HLC Updates

The information below is organized by criterion, with criterion committee recommendations (listed in the self-study under either “Opportunities for Improvement” or “Next Steps”) listed under each criterion. Following each recommendation is a summary of any actions on that item that have occurred since the conclusion of the self-study.

Criterion 1

- Since the mission statement itself has not been reviewed for some time, it is recommended that the institution initiate a review process and establish a timeline for regular review.
  - No review of the mission has occurred.

- Campus units should continue work to align their own strategic plans to the Exceptional UND priorities and the University mission and vision statements.
  - This is occurring as demonstrated by greater clarity in institutional planning, including setting goals and metrics for those goals at levels beginning with divisions and extending down through units and departments. Examples of initiatives building on Exceptional UND can be found on the Academic Affairs website (http://und.edu/provost/exceptional-und/background.cfm), although it’s worth noting that some of the posted examples are not recent. However, the SOAR process was one example of how the institution has planned and prepared itself for change. Another example is the creation of the School of Entrepreneurship within the College of Business & Public Administration. The establishment of the art gallery and exhibits at the Empire Arts Center in downtown Grand Forks is an example from the College of Arts & Sciences.

- Improved coordination of public service activities and efforts to carry the message of UND to external constituents should be continued.
  - This work is continuing. Examples include the list of achievements published on the website of the Vice President for University & Public Affairs (http://und.edu/university-public-affairs/achievement-and-distinction/exceptional-achievements.cfm). Recognitions are also published on the Division’s website (http://und.edu/university-public-affairs/achievement-and-distinction/exceptional-recognition.cfm). In addition, individual units and departments are becoming more effective at carrying UND’s message externally through coordination with other units. For example, the Department of Accountancy alumni magazine is now published with assistance from staff in University & Public Affairs.

- Strengthening observation and awareness of the region and increasing networking with other institutions, agencies, and organizations can help the University identify needs and opportunities for participation.
  - Any number of examples, both institutional and unit-specific, demonstrate UND’s efforts in this area. Attentiveness to needs within the state resulted in an opportunity for UND to provide essential support to Williston State College when that institution was having difficulty maintaining appropriate levels of staff support in several offices. UND’s North Dakota Quarterly literary journal continues to contribute to the cultural and artistic life of the state and region. Political Science & Public Administration faculty created a series of publications on Governing North Dakota from 2009-2013, which now
serve as resources on state government structures. Honor Band, Chorus, and Orchestra, hosted by UND’s Music Department, provide opportunities for performance and cultural enrichment to students and families across the state. The Core Library is creating a collection that is expected to revolutionize how oil and other geologic resources in the state are understood. The Children & Family Service Training Center helps foster parents learn to care for children who have been removed from the care of their birth parents. Faculty in the College of Engineering & Mines are contributing to understanding of frequency control and voltage stability in grid-connected wind turbine generators, a key issue for the North Dakota wind power industry. UND showcases the work of high school students in the Robotic Competitions hosted by Engineering & Mines programs. Faculty in the College of Education and Human Development oversee Summer Reading camps for students in elementary school grades. The School of Law hosts the Tribal Environmental Law Project (TELP), which provides legal advice and policy assistance to tribal governments establishing programs to protect the health and welfare of citizens, tribal natural resources, and the quality of reservation lands. These examples, some of which are recent and others that are more long-standing, are just a handful of the many ways in which UND is responding to state and regional needs.

- The institution should hire a senior leader in diversity and inclusion to facilitate coordinated efforts to advance our mission.
  - Sandra Mitchell has been hired in the role of Associate Vice President for Diversity & Inclusion, and she is working in collaboration with faculty, staff, and administrators across campus to ensure continued progress in that area.

- The institution should continue to support the role of the Vice President for University and Public Affairs in providing print and online directories of public service programs and in carrying the message of UND’s service to the public and external constituents.
  - Staff in the Office of the Vice President for University & Public Affairs have expanded their efforts to publicize UND’s external service. Examples include the inclusion of the “Achievement and Distinction” insert in the program for the May 2015 graduation ceremony as well as the publication of the lists of exceptional achievements and recognitions found at the University & Public Affairs websites referenced on page 1 of this document.
  - Senior administrators made special efforts to publicize the case for UND with legislators during the recently completed 2015 session. Information about some of the impact of research conducted at UND can be found on UND’s research website (http://und.edu/research/).
  - UND’s web presence as a whole continues to be standardized and improved as part of the effort to more fully and clearly communicate the institutional message overall, including the message about service to external constituents.

