CHAPTER 2
Criterion 1. Mission

The University of North Dakota’s mission is clear and articulated publicly; it guides the institution’s operations.
The mission of the University of North Dakota (UND) is concise and publicly articulated; it provides a broad basis for the institution to serve the people of the state and beyond through teaching, research and scholarly or creative activity, and service. The mission is comprehensive and engages key stakeholders and constituencies, including faculty, students, staff, alumni, visitors, vendors, and others, as is demonstrated through the evidence provided in this chapter.

The UND mission statement clearly states goals, responsibilities, types of programs, and expectations for the students, faculty, staff, and administration of the University. Numerous, varied, and distinctive academic programs prepare students for achieving future success as individuals and for having positive impacts on society as citizens and professionals. As a research-intensive institution, UND discovers, advances, distributes, and applies knowledge to assist in meeting the needs of the communities and society it serves. Experts within the University apply their knowledge to serve the social and economic needs of the state, nation, and globe. The University’s mission is the framework for strategic vision and planning and guides the institution’s operations at all levels within the organization.
1.A
THE INSTITUTION’S MISSION IS BROADLY UNDERSTOOD WITHIN THE INSTITUTION AND GUIDES ITS OPERATIONS.

The mission for the University of North Dakota reads as follows:

_The University of North Dakota, as a member of the North Dakota University System, serves the state, the country, and the world community through teaching, research, creative activities, and service. State-assisted, the University’s work depends also on federal, private, and corporate sources. With other research universities, the University shares a distinctive responsibility for the discovery, development, preservation, and dissemination of knowledge. Through its sponsorship and encouragement of basic and applied research, scholarship, and creative endeavor, the University contributes to the public well-being._

_The University maintains its original mission in liberal arts, business, education, law, medicine, engineering and mines; and has also developed special missions in nursing, fine arts, aerospace, energy, human resources, and international studies. It provides a wide range of challenging academic programs for undergraduate, professional and graduate students through the doctoral level. The University encourages students to make informed choices, to communicate effectively, to be intellectually curious and creative, to commit themselves to lifelong learning and the service of others, and to share responsibility both for their own communities and for the world. The University promotes cultural diversity among its students, staff and faculty._

_In addition to its on-campus instructional and research programs, the University of North Dakota separately and cooperatively provides extensive continuing education and public service programs for all areas of the state and region (UND mission statement as approved by the North Dakota State Board of Higher Education, 12/17/1992)_

The University’s mission is both broad and specific in its scope and articulation. Although the mission statement has not recently been reviewed via a formal, campuswide process to assess its congruence with the current state of the University and its future aspirations, it has provided consistency in direction over time, and a review of the many individual mission statements for academic and nonacademic units reveals a close tie back to the UND mission overall. The mission remains the basis for specific prioritizing and implementation of the University’s strategic vision, as well as for planning and institutional reporting across units. (UND Annual Progress Reports)

It is normal protocol for an institution to conduct strategic planning based on a framework provided by its mission, and this has been the process at UND through two formal campuswide strategic planning processes. The resulting strategic plans sought to advance the University’s mission in ways consistent with growth and new directions. The University’s first strategic plan, “Pathways to the Future” (2001), guided the University through nearly five years of successfully advancing and achieving its mission. Its successor, “Building on Excellence” (2005), sought to take the University to the next level of distinction through the identification of priorities and action areas congruent with the institution’s mission, values, and strengths. The mission then served as the touchstone for a campuswide strategic visioning process initiated by the current administration.

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Identify strategic priorities that would elevate the University even further, from “great to exceptional.” The President’s invitation to join in these conversations generated enthusiasm. About 600 participants representing the entire campus shared their ideas for UND’s future directions, focusing on enhancing the student experience, strengthening connections, and heightening the sense of community. Experienced higher education consultants provided the University with guidance through the process, helped facilitate the conversations, and assisted in distilling the results. The consultants’ final report, Exceptional UND Stratus Summary, was delivered to President Kelley in the fall of 2010. From those conversations, five strategic priorities were identified that UND now uses as a guide for future action.

