed. A few examples include:

- [FYR and new transfer continuation and completion rates](#).
- [Graduate continuation and completion rates](#).
- [Graduates by majors and minors](#).
- [Time to degree](#).
- [Undergraduate student persistence](#).
- [IPEDS degrees awarded](#).

UND reflects good practice by ensuring data quality. The data collected and analyzed in relation to student retention, persistence and completion of programs is gathered from our Student Information System (PeopleSoft) that is maintained by the NDUS. The data are checked multiple times by multiple offices (e.g. NDUS state office, UND Registrar, UAP) to ensure accuracy. Throughout the process and analysis of this data, individual students are 'spot-checked' to ensure valid and accurate data is present. Any inconsistencies are addressed as needed. Data is provided from UAP to the Registrar to verify accuracy.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

The University of North Dakota (UND) actively engages in the Academic Program Review (APR) process, utilizing findings to drive programmatic changes, and achieve and maintain programmatic accreditation, where applicable. All accredited programs at UND are compliant with external accreditation, certification, or licensure requirements.

UND complies with all North Dakota University System (NDUS) policies related to transfer credits, experiential learning, prerequisites, course rigor, expectations of student learning, resources for learning, and faculty credentials, primarily tracked through the centralized NDUS Campus Connection system.

Ongoing assessment of student learning is required for all academic credentials, whether undergraduate or graduate, and includes all certificates. Departmental annual assessment reports are reviewed, and feedback is provided from both the University Assessment Committee and the Office of Institutional Effectiveness & Accreditation. Program learning outcomes are assessed and defined clearly in program assessment plans. Assessment also occurs for all programs defined as cocurricular. Both academic and cocurricular programs are strongly encouraged to use the assessment process and results to make programmatic improvements.

Over the past decade, student success has been a focal point in strategic planning, as evident in the previous One UND Strategic Plan and the current UND LEADS Strategic Plan. University Analytics and Planning monitors key metrics, including retention, time-to-degree, continuation rates, and four and six-year graduation rates. These metrics are employed at an institutional level to monitor and improve student success across the institution.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A

Through administrative structures and collaborative processes, the University of North Dakota's (UND) leadership demonstrates that it effectively enables the institution to fulfill its mission. These structures and processes are evidenced through an effective shared governance system, data-informed decision making and the involvement of faculty, staff and students in setting academic requirements, policy and processes.

5.A.1

UND's governing board, administration, faculty, staff and students engage in shared governance to ensure the opportunity for active involvement in planning, policy development and implementation of effective procedures. The University is governed and overseen by the North Dakota State Board of Higher Education (SBHE). [Members of the SBHE](#) are appointed by the governor of North Dakota and, in accordance with [public policy](#), oversee the institution's financial and academic policies and practices.

Further, the University is part of the [North Dakota University System](#) (NDUS), which is overseen by the [chancellor](#). The chancellor is hired by the SBHE and is charged with

ensuring the SBHE properly oversees the [institution's financial and academic policies and practices](#).

SBHE meetings typically take place in Bismarck, N.D. Meetings are held outside Bismarck twice a year, rotating across NDUS institutions. This rotation results in an SBHE meeting occurring at UND about once every three to four years — most recently in December 2019.

These campus visits allow members of the SBHE to meet with administrators, faculty, staff and students.

Regardless of the location of the monthly meetings, the UND president participates, as well as several other UND administrators. Similarly, the chancellor typically visits the UND campus several times a year. Further system-level interaction with campus occurs through SBHE member attendance at every [UND commencement ceremony](#). In addition, the chancellor or a SBHE member attends UND's annual [Founders Day celebration](#).

Within the University, there are several ways internal constituencies actively engage in shared governance. Both [staff](#) and [students](#) have independent senates, headed by leaders elected by their own constituencies. These groups, along with faculty and administrators, are represented in the [University Senate](#), also headed by leaders elected from across the University.

Senate leaders work with the University's administration in institutional governance, primarily through the [Senate Executive Committee](#) (SEC). The SEC meets about once a month to discuss issues that affect campus policy, campus community concerns and other relevant University topics.

During these meetings, the committee sets the agenda for the upcoming University Senate meetings. The University Senate also oversees myriad committees that address [governance issues](#) that span the breadth of the University's functions. The [Administrative Procedures Committee](#), [University Curriculum Committee](#), [Online and Distance Education Committee](#) and [Scholarly Activities Committee](#) are four examples of such committees.

[Agendas and minutes from University Senate meetings](#) are cataloged and show how shared governance is in place and supported by the University.