**Criterion 2**
- Ensuring systematic analysis of grievances and other disputes would enable identification of problematic patterns. The newly created Ombuds position will help address information needs in this area.
  - Although the Ombuds position had been filled at the time of UND’s 2013 visit by the HLC team, the person occupying that role was in a half-time pilot (temporary)
position. The decision was made to continue the position and the search for a permanent, full-time Ombuds occurred during 2014-15. Although a person was offered the position, the selected individual was unable to take the position as originally agreed. However, a new search to fill that position has recently been launched.

- Work to improve the website for the Office of Research is underway at this time. The new website is expected to improve communication regarding key policies.
  - UND’s research division has been reorganized under Academic Affairs as the Division of Research and Economic Development, and a new Vice President for Research and Economic Development begins work on September 8. That division’s website has been revamped and now contains a great deal of useful information about research occurring at the university (http://und.edu/research/about/index.cfm). Additional website work, resulting in better policy communication, is planned to occur in Fall 2015.

- Maintaining critical research records in paper form is unwieldy and retrieval is problematic. A committee is working to address the need for a better system.
  - UND is working with the NDUS and NDSU to resolve this issue in light of HB 1003, Section 8 (from the 2015 legislative session) and in a situation of limited resources. A plan for resolution of the problem is expected to be identified by Fall 2015.

- Research policies are not always understood by faculty, staff, and students. Better communication of such policies is necessary to avoid problems that could result from incomplete knowledge about the existence or meaning of key policies.
  - A four-page handout for communication with internal audiences (faculty and graduate students) is under development. That document will describe services available through the Division of Research & Economic Development, as well as detailing procedures to be followed. This document is being prepared in collaboration with staff in University & Public Affairs.

- Clarifying the lines of responsibility for implementation and enforcement of academic dishonesty policies would be useful for students, staff, faculty, and administrators.
  - No changes have occurred in this area, although staff in the Dean of Students office continue to work with faculty to clarify academic honesty expectations and policies. In general, faculty have the primary voice on how issues are handled in their own classrooms, and particularly challenging issues are taken up in accordance with college policies and legal counsel. Policy details are outlined on the web (http://und.edu/student-affairs/code-of-student-life/_files/codepdfs/appendix/iia/iia-3.pdf).

- In view of evolving standards for ethical research, the University should consider mandating training for all graduate students and making training widely available for faculty and staff.
  - This idea is under consideration within the Division of Research & Economic Development, but no proposals have been put forth at this point. A one-hour workshop regarding financial conflict of interest for NIH proposals is offered, and
NSF requires training on responsible conduct of research. However, no campus-wide program currently meets the need for training in ethical research standards.

**Criterion 3**

- Greater emphasis on consistency across delivery modes should be enhanced through quality control strategies.
  - UND’s Online & Distance Education Committee has engaged in discussions around ensuring consistency across modes. The issue was also highlighted at a recent State of Online Education forum. Departments offering courses or programs in multiple delivery modes are encouraged to collect and analyze program outcomes to ensure that equivalency is maintained, and a number of programs (e.g., Psychology, Occupational Therapy) are clearly engaged in that work. When assessment results are submitted for Essential Studies course revalidation or within annual assessment reports, writers are encouraged to provide comparative information when applicable. However, no coordinated oversight of compliance with this expectation occurs. Additional efforts remain needed in this area, and incorporating discussion of consistency across delivery modes into program review would be a very important step toward meeting this need.

- State-mandated common course numbering diminishes faculty control over transfer courses. This is a special concern regarding Essential Studies competencies developed through special emphasis course requirements which may instead be met through transferred courses including those taken as AP or dual-credit.
  - North Dakota has had a ND General Education Council, with two voting members from every institution of higher education within the state, for several years now. UND is an active participant in that council. Recent discussions within the council have focused on developing a strategy for transfer of general education credits that is organized around learning outcomes that have been demonstrated rather than exclusively around course completion. To the degree that outcome equivalencies can be established for the program, UND will have made significant progress in maintaining faculty control over learning associated with transfer credits.
  - In addition, UND has a recently-completed program review report for its Essential Studies program, and there are recommendations for improving transfer in relation to special emphasis course completion within that review. Strategies articulated in the program review will be considered by the new Director of Essential Studies, in conjunction with members of the Essential Studies Committee and UND administrators, during 2015-16.