The University’s shared strategic vision, “Exceptional UND,” embodies those five priorities as the campus community’s shared vision for the future, drawn through campuswide input and providing guidance as the mission of the institution is enacted. The Exceptional UND vision links UND to the people of North Dakota, the nation, and the globe through innovative teaching and learning; cutting-edge research, scholarship and creative activity; and meaningful service to advance the public well-being. Five strategic priorities to achieve the vision are described within Exceptional UND:

1. enrich student learning,
2. encourage gathering,
3. facilitate collaboration,
4. expand our presence, and
5. enhance our quality of life.

These strategic priorities are rooted in the mission, providing a vision for how key elements of the mission are to be developed and implemented. Each priority allows for flexibility and innovation in developing initiatives throughout the campus community that advance the University’s mission and vision for the future.

Leaders across campus have found this to be a good fit with institutional needs, providing focus and direction, although also subject to change and adaptation over time. The previous strategic plan provided a lengthier list of specific institutional aims and goals, but the current Exceptional UND strategic priorities are providing a clearer focus, and, therefore, a more usable roadmap, for new initiatives. This approach, rooted in the mission, and driven by strategic priorities that are subject to review and update as needed, is providing the framework for current institutional direction setting.

The following examples demonstrate ways in which units across campus are working to achieve...
the institution’s mission by meeting the goals of an Exceptional UND.

- **Enrich student experience** is being accomplished through the development and implementation of high-impact national best practices in teaching and learning. These practices include the creation of First-Year Experience (FYE) seminars, development of living-learning communities in such areas as Engineering and Aviation, and promotion of deep-learning opportunities including undergraduate research, experiential and service learning, and the Honors Experience. Although it is too early to offer definitive comment on the effectiveness of the various initiatives, data is being systematically collected to inform decision making and resource allocation and, for some programs, preliminary findings provide early measures of the impact on students’ experiences. Among the measures being assessed or examined are student learning outcomes; retention, persistence, and graduation rates; and student behaviors associated with learning.

- **Encourage gathering** and personal interaction of student, faculty, staff, and community members to facilitate idea sharing and develop a sense of community is being accomplished through improved Student Orientation and Welcome Weekend events, and the opening of the new LEED Platinum-certified Gorecki Alumni Center as a welcome center to the University. Integrating alumni and university operations, the Gorecki Center houses not only the Alumni Association but also UND Admissions. The goal is to have students both enter the campus and leave, as graduates, through the same facility. The Chester Fritz Library and the Memorial Union have always been gathering places for students, faculty, and staff to meet and collaborate on their studies, to exchange ideas, or just to socialize. These continue to serve as key gathering spaces incorporating re-envisioned elements to encourage gathering, such as a renovated “Loading Dock” space, conceived and designed by students for students, even as new spaces are considered or developed.

- **Facilitate collaboration** among academic programs and disciplines, faculty, staff, and students in teaching, research, and extracurricular activities, is being accomplished through the creation of new interdisciplinary programs. One example is the recently initiated Master of Public Health program. This program is shared across the two research campuses, UND and North Dakota State University (NDSU), and within UND, across two colleges, the College of Business & Public Administration and the School of Medicine & Health Sciences. Each campus offers three specialty areas and students choose which campus has the variation of the program that best meets their needs. A second example is Social Entrepreneurship, which is now being offered collaboratively on the UND campus itself, engaging three departments across two
colleges. The Leadership minor is a third collaborative effort involving two colleges within UND. Digital Humanities is another collaboration, uniting faculty and students across several disciplines in the College of Arts & Sciences. Additional collaborative programs are under development as well. Current programs are listed in the departmental annual reports, and details can be found by reviewing reports of participating colleges and departments.