Four examples demonstrate the active engagement of UND constituencies through planning, policies and procedures. The first is the [Diversity & Inclusion Task Force](#). In June 2020, the president, in partnership with University Senate leadership, launched a Diversity & Inclusion Task Force. University Senate, Staff Senate and Student Government forwarded their membership recommendations to the president. In consultation with executive leadership, the president made the final decision on the task force membership.

The president invited the identified students, faculty, staff and Grand Forks community members to serve on the task force. The [task force was charged](#) with identifying and creating more opportunities for diversity and inclusion at UND. The plan was for the task force to identify areas of need that the University could address, serving as the foundation for updating the One UND Strategic Plan.

The Task Force's 31 recommendations informed strategic planning efforts during the 2022-23 academic year.

The second example is the [Task Force on the Future of Education](#). In Fall 2020, the president and vice president for Academic Affairs (VPAA) appointed two faculty members to co-chair the Task Force on the Future of Education. The [committee](#), consisting of representatives from each college at UND, was comprised of 24 members, including 19 individuals holding an academic rank, two staff members and one student.

The task force was [charged](#) with developing strategies for meeting the educational needs of future generations of UND students and educating the University community about not only substantial issues facing higher education but also possible solutions. Through many listening sessions, planning meetings and seminars, the task force compiled a [report](#) that included recommendations for what UND can do to better prepare for the future of education and improve practices and educational delivery.

The third example is the development of the [new LEADS Strategic Plan](#). In Spring 2022, the president launched a new strategic planning process. Leading the process were co-chairs, including one faculty member and one staff member. An overarching goal of the planning process was [broad campus and community involvement](#).

Later that year, the [Strategic Planning Committee](#) was announced, and it included wide representation of faculty and staff, as well as undergraduate and graduate students. This was followed by a University-wide [kickoff event](#), [town halls](#), open forums, a University survey, round-table discussions, work groups and [targeted outreach](#).

After the draft plan was submitted in Summer 2022, there was a feedback phase that included additional [town halls](#), [another University survey](#) and more targeted outreach. Along with the planning committee, there were seven working groups that reviewed themes collected from the broader University community.

The resulting [UND LEADS plan](#) was formally launched in January 2023.

A final example of shared governance leading to the creation of policies and procedures is the [University Senate Budget Committee \(USBC\)](#), a standing committee consisting of faculty, staff, students and administration. The USBC's main purpose is to help the administration create and implement the University budget. Along with various administrative ex officio members, the committee is comprised of nine faculty elected by the University Senate.

This committee plays a [significant role](#) in bringing greater shared governance to [budgetary planning](#), including recommendations for funding strategic investment priorities for the University.

5.A.2

The University administration uses data to inform decision-making that's in the best interest of the institution, its mission and its constituents. UND uses many databases, data management software programs and methodologies for conducting quantitative analysis across a wide variety of University units and functions. Three examples of data-informed decision making are described below.

The first example comes from the [UND School of Medicine & Health Sciences](#) (SMHS). The SMHS uses multiple datasets to inform policy and strategic decision making in multiple realms. Two inter-related examples are data derived from a national dataset from all the accredited medical schools in the United States regarding medical student debt and the retention of medical program graduates for practice in the state after graduation.

The datasets compare the performance of the UND SMHS with all other U.S. medical schools. About 10 years ago, the data showed that medical students at the UND SMHS not only had cumulative student debt that was well above the national average, but they also were being retained at rates well below the national average.

The SMHS posited that these two data points were interrelated. As a result, the SMHS developed a number of efforts to reduce student debt, including an expanded [loan forgiveness program](#) and increased philanthropy.

After successfully instituting these adjustments, the results were impressive: compared with national data, student debt is now significantly lower than the national average, and [the retention of graduates](#) for in-state practice increased to well above the national average.

Another example is the new [UND Memorial Union](#) (MU), which opened to the campus community in August 2021. In 2015, the previous MU was assessed with a below-average condition rating, one that called for major renovations to address building infrastructure repairs and systems replacement. In 2017, planners forecast that the cost of the project would run in excess of [\\$40M](#).

So, rather than repair the previous building, student leaders advanced a [referendum vote](#) to increase student fees to [support the construction](#) of a new student union. The referendum [passed in November 2018](#).

Since the new Memorial Union opened in August 2021, it has been a [central hub](#) for students, faculty, staff and community members. [MU data](#) shows high usage rates for purposes ranging from student organization meetings to conference events.