- Increasing numbers of courses are now taught in non-traditional formats, often including online. Additional attention is needed to ensure adequate course oversight, including improving response rates on student evaluation forms and ensuring consistency of quality across delivery modes.
  - UND uses the same student evaluation of teaching form for the self-paced, “enroll anytime” courses as is used for other courses, and the same process for distributing results is also used. The Office of Extended Learning is currently working with academic administrators and faculty generally to review the current self-paced course offerings and develop a plan for any new course development (in conjunction with UND’s instructional designers).
In relation to student evaluations, specifically, an ad hoc committee was formed by the University Senate in the Spring of 2014 and charged with delivering recommendations for improvement of the student evaluation of teaching process by the conclusion of Fall 2014. That deadline was met, and the recommendations submitted included establishment of a new committee to be charged with developing a new student evaluation of teaching form along with plans for implementing a pilot of the form. The follow-up committee has been established and is now at work. In addition, the recommendations delineated strategies to be used with the newly created form to improve student response rates across all delivery modes. Once the new and improved form is in place, the expectation is that implementation of the strategies for improving response will also occur, ensuring more meaningful student input regardless of course delivery mode.

(See item above, p. 3, for more details on ensuring quality of courses taught in multiple delivery modes.)

- Transitional difficulties continue to affect the Essential Studies program, with some faculty and academic advisors still unclear about the program and therefore challenged to support it adequately. Additional efforts should be made to address this issue.
  - Significant progress is underway to improve the effectiveness of our Essential Studies program. The Fall 2014 program review included a number of concrete recommendations, some of which are already being implemented and others of which can and will occur within the next year or two. Members of the Essential Studies Committee have been involved in discussions about additional possible changes. More major recommendations will be considered at greater length in the coming year, as a new ES director assumes responsibility for program management.
  - Finally, the systematic implementation of Assessment Week, with the outcomes assessment opportunity that presents, has made it possible to reconsider the way course validation and revalidation occur for the program, potentially reducing the aspect of the program that has been most contentious for faculty. At the same time, it will remain necessary for the committee and director to keep policies in place that ensure faculty teaching courses in the program are conscientious about addressing program goals (learning outcomes) so the exact nature of changes cannot not yet be determined.

- Strong academic advising exists in many areas of the University, but may still vary in quality, especially when faculty act as primary advisors. Enhancing advising resources should be a priority.
  - The Student Success Center implemented a development plan that is expected to add depth to advisor training for both faculty and professional advisors. That plan was rolled out in Spring 2015, so additional changes may occur as implementation continues. The web resources available for advisor use have also been revamped based on feedback from and conversations with new faculty advisors. An advising award was added to the Founder’s Day recognitions, ensuring somewhat greater positive visibility for exceptional work in this area. In addition, a small group of people have developed a proposal to improve advising of first-year students, although a final decision about the status of the recommendations in that proposal has not yet been made.
• Faculty and staff workloads remain high and, as noted in the Assurance section of the 2003 Team Report, this is an area that should be addressed.
  o The Promotion, Tenure, & Evaluation Working Group has a charge that includes faculty workload. Although the group has not yet concluded their work, they are expected to address questions of how faculty effort is allocated among the three responsibilities of teaching, research, and service, as well as issues around faculty evaluation. The results of their work will include recommendations that may be helpful in reconsidering workload issues.
  o “Administrative” work is now an option on page two of faculty contracts in the College of Business & Public Administration. That same college is implementing a workload policy that enables faculty with administrative responsibilities to earn merit raises for their work in that area. Both innovations indicate that colleges and deans recognize and are attempting to address this need.

• Despite the University’s progress in enhancing teaching and learning spaces, there is a demonstrated need for additional space and renovations, including technology enhancements
  o During a recent State of the University Address by President Kelley (available at this website: http://und.edu/president/presentations.cfm), five institutional goals were announced. One of those goals is to increase capacity, which President Kelley articulated as meaning 20 classrooms per year renovated to serve as smart spaces for active learning – a rate of progress that will yield 100 new enhanced classroom spaces by 2020.