- **Expand the University’s presence** beyond the campus boundaries to promote cultural, economic, intellectual, and social vitality is being accomplished, for example, by applying the University’s expertise in energy and petroleum engineering to meet the rapidly expanding needs in North Dakota’s western oil patch, and by utilizing the University’s art collections for education and cultural enrichment in the community through the “Living Museum Across the Campus and Beyond” in downtown Grand Forks. The University offers professional development opportunities for P-12 teachers, and annually sponsors the UND Writers Conference, which has been described as one of the state’s most important cultural events since its founding in 1970. The University has a strong Center for Community Engagement that helps people throughout communities by organizing student, faculty, and staff groups to provide services to those in need of the University’s expertise, and facilitates service and experiential learning across the curriculum. The current administration created the position of Vice President of University & Public Affairs to enhance communication, marketing, and government/community outreach and relations, and completed a successful hire in 2012. Under the new Vice President’s leadership, staff in that unit have implemented processes for collecting information from departments and various constituents on and off campus to improve communication throughout UND, leverage synergies to enhance UND’s presence and reputation, and develop a more consistent brand identity plan for UND.

- **Enhancing the quality of life** for faculty and staff through programs such as staff-led training opportunities managed through the University within the University (U2) program; and a new academic leadership development initiatives, including the Chairs Leadership Cohort, whose mission is to foster collaboration and success of front-line academic leaders; and a new Diversity Advisory Council, convened in 2011. The underlying intent is to incentivize faculty and staff to remain on campus, thereby aiding in retention of these individuals. Many different types of training are provided at a wide variety of hours to meet these various needs. The U2 program has been very successful in training faculty and staff on UND processes and policies and in providing self-enrichment programs. The Work Well program has helped many faculty and staff recognize that a healthy lifestyle is a desirable option and has assisted them in achieving that healthy lifestyle. The University Children’s
Criterion 1

1.A.1
The mission statement is developed through a process suited to the nature and culture of the institution and adopted by the governing board.

The current mission statement was approved by the University Senate, President Kendall Baker, and the North Dakota State Board of Higher Education on December 12, 1992. During the comprehensive review for reaffirmation of accreditation in 2003, the Higher Learning Commission’s site visit team noted that UND’s mission statement was quite broad. The team suggested that a revised mission statement should be considered within the strategic planning process in order to more specifically identify desired attributes and priorities and more inclusively provide direction to major components of the organization. President Robert Kelley initiated the Exceptional UND process in 2010, culminating in the development of strategic institutional priorities. These were, as the site visit team had recommended, developed through a thorough process involving a large number of the University’s constituents and stakeholders, as noted in the process description included on the UND Exceptional website. The inclusive process used to generate Exceptional UND priorities not only reflected the kind of process recommended in the HLC team’s report but was institutionally appropriate, given the collaborative nature and culture of the University.

In summer 2012, recently appointed North Dakota University System (NDUS) Chancellor Hamid Shirvani proposed a revised model for statewide higher education intended to advance educational quality while ensuring access, affordability, and accountability. The NDUS Pathways to Student Success proposal is intended...
In 2006, UND built a $20 million Wellness Center, partially in response to a request from students that emerged in surveys conducted over the years. In a remarkable testament to student commitment to creating a legacy in health and wellness.

To better align North Dakota high school student preparedness with the differential missions of North Dakota’s eleven institutions of higher education. As a key signifier of differential mission, Pathways relies on the Carnegie classifications. UND is recognized as a doctorate-granting RU/H Research University (High Research Activity) institution. If and when implemented, one aspect of the Pathways proposal imposes uniformity of tuition and fee structures between like institutions. A second impact is a proscribed admissions standards index effecting all NDUS institutions, including UND. Both will impact UND’s operations. The systemwide tuition and fee structure will bring clarity to our pricing structure, but it is not anticipated it will affect the revenue generated from student tuition and fees. A higher applicant score index for admission should suggest UND will have fewer less-prepared students, and will, then, be more likely to continue and enhance its focuses as stated in the Mission Statement. Although many variables and outcomes remain unknown as of the time of this writing, Pathways to Student Success is not intended to alter the University’s mission, and its effects on the internally generated Exceptional UND strategic priorities should be limited.