The third example of decision making based on quantitative analysis is the [UND Counseling Center](#), which in Fall 2021 expanded its student services to include tele-mental health, extended hours and more locations eligible for therapy services.

During the COVID-19 pandemic, the resulting increase in remote learning and decline in in-person social interactions led to an increased demand for tele-mental health services. The Counseling Center used data available through enrollment records to identify states from which UND draws high student enrollment numbers. The states from which UND draws the most students are North Dakota and Minnesota. Other high enrollment states include South Dakota, Texas, Colorado and Washington.

The Counseling Center evaluated the licensing requirements for the identified states so providers could earn licenses in those states in order to offer therapy to students across a broader geographic region. About 45% of services during FY 2022 were remote, showing the importance of the expanded service.

5.A.3

As indicated in Section 5.A.1, UND actively involves administration, faculty, staff and students in setting academic requirements, policies and processes. The [University Senate](#) primarily is composed of faculty (51 members) but also includes representatives from the Staff Senate (three members), Student Senate (11 members) and administration (18 ex officio members).

Elected University Senate members are nominated by faculty peers within their college. The structure and authority of the University Senate are outlined in the [UND Constitution](#). The authority of the University Senate includes, but is not limited to determining University curricula, setting requirements for admission, general interests of student life, policies of the library, and acting as a consultant to the president on matters related to organization of the University, budget apportionment and physical resources.

Additional evidence of shared governance can be found in the listing and description of [University Senate committees](#). As of Fall 2023, the University Senate had 26 standing committees, which included a total of 189 available faculty seats, 46 administrative seats, 51 student seats and 29 staff seats.

Three examples of involvement from faculty, staff, students, and administration in setting academic requirements, policies and processes are listed below.

The [Academic Policies & Admissions Committee](#) helps ensure oversight of academic standards. The specific charge of the committee is to provide guidance and oversight in applying academic standards in admissions and other academic policies.

In recent years, this committee has focused on [reducing barriers to student success](#). With that goal in mind, the committee has, for example, reduced the number of signatures needed to declare a double major, as well as decreased the number of

credits necessary for a minor from 20 to 16 in an effort to reduce the financial burden on students.

The [University Curriculum Committee](#) is responsible for reviewing all curriculum changes at UND. The [Office of the Registrar](#) records all curriculum requirements and changes. Curriculum changes also may need to be reviewed by different committees before approval.

In addition, by requiring letters of support from programs or departments that will be affected by any curricular change, the UCC can ensure that appropriate faculty or programmatic viewpoints are heard and addressed.

The general responsibilities of the committee are to:

- Ensure that proposed curricular changes maintain academic integrity with a University-wide perspective, adhering to sound educational practices.
- Promote the development of interdisciplinary courses and programs.
- Collaborate to ensure curricular changes align with University priorities and sound resource allocation decisions, such as preventing course and program redundancy and the resulting unnecessary competition for resources.

The [Senate Online & Distance Education Committee](#) (SODEC) provides oversight of courses and programs offered at a distance and encourages faculty participation in distance education. In Spring 2021, the SODEC conducted a survey of students, faculty and staff about their experiences during the COVID-19 pandemic. The results of this survey were used to guide present and future initiatives in an effort to improve student academic success.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B

The institution's financial strength — as shown by its audited financial statements, positive bond ratings and strong CFI index — and decentralized approach to budget planning ensures our resource base maintains and will continue to sustain and strengthen our educational offerings.

5.B.1

Human Resources

Attracting and hiring quality candidates is a high priority for the University of North Dakota (UND). Moving expenses, startup research costs and summer salary options are examples of the incentives that may be offered when recruiting for faculty positions. Human Resources and UND Academic Affairs have faculty and staff [recruitment resources](#) available, including personnel dedicated to recruiting faculty and staff and documenting the [faculty recruiting process](#). This process applies to recruiting all faculty, regardless of if they primarily teach online or on campus.

UND and its colleges and departments use many outlets to make sure position advertisements reach a wide audience. UND also [contracts with recruiting firms](#) for some [executive searches](#), searches that may be challenging to recruit, or where expert sourcing is required.

The institution ensures qualified faculty and staff are hired by [developing contracts for faculty](#) and position descriptions for staff. In both cases, [duties and expectations are outlined](#), minimum requirements (such as educational credentials) are spelled out, and

preferred qualifications are established. UND follows all applicable policies from the North Dakota University System (NDUS) and adheres to [NDUS requirements](#) related to full time equivalent employees.