• Library resources are stretched, and in order to maintain quality support for the academic and research enterprises, may need additional funding to provide current and needed books, subscriptions, and electronic resources.
  o A number of changes in the library are envisioned to occur in upcoming years. One development is the resignation of the previous Director of Libraries. A new Dean of Libraries was recently hired to oversee library operations, including library enhancement, and she takes up her duties in mid-September. In addition, an anonymous donor is providing funding for a building that will be connected to the existing library, providing additional, critically needed, gathering space. Finally, major renovations to the library will occur, following a planning effort that is currently underway (and includes many opportunities for campus-wide input). The result of all this effort should be a significantly improved library in terms of structure, services, and resources.

• Conduct an institutional analysis of workloads and faculty and staff salaries as another step toward addressing workload and salary issues raised by the HLC team in 2003.
  o The SOAR prioritization effort (recently completed with documentation now available to administrators) was designed to include analysis of costs, achievements, and benefits attained through all units on campus. Having that data will enable administrators at both the program level and the institutional level to consider funding allocations with the aim of designating available dollars to units where those dollars are most needed. That may not address salary inequities since salaries are also linked to overall budget levels and merit raise policies set by the state board, although the information clearly has the potential to be used by administrators seeking to address workload issues.
The Dean of the College of Business & Public Administration plans to conduct a salary equity study during the upcoming academic year with the aim of addressing this issue for faculty in that college, an example of administrative intent to continue progress.

- Continue to prioritize improvement of academic spaces, including those for both teaching and research, and seek both public and private funding resources through ongoing collaboration among the University, the Alumni Association and Foundation, the state, and private donors.
  - Two of the goals announced at President Kelley’s 2015 State of the University Address speak to this need. The first, mentioned above (p. 6), is the goal of increasing capacity via renovating 20 classrooms per year into technology-enriched active learning spaces. The second is increasing external funding through partnership with the UND Alumni Association and Foundation. Strategies to address the two recently-identified goals should result in continuing space improvement.
  - In addition, UND has a team working toward “an analysis and assessment of classrooms, labs and student service areas to improve the campus’ learning and student service spaces” (http://und.edu/finance-operations/space-utilization-analysis-and-planning/index.cfm) in advance of a formal master planning. That process should help focus efforts on areas of greatest need. Additional efforts will occur under the direction of the Associate Vice President for Facilities, who assumed responsibility in late 2014.

- Continue aligning the University mission and the Exceptional UND strategic vision with initiatives that clearly advance each, and especially identify and allocate resources for initiatives that facilitate teaching and learning excellence, as well as research and scholarly/creative activity, in support of delivering a “high quality education.”
  - UND adopted the Exceptional UND vision with five strategic priorities (enrich the student experience, encourage gathering, facilitate collaboration, expand UND’s presence, and enhance quality of life) in 2010. Those five priorities are now being enacted by five specific institutional goals, each of which has associated targets and metrics to allow progress to be tracked:
    - Increase retention and graduation;
    - Increase enrollment;
    - Increase research and scholarship;
    - Increase external funding;
    - Increase capacity.
  - At least three of these (retention and graduation rates, external funding for scholarships and research, and capacity, defined as classrooms to be renovated) directly advance both the Exceptional UND strategic vision and “high quality education.”
  - Other indicators are less positive. For example, the HLC self-study identified the work of the Undergraduate Learning Working Group and specifically the (at the time) newly implemented First-Year Seminars as key examples demonstrating institutional commitment to improving the quality of an education through implementation of an identified high impact practice. Institutional funding for that program has been lost, and there is little indication that departments or colleges are intending to begin funding First Year Seminars on their own. Losing a key high impact practice with the potential to have a broad effect on retention and on-time graduation campus-wide is an indication that additional work is still needed in this area.
  - The SOAR process has concluded with the result that information is now available to allow strengthened alignment of the institutional mission and vision with various
campus programs and initiatives. The new budget model will also enable progress in this area.

Criterion 4

- Academic and non-academic programs should continue their assessment practices and improve on them, bearing in mind the goal of making use of findings for program improvement.
  - This is an on-going effort, supported specifically by the University Assessment Committee and assessment director. The Committee continues to conduct annual reviews of assessment reports submitted by programs (academic and support unit) across campus, and they engage academic departments in discussion of assessment work via a year-end Assessment Luncheon.
  - A more recently-formed Student Affairs Assessment Committee has been very effective at increasing understanding of, providing tools for, and supporting assessment efforts within various Student Affairs departments. Some Academic Affairs programs (e.g., the Chester Fritz Library) are also participating in the training sessions provided for Student Affairs assessment efforts by an assessment tool/reporting vendor, and those academic programs are planning to use some of the modules available through Student Affairs.