1.A.2.
The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

Academic programs at UND are broad and offer many options across a variety of fields. As the mission states, UND “provides a wide range of challenging academic programs for undergraduate, professional and graduate students through the doctoral level.” UND’s approximately 220 fields of study span all levels from undergraduate through certificate, master’s, doctoral, and professional. UND is one of only 69 public institutions in the U.S. with accredited professional programs in Law and Medicine. Many programs, including Law and Medicine, as well as Aviation, Airport Management, Entrepreneurship, Petroleum Engineering, and numerous others, are unique within North Dakota or distinctive throughout the region and beyond. These programs draw students to UND from around the nation and world.

To ensure student success, UND has many support services in place, serving students’ needs from admission to graduation. The Division of Student Affairs has undergone many changes over the past several years in response to the evolving needs of students and their families, as well as national best practices. One change, for example, has been the increased focus on health and wellness for students as well as faculty and staff. In 2006, UND built a $20 million Wellness Center, partially in response to a request from students that emerged in surveys conducted over the years. In a remarkable testament to student commitment to creating a legacy in health and wellness, the Center was underwritten by then-enrolled students through a designated fee implemented with the support of Student Government and the student body.

Another change is the increased availability and intentional design of key study spaces, such as the Chester Fritz Library, and labs provided by colleges and departments. Some of these facilities are now available to students on a 24-hour-a-day, seven-day-a-week basis, improving access to both spaces and technologies.

The Chester Fritz Library has increased the number of scholarly electronic resources, including
These improvements demonstrate UND’s commitment to support students in ways appropriate to the mission, which affirms that “The University encourages students to make informed choices, to communicate effectively, to be intellectually curious and creative, to commit themselves to lifelong learning and the service of others, and to share responsibility both for their own communities and for the world.” To advance Exceptional UND’s priority to enrich the student experience, the campus community continues efforts to accomplish these mission-driven goals.

The enrollment profile of UND is not specified by the mission. However, the University’s current enrollment profile can be found on the University website. This profile demonstrates that the University enrolls a broad range of students, varying in level of study, major, degree sought, age, ethnicity, and origin. The campus serves students living in resident housing, in Greek houses, and in the community, as well as students living elsewhere and taking courses at a distance. The diversity demonstrated is appropriate for an institution with the breadth of mission that characterizes UND. Efforts to shape the enrollment profile in ways consistent with the University’s Exceptional UND vision and the proposed Pathways model are under way.

As noted earlier, it is important to ensure that the breadth articulated in the mission remains appropriate for guiding the University’s future...
planning and development. A review of the mission may highlight areas for possible revision to further align the mission with current trajectories and aspirations. For example, it might be desirable to more explicitly address the importance of graduate, professional, and online programs within the mission. As decisions on the state-level Pathways proposal are finalized, any action necessary to revisit and ensure the alignment of the University mission and strategic priorities will follow.

1.A.3. The institution’s planning and budgeting priorities align with and support the mission.

The mission of the institution is the basis for most, if not all, strategic planning and visioning at the University. The previous strategic plan and the current strategic initiatives were developed and written based on UND’s mission statement. Key units explicitly address the University’s mission within their own mission statements. For instance, the Web page for the Office of the Vice President for Finance & Operations includes the following statement within the division’s mission: “The Division of Finance & Operations is the administrative and operational unit of the University of North Dakota. The Division provides leadership and expertise for delivering quality services essential to the mission of the University.” This clearly indicates that the mission is recognized as critical to the planning and budgeting process at UND. Unit-based Annual Reports, which include information about progress on strategic priorities, are completed each year and submitted electronically to the appropriate Vice President. The Office of Institutional Research then prepares a publication illustrating progress based on achievements related to strategic plan goals. Further evidence to support the alignment between planning and budgeting and UND’s mission statement can be found in the chapter addressing Criterion Five (sections 5.A.5.b and 5.C.1).
1.B.
THE MISSION IS ARTICULATED PUBLICLY.