The University uses initial screening, interviews, reference checks and the verification of reference letters to vet all candidates. Transcripts from the candidate's highest degree institution are vetted for accreditation when hiring faculty. During this time, any [applicable credentials](#) are verified as well. Additionally, many hiring departments require campus visits as part of the search process.

Infrastructure

Over the last several years, UND upgraded its IT network core to 100G, with 10G to the entrance of academic and administrative buildings to accommodate increased demand for network bandwidth. Several research buildings were upgraded to 40G with redundant network lines. Additionally, a diverse path for the network was added from the data center to the network hub in several buildings and at the airport. The diverse path will ensure that if the main network line is damaged due to construction or unforeseen circumstances, the network traffic will automatically switch to the diverse network line without an interruption of services. UND also upgraded wireless hardware to accommodate students' increasing demand for network connections and density.

The institution's [previous Strategic Plan](#) included a goal to "progressively upgrade campus facilities and ambiance through a robust and sustained effort to reduce deferred maintenance, target facility improvements, improve the timeliness and quality of building maintenance and elevate groundskeeping standards." The new Strategic Plan continues this priority by committing to "create accessible and welcoming environments that foster a meaningful sense of belonging for all," in part through the cultivation of "physical and online campus environments that are welcoming, safe, healthy and inclusive."

The University has seen extensive improvements in campus buildings and infrastructure since 2018. UND has a [detailed Master Plan](#) that includes space utilization, deferred maintenance and academic planning. The campus Master Plan is an integral part of the current Strategic Plan. The goal is both to make the campus more attractive to potential and current students, faculty and staff, and to reduce operating expenses.

Implementing these plans has led to decreased deferred maintenance and an aggressive approach to capital renewal. For instance, 1% of any tuition increase is now set aside for [deferred maintenance](#). In addition, UND also increased deferred maintenance funds by issuing \$30M of new debt to reduce deferred maintenance and decrease operating expenses.

This [bond funding](#) was focused on improvements for facilities with high usage, including O'Kelly Hall, Gillette Hall, Chester Fritz Library, McCannel Hall, Burtness Theatre,

Hughes Fine Arts Center and the Armory. Repair and maintenance funding also was used to demolish older campus facilities.

UND contracts with an independent professional services firm to create a [Facility Condition Assessment](#) report that summarizes facility renewal costs and investment plans. The [Facilities Renewal Plan and Costs Matrix](#) is particularly interesting, as it summarizes the suggested investment into specific building components and systems throughout campus for the next 10 years.

The University also has used different debt instruments, gifts, public-private partnerships and revenue generated through a fee voted on by the students to significantly improve the campus footprint. From 2018 to 2022, this strategy enabled UND to open a new \$93M steam distribution facility, powered by natural gas; open a new \$80M student union; undertake a \$20M rebuilding and beautification of University Avenue; and construct \$133M in new student housing.

Gift funds also were used to construct a new Nistler College of Business & Public Administration, an indoor athletic practice field called the Frederick “Fritz” D. Pollard Jr. Athletic Center that was built in 2015 (see 2.C.2), the Collaborative Energy Complex completed in 2016, and the Gershman Graduate Center completed in 2020.

UND also was awarded \$50M in state appropriations to renovate Merrifield Hall, a large classroom building in the core of the campus quad. In addition, the University received two separate appropriations (\$6M in 2015 and \$5M in 2021) to replace concrete pavement used by UND Flight Operations.

Furthermore, facility renewal efforts will reduce energy consumption and operation costs for the University while enhancing the academic experience. This enhancement takes place because the efforts not only improve indoor air quality but also provide leading-edge classroom technology as well as modern furniture for classrooms and collaboration spaces.

5.B.2

The goals incorporated into the mission and any related statements are realistic in light of the institution’s organization, resources and opportunities. The financial position of the University is a significant strength that allows us to succeed in operationalizing the mission and the [UND LEADS Strategic Plan](#).

The University maintains a strong financial position, as is evidenced by the [Moody’s bond rating of A1 and Aa3](#), as of Aug. 6, 2021.

The rating rationale cites “the University’s very good brand and strategic position as a flagship university in the State of North Dakota (Aa1 stable).” In addition, it continues, “(t)he University continues to benefit from strong capital support from the state and

conducts important research that aligns with key economic drivers of the state. UND's research activities also help diversify the University's revenues."

The rating also incorporates our challenging demographics, low cost of tuition, a stable ratio of earnings before interest and depreciation to debt service (EBIDA), and strong cash and investments.

Perhaps the best illustrations of the ability of the institution to carry out the goals in its mission and Strategic Plan come from the stories and examples in the [UND LEADS](#) document. Numerous examples illustrating the ways the institution is realizing the work of the plan are contained therein, spanning dimensions from each of the five core values.