- Continuing emphasis on regular and systematic documentation of assessment results and findings remains essential.
  - Departments have transitioned from the previous annual reporting system to the current assessment reporting system. Although the assessment reporting itself should not be changed at all, the lack of pressure to complete the reports (previously provided by expectations from units like deans’ offices and Academic Affairs) has meant that some units did not submit the required reports in the first year of the new reporting system. Part of this may be due to the confusion created by the transition, but a number of follow-up messages and reminders were sent to those failed to meet campus deadlines. Reports due in the fall of 2015 will provide a better indicator of the degree to which this may indicate a problem. The system clearly can continue to serve the assessment reporting purpose, however, if administrative offices such as the deans’ offices and Academic Affairs are firm in supporting and reinforcing expectations for timely completion of the reports. Ensuring that academic program review occurs regularly and includes a significant assessment component (drawing on annual assessment reports) would also strengthen use of the current system.

- The quality of assessment activities across campus is uneven with some departments and programs regularly engaged in useful practices leading to program improvements while others continue to struggle.
  - Unevenness continues to be a concern. Faculty in programs subject to program accreditation are normally quite familiar with and well-prepared to carry out effective assessment. Even in departments with program accreditation, however, faculty sometimes let non-accredited programs overseen by the department (e.g., graduate programs for those with undergraduate program accreditation only—a not uncommon situation in some colleges) continue to function with minimal assessment plans and little if any systematic assessment activity. In departments with no program accreditation, progress continues but the pace of efforts varies. Again, consistent messages from deans and Academic Affairs, in conjunction with a strong emphasis
within program review, may be helpful in reinforcing the expectation for assessment and conveying the importance of meaningful assessment.

- Mechanisms need to be established to assist departments that have not yet been able to make strong and regular use of assessment.
  - Mechanisms exist to assist departments with assessment. Those mechanisms include the personal assistance of the assessment director, assistance from designated (volunteer) assessment consultants housed in departments across UND’s colleges, and assistance via members of the University Assessment Committee (UAC). The director visits each academic department prior to the year when that department’s work will be subject to UAC review, and departments subject to UAC review in any given year are invited to send representatives to that year’s Assessment Luncheon, which provides another faculty development opportunity around assessment. A number of workshops offered through the Office of Instructional Development include a focus on assessment, often through partnership with the assessment director. In addition, Faculty Instructional Development Committee (FIDC) funding can be applied for to enable attendance at relevant conferences or help with other assessment needs. In some cases, deans may provide funding to support faculty in carrying out key projects. Additional mechanisms are available (with the assistance of the assessment director) at the request of individuals or groups. One strategy that has not yet been implemented but could be quite helpful would be the establishment of an assessment budget, which could be used to support various kinds of assessment activities including, for example, workshops, retreats, awards, and travel. Given the pressures on faculty time, it is likely that explicit encouragement on the part of key administrators to make use of existing or new resources will be necessary to bridge the remaining gap between the availability of mechanisms (such as those described) and faculty use of them.

- Ongoing efforts to engage additional faculty in assessment continue to be important and could be further facilitated by evaluation systems for promotion and tenure that more clearly articulate expectations for and place value on this kind of work.
  - The Promotion, Tenure, & Evaluation Working Group has a charge that includes faculty workload. Although the group has not yet concluded their work, they are expected to address questions of how faculty effort is allocated among the three responsibilities of teaching, research, and service, as well as issues around how faculty are evaluated. One topic of discussion is how faculty efforts that are important to sustaining programs and the institution (rather than the research and teaching which are sometimes viewed as the most important components of workload) get valued. At the same time, there are efforts across campus to value assessment more clearly within the teaching component of tenure and promotion processes. If tracking assessment activities (and perhaps faculty development activities as well) is incorporated into Digital Measures (or any other campus systems) and is used to serve as one metric around teaching and learning quality, the need to value assessment more directly may be met.

- Funding models should be developed that reward data-driven decisions, including at the departmental level.
  - Metrics for institutional progress are being developed at the institution level, and they will be designed to reward exactly those data-driven decisions that best support institutional priorities. Once the metrics are in place, colleges will use them to develop
their own measures and metrics, and those metrics will be important within the new funding model. These changes should provide a great deal of support for data-driven decision-making, and the trend in that direction is already clear.