5.B.3

The budget process at the state level is well-developed and has stayed the same since the submission of the last HLC Assurance Argument report. The [State Board of Higher Education \(SBHE\) establishes](#) a biennial budget process that works closely with the legislative branch of state government.

The University's budget is overseen by the SBHE, including the setting of guidelines, prioritizing facility requests and establishing fiscal accountability. The NDUS chancellor approves the institution's annual operating and capital budgets, following [SBHE guidelines](#). The University president allocates resources consistent with SBHE guidelines and NDUS policies.

To ensure compliance with laws, policies and requirements, the University monitors its finances using the PeopleSoft ERP solution with subsidiary ledgers. The University's finances are monitored by an [annual financial statement](#), as well as [operational](#) and [federal audits](#) every two years.

The University recently bought a financial reporting tool that features 100 variations of [financial reports](#) (from budget to actuals), fund balances and all general ledger activity in [one report](#) by fund and department.

How the University president allocates resources has changed dramatically at the institutional level. In 2012, the institution began moving to an incentive-based budget model, with all aspects going fully live in FY 2019. The office of Resource Planning & Allocation (RP&A) oversees implementation and maintenance of the University's responsibility-centered management budget plan, internally named the [Model for Incentive-Based Resource Allocation \(MIRA\)](#).

UND no longer adjusts the budget incrementally up or down based on dollars available in each unit. The proportion of student credit hours within each college determines how tuition is located to those units. Net tuition revenue as well as research awards and scholarly activity efforts drive the allocation of state-appropriation revenue budgets.

One of the main objectives of the budget-model redesign was to ensure the University's budget aligns with the University's mission, goals and Strategic Plan. The model assigns greater control over resource decisions to deans and directors with a decentralized responsibility-centered management approach, but still permits the President and Vice-Presidents to incentivize strategic growth opportunities that benefit the whole university.

The model's underlying premise focuses on academic units, featuring incentives for instruction and research that promote strategic growth and reflect the University's unique strengths and culture. RP&A works with all primary and service units to develop, analyze, monitor, revise and report financial data related to the model. The office meets triennially with all units to compare actuals to budget and projections.

Most primary units have invested in chief business officers, giving the revenue-producing departments an individual with higher finance skills to provide better analysis and forecasting needed in an incentive-based model.

Each college works with RP&A to review trends in historically paid student credit hours (SCH) and to model and estimate the next fiscal year's paid SCH. After meeting with colleges, an undergraduate tuition pool allocates 60% to the college of instruction and 40% to the degree-awarding college.

Using a pooling method encourages all colleges to meet or exceed their forecast. The units also are incentivized to recruit and retain students and grow externally funded research. [Units receive](#) 100% of the Facilities and Administrative (indirect) [revenue earned](#) on external grants and contracts.

5.B.4

The diversification of the University's revenue stream helps us make sure fiscal allocations achieve our educational purpose. The [revenue stream](#) includes tuition, fees, grants and contracts. [State appropriations](#), auxiliaries or sales, and services [round out the rest](#) of the revenue stream.

The University receives stable support from the state of North Dakota. In recent years, state appropriations have remained constant. For example, the state appropriation revenue was \$106M in FY 2022 and \$105M in FY 2021; those figures were 18% and 19%, respectively, of total revenue.

The percentage of state appropriations is typically higher (22% in FY 2020), but COVID stimulus revenue increased UND's total revenue in FY 2022 and FY 2021. According to the FY 2021 report from the State Higher Education Executive Officers Association, [North Dakota ranks 19th](#) (see page 43) by state in public higher education appropriations per student full time equivalent.

Steady enrollment allows UND to plan and ensure resources for its educational purpose. Table 5.1 shows enrollment trends for the past 10 years.

Table 5.1: Enrollment Trends by Headcount

Year	Fall	Spring
2014	14,906	
2015	14,951	14,244
2016	14,648	14,277
2017	14,406	13,927
2018	13,847	13,678
2019	13,581	13,112
2020	13,615	13,028
2021	13,772	13,011
2022	13,876	13,226
2023	14,172	13,307
2024		13,645

UND budgets tuition based on paid SCH and has a [history](#) of collecting tuition that aligns with the budget amounts. In addition, increases in [tuition rates](#) have assisted with increased costs.

The University is advanced in its budget allocations and finance monitoring with the MIRA budget plan. With resource decisions directed to academic deans, the University achieves its educational purpose. The [University's net tuition](#) is monitored and projected monthly so academic units can adjust expenses accordingly.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1

The University of North Dakota (UND) is committed to aligning its operations with its research, teaching and service mission to the state. As noted above, planning and budgeting processes help ensure the responsible allocation of resources. In addition, the Model for Incentive-Based Resource Allocation ([MIRA](#)) [budget plan](#) includes a mechanism for allocating dedicated funds for strategic initiatives.

Strategic goals are set through [University-wide strategic planning](#), and [primary units](#) are invited to propose initiatives as part of a [Strategic Investment Proposal \(SIP\) Process](#) to capture new proposals for initiatives from each primary unit of the University. The SIP awards for fiscal years 2020–2023 were \$2M, \$2M, \$4M and \$6.2M, respectively. Much of the money has been used to pay for multiyear initiatives to meet strategic goals.

Resources Allocated to Student Enrollment and Success

The previous [One UND Strategic Plan](#) prioritized enrollment growth by increasing online and on-campus educational opportunities, streamlining the credit transfer process and investing in graduate programs. Several [2+2 Agreements](#) within North Dakota and with Minnesota are in place to respond to the new credit-earning patterns among the current student demographics.

The [credit transfer review and acceptance process](#) — including college credits for military training — increased transfer student enrollment from [897 in 2018 to 956 in 2020](#). Investments in the original and online programs have contributed to the growth in undergraduate and graduate student enrollment. Between 2019 and 2021, the University dedicated over \$1M to create new courses and enhance existing ones for many programs, which led growth in both undergraduate and graduate enrollment.

Undergraduate examples include multiple online engineering programs that provide students unmatched access to almost every engineering specialty (e.g., Biomedical Engineering, Aerospace Engineering, Petroleum Engineering). These investments also contributed to growth in graduate student enrollment. Examples include the addition of three innovative programs:

- A [Ph.D. in Indigenous Health](#) that has two new cohorts of 34 students.
- An online, asynchronous and collegewide [Ed.D. in Leadership & Educational Practice program](#) that attracts new doctoral demographics and enrolls new, full-time working professionals.
- A unique online master's of Accountancy program that allows students without an undergraduate major in Accountancy to earn their master's and with it eligibility for licensure.

Overall, total enrollment of graduate students increased from [2,669 in 2018 to 3,235 in 2020](#).

In 2018, UND established several student success initiatives (see also 4.C.3). One initiative, referred to as Academic Core Advising, is a centralized system in which colleges have a core advisor to serve as a connection between the college, its advisors and faculty, and the students on matters of academic and career exploration, course registration, degree plans, changes of major, math placements and [other academic and nonacademic student support](#).

A second initiative, an early alert system called [Starfish](#), was implemented to provide an interactive platform with the University for all students. The system generates learning analytics data and enables the use of early interventions to promote student success. The Starfish program creates a “My Success Network” for each student. The students then can track their academic progress on a course-by-course level throughout critical assessment checkpoints each semester as well as access learning support services.

In a third initiative, Academic Services established several relevant programs, including [Academic Coaching](#) and [Peer Tutoring](#). In these efforts, tutors provide 1:1 assistance both remotely and in person, plus work closely with instructors to help hold exam review sessions and group tutoring. All tutoring information is available in Starfish.

A new tutoring coordinator position was established in the 2021-22 AY to identify service needs and to better understand the data associated with tutoring. The next year, a three-year pilot program pairing academic success coaches for students in some

online programs was established to evaluate if it could increase student persistence and graduation rates. Last but not least, and consistent with UND's emphasis on high impact practices and experiential learning, a partnership with Riipen allows faculty to embed within their courses work-based learning projects connected to companies and nonprofit agencies throughout North America.

Graduate student success has been a strategic focus at UND as well. [The School of Graduate Studies](#) has instituted several student-centered initiatives, including [Professional Development and Planning Workshops](#) and [Accelerate to Industry](#) (A2i) training to prepare graduate students for promising job markets beyond the traditional academic careers.

The previous and current strategic plans have recognized the connection between student success, faculty development and high-impact educational practices. In 2016, [a working group of faculty and staff proposed](#) a new initiative to enhance instructional excellence among UND faculty. The proposal resulted in the [establishment](#) of the [Teaching Transformation & Development Academy \(TTaDA\)](#), which is now housed under the [Vice Provost of Strategic Programming & Special Initiatives](#).