**Criterion 5**

- While campus planning processes have led to thoughtful planning, they require more deliberate and cohesive steps to fully support the Exceptional UND vision.
  - Several different efforts and initiatives exemplify the institutional effort to support the Exceptional UND vision. The Subvention Fund, articulated as one component of the new budget model, is designed specifically to enable funding for actions that will support the campus-wide vision and priorities. The SOAR documentation is another example of a campus process designed to support thoughtful, informed decision-making, culminating in action steps, by campus divisions and units. A third example is the adoption of a master plan procedure that was approved by the State Board of Higher Education (SBHE) in October of 2014, with implementation as a “top-down/bottom-up endeavor” that occurs under the direction of the board itself. UND is expected to have its maintenance and safety planning document, as well as its space inventory, completed by November 2015. This institutional documentation will provide the NDUS with information that will serve as the basis for action steps of the sort outlined in President Kelley’s 2015 State of the University address.

- There is a need for a campus space management policy and a more detailed master plan to address deferred maintenance and related funding needs.
  - As noted above, an updated master plan procedure has been approved by the SBHE and is now in the early stages of implementation on campus. The expectation is that the Board will have the information necessary to approve specific projects by Summer 2016.

- With the reorganization of the campus technology infrastructure nearing completion, UND should focus on regaining and maintaining the momentum established under the Core Technology Plan.
  - The recently passed HB 1003, Section 8, specifies that each NDUS institution will receive a number of its campus technology infrastructure services through “a delivery system established by the board.” The aim of the new law is to create efficiencies and thus reduce costs. In light of this directive, the SBHE and NDUS are engaged in planning for better alignment of technology systems across campuses. UND’s own infrastructure planning needs to follow from the NDUS efforts as established under the direction of the board.
  - The 2015 legislature also included a directive that UND replace or upgrade core network infrastructure to ensure continuity of services, to support the increase in demand for wireless services, and to convert and upgrade phone systems. Work to address these needs is underway.

- Continue building on strengths of university new senior leadership team
  - This is an ongoing effort, which obviously requires consistent attention. President Kelley and his administrative team have opened new lines of communication with both faculty and students in response to the perceptions of some that too little information was available and too little opportunity for input into decisions was provided. In addition
Provost DiLorenzo has instituted weekly office hours to provide greater opportunities for faculty to offer comments about their concerns or ask questions regarding institutional actions and processes.

- President Kelley has given notice of his intention to retire in January 2016, which may herald additional changes in institutional policy and direction. Until a new president arrives on campus, it will be difficult to determine how the change in leadership might affect the leadership team itself.

- Continue moving forward to advance University priorities following the resolution of the Fighting Sioux nickname and log controversies.
  - A nickname task force delineated a process for creating a new nickname, and a second task force, following the recommended process, identified a list of five finalists. That list was forwarded to President Kelley, who responded to public input regarding the omission of “North Dakota” as one option by articulating an intention to consider adding that to make a list of six. The plan is to create a process for voting on the nickname and carry that process out in Fall 2015, thus enabling the adoption of a new nickname by the time President Kelley retires in January 2016.

- Adapt quickly and appropriately to changes emanating from the North Dakota University System (NDUS) and the State Board of Higher Education (SBHE) evolving vision and revised policies.
  - Ongoing, as is demonstrated, for example, with UND’s adaptations of enrollment and retention planning in response to conversations within the SBHE and NDUS regarding the NDUS Pathways initiative. Work on the tuition model, also in response to SBHE priorities is another example.

- Continue to emphasize activities that bridge the Division of Student Affairs and the Division of Academic Affairs in an effort to improve the student learning environment and experiences and facilitate student success in meaningful and measurable ways.
  - Examples of recent partnerships that bridge divisions and are aimed at improving student learning include the One Stop Shop, Predictive Analytics Reporting (PAR), the Starfish early alert system, and the Strategic Enrollment Management (SEM) group under the co-leadership of Steve Light and Lisa Burger. Revisions in admissions standards are also intended to increase the likelihood that students will have a successful experience on campus.
  - An ongoing partnership occurs around advising, which has occurred and continues to occur with input and recommendations coming from committees that purposefully include people from both Student Affairs and Academic Affairs.