TTaDA provides [a wide range of support and training for](#) all modes of instruction, effective use of teaching and learning technologies, implementing inclusive and accessible pedagogies, and various instructional roles and class sizes. TTaDA also provides training on various technologies and tracking platforms for instructors to use [Analytics for Student Success](#).

Resources Allocated to Research Mission and Goals

The University shows clear evidence of meeting its [research goal](#) of \$120M in internal and external funding by 2022. In fiscal years 2018–2021, our [Higher Education Research & Development or HERD survey](#) reports an increase from \$109.8M to \$143.5M accounting for the largest growth in state and federal grants.

To achieve its research goals, UND increased budgets from \$4.6M in FY 2019 to \$5.1M in FY 2023 for the [Division of Research & Economic Development](#). The increase will boost support to several core and new service units within the [division](#), including the [Office of Research & Sponsored Program Development](#), the [Office of Grants & Contracts Accounting](#), [Research Compliance & Ethics](#), and other innovative units such as [Corporate Engagement & Commercialization](#) and the [Tech Accelerator](#).

To streamline grant proposal preparation and provide clear guidance to ensure compliance and ethical conduct of research, UND piloted and eventually implemented the [Novelution Online Protocol Submission System](#). Stewardship of research resources is also evident through inter-college/University partnerships, with the budgeting and transfers handled by Resource Planning & Allocation (RPA). Several examples are included below.

North Dakota is home to American Indian and rural populations facing challenges in accessing health care infrastructure and support. UND is the first institution in the nation to establish an academic [Department of Indigenous Health](#). The department oversees research and degree programs, research centers and the [American Indian Collaborative Research Network \(AICoRN\)](#).

AICoRN is the region's first practice-based research network of clinicians and researchers dedicated to improving health through research grounded in clinical care and community needs.

UND also has invested in a National Security Initiative (NSI) for research, education and workforce development. The University was the nation's first institution to enter into [formal partnership](#) with the U.S. Space Force University Partnership Program (UPP), a cooperative effort to support research and workforce development.

The first award for the University's [National Security/Space Initiative](#) (\$466,308) was split between the College of Arts & Sciences, College of Engineering & Mines and John D. Odegard School of Aerospace Sciences. UND has a six-year NSI plan in which it has committed to investing \$9M in new strategic funding, thereby building on the \$14M the state of North Dakota has invested to fund space-related education and research infrastructure at the University.

In addition, the [Research Institute for Autonomous Systems](#) (as part of UND's Division of Research & Economic Development), in collaboration with several UND colleges, provides the University with a robust, multidisciplinary research infrastructure focused on the development of autonomous systems.

5.C.2

[The Office of University Analytics & Planning](#) (UAP) provides a centralized institutional capacity for [collecting and reporting official data](#) pertaining to enrollment trends, credit hours, course enrollment, student and faculty success, grades and demographics, and student outcomes. The data then is used to assess the strategic goals at UND and plan accordingly.

Additionally, the office administers [four large-scale surveys](#). These are:

- [National Survey of Student Engagement \(NSSE\)](#).
- [Faculty Survey of Student Engagement \(FSSE\)](#).
- [Plan After Graduation & Experiences Survey \(PAGES\)](#).
- [Satisfaction-Priority Survey](#).

All the above survey data were used during the strategic deliberations for the UND LEADS Strategic Plan. Survey data reports are publicly available on the [UAP website](#).

Additionally, the academic program-level evaluation of operations and student learning assessment occurs through the formal [Academic Program Review \(APR\) process](#), leading to reports that are sent to the Office of the Provost. Key [APR Prompts](#) guide the review process, including areas of resource allocation, efficiency and planning to achieve the academic program goals.

5.C.3

UND's comprehensive planning process considers the perspectives of internal and external constituent groups. Some examples include advisory boards for [INMED](#), the [Nistler College](#), and [technology fields](#). Before each new fiscal year, the [Fiscal Planning Guidelines and Requests memo for Service Units](#) is issued to communicate strategic priorities identified by the President's Executive Council. The MIRA budget model ensures [the involvement of primary and service units in strategic idea generation and planning](#). Proposals then go through the review process of the corresponding Vice Presidents and Deans' Council before the final decision is made by the President.

The deans, in turn, ensure stakeholders' engagement (i.e., department chairs, associate deans and faculty) in their budget decisions and strategic proposals for the primary academic units.

The annual budget process follows a [planning calendar](#). All units hold three-times-a-year meetings in which the leadership from each unit discusses budget planning and delivers presentations on the progress that has been made toward strategic goals.

Other ways of engaging broader constituencies include two recent task force initiatives: [The Future of Education at UND](#) and [Diversity & Inclusion at UND](#). Both task force groups reviewed data, conducted focus-group interviews and examined historical trends and challenges of attracting and educating traditional and new student populations.

The task force groups provided a series of strategic initiatives and recommendations. The input of more than 170 University members was solicited and considered in the deliberations and final reports.

5.C.4

Mission-specific goals and strategic plan priorities provide the focus for budget adjustments at UND. The budget review process includes estimations of enrollment projections, matriculation data, first-year class sizes, retention rates, tuition rates, state appropriations, employee salary increases, employee health care costs and utility expenses.

The North Dakota State Board of Higher Education [Policy 810.1](#) stipulates that UND shall target establishing and maintaining an appropriated funds reserve of between 5% and 7%. The reserve funds are necessary to protect against unexpected shortfalls in revenue. [UND's records](#) show that the institution has met the 5% reserve threshold.

UND has recently seen a growth in online students. As a results of this growth, the University has used currently available resources to support these students. This includes technology infrastructure, personnel, advising and student access to services.

5.C.5

Student demographic shifts are important in current and future strategic planning and initiatives. As part of the Future of Education Task Force work mentioned earlier, UND invited [EAB, an educational consulting firm](#), to present a series of [data reports](#) on the state of higher education in the region and nation, with special attention to the decline in the number of traditional students, adjustments to new markets, and financial sustainability through student success.

New degree programs and career options were recommended as viable directions for new demands and workforce needs. The research experts on robotics, artificial intelligence, cyberspace and human skills offered a vision for new interdisciplinary programs to prepare students for the new age of [digitization and machines](#).

Consequently, UND has developed certificates and degrees (such as an [online Master of Science in Cyber Security](#)) to anticipate workforce needs and student demand in these technical areas.

Offering online programs and flexible (online, hybrid-flexible and hybrid) modes of course delivery started during the pre-pandemic year. Contracting with the Pearson Online Learning Services (now Boundless Learning) company for the strategic development of online programs has contributed to the growth of several programs (i.e., Nursing, Counseling, Cybersecurity and Accounting).

[Post-traditional students](#) tend to have unique needs, including financial ones. Additional scholarships and financial aid funds have been [allocated](#).

5.C.6

As documented in the previous [One UND Strategic Plan](#) and the MIRA budgeting model, key performance indicators include student enrollment and retention, and funding for research and development. Funding included both internal and external sources.

Strategic resource alignment with the One UND Strategic Plan is shown through the adoption of a new tuition model, investment into the core advising infrastructure (including Starfish software and training), curricular innovation, and development with the specific focus on online programs.

As UND begins a new chapter in its history and moves forward with the new [UND LEADS Strategic Plan](#), these priorities will continue to influence the direction of strategic planning.

Overall, the [enrollment trend at UND remains relatively steady](#), strongly suggesting that actions such as these have contributed to the increase in student credit hours at both undergraduate and graduate levels despite the many enrollment-related challenges facing institutions across higher education. Investments into the institutional research infrastructure and research faculty development have included nationally competitive salary increases for research-intensive [faculty positions](#) and summer research mini-grants.

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

The University of North Dakota's (UND) Mission and Vision statements provide the guiding framework for the University's administrative processes, focusing on teaching, research and engagement. Shared governance is accomplished through the trifecta of the University, Staff and Student senates. These governing bodies work to set policies on campus that align with and adhere to North Dakota University System (NDUS) policies. These policies often are adopted as a result of data-informed decision making. Using data in decision making is an important part of the process at UND. Data sources include annual student surveys, institutional student data, enrollment data and Blackboard data.

The University has a solid financial foundation and is able to fund its programs and services. UND's resource base firmly supports its educational offerings and Mission Statement, as shown by Moody's bond ratings of A1 and Aa3. UND is fiscally healthy and is able to support the infrastructure and fiscal allocations needed to maintain and improve its educational offerings and aid to students well into the future. The implementation of several new initiatives highlighted by the responsibility-centered management budget plan, known as the Model for Incentive-Based Resource Allocation (MIRA), shows UND's commitment to fiscal innovation, efficiency and improvement.

The ongoing commitment to academic program review, assessment of student learning and evaluation of operations are essential components to the planning process at UND. All aspects of the University are considered during this process, including the faculty, staff and students at UND, external stakeholders, the NDUS and the broader needs of the state of North Dakota.

The systematic planning process is based on historical needs of the campus, its current status and its future outlook, as outlined in its two most recent Strategic Plans: the previous One UND Strategic Plan and the current UND LEADS Strategic Plan.