The mission statement is publicly available on the University's website and is easy to find through the A-Z index, accessible from UND’s home page. As detailed above, a review of academic and nonacademic units revealed that the University’s mission is the basis for departmental and nondepartmental mission statements, which are in turn published on the various units’ websites, also publicly available. A review of mission statements and other descriptive statements collected from selected UND sites provides a range of examples demonstrating the ways in which mission is articulated.

1.B.1.
The institution clearly defines its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans or institutional priorities.

As previously noted, most core units have mission statements and these statements tie to UND’s overall mission. Exceptional UND is our campus community’s shared vision for the future, articulating specific ways in which “UND links to the people of North Dakota, the nation, and globe through innovative teaching and learning, cutting-edge research, scholarship and creative activity, and meaningful service to advance the public well-being.” Both Exceptional UND and prior University strategic plans effectuate a strong focus on these aspects of mission since they are included in the annual reporting process. Some units have vision statements, and all have goals that fit with the institutional mission and now fit with the five strategic priorities as well. A compilation of all departmental and nondepartmental mission statements, visions, and goals demonstrates this alignment.
1.B.2. The documents are current and explain the extent of 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.

The current UND mission statement was formally approved in 1992 and was revised slightly in 2002, but that revision was not submitted for formal approval. The mission statements of the various units have been reviewed and updated since 1992 as evidenced by the approval dates listed on the documents. Although, as demonstrated in sections above, the current mission continues to function as an effective guide for the University, a process for review should be developed to ensure that the University mission is regularly revisited, resulting either in affirmation of the current mission statement or consideration of possible changes. That institutional review should be followed by the encouragement of a systematic review of all unit missions to generate opportunities for additional alignment with University priorities while preserving unit autonomy.

1.B.3. The documents identify the nature and scope of the higher education programs and services the institution provides and whom these activities serve.

A review of academic and nonacademic units found that the UND mission is the basis for departmental and nondepartmental mission statements, which in turn are published on the units’ websites and are thus publicly available. The review included collecting mission statements and other descriptive statements that are published on selected UND websites. In general, the review demonstrates that online program documents and graduate school documents are less clear in identifying the services provided than are traditional-delivery undergraduate programs. The rapid growth in graduate school enrollment and online delivery may address this difference. Recently, a link to online program services was deployed and a consistent list of Frequently Asked Questions (FAQs) is published at online academic course/program websites.

Instituting a process for regular review of institutional mission, followed by review of unit missions (described above in 1.B.2), would help to correct this problem. As previously noted, the institutional mission continues to provide effective institutional guidance. However, a review and reaffirmation or revision of that mission statement, culminating in approval by the University Senate, the President’s Executive Committee, and State Board of Higher Education, would be appropriate.
UND’s 2012 fall enrollment of 15,250 students come to the institution from every state, eight Canadian provinces, and more than 50 nations. Among the international students is the largest contingent of Norwegian students in the United States.

1.c. THE INSTITUTION UNDERSTANDS THE RELATIONSHIP BETWEEN ITS MISSION AND THE DIVERSITY OF U.S. SOCIETY.

UND’s mission statement explicitly acknowledges its role in a multicultural society, stating that UND “promotes cultural diversity among its students, staff and faculty.” Central to the mission is the charge to educate tomorrow’s leaders, advance knowledge, and serve communities both locally and globally. The mission statement thus embraces the value of diversity, as well as the values of lifelong curiosity and learning, service to others, and shared responsibility for the improvement of local communities and the larger world.

This is consistent with several Exceptional UND priorities and the Diversity Advisory Committee’s recently articulated mission to help to create and maintain a diverse, welcoming, and inclusive campus environment in which difference is appreciated as a critical element of discovery and learning at a world-class institution. To enrich the student learning experience, encourage collaboration, facilitate gathering, expand UND’s presence, and enhance the quality of life requires a commitment to diversity and inclusion. Developing and maintaining diversity in students, faculty, and staff is recognized campuswide as essential to provide the best possible preparation for the future. Such diversity is a key means of providing students with a realistic understanding of the world they will encounter throughout their careers.

As a regional and national leader in higher education encompassing programs that draw internationally, UND’s 2012 fall enrollment of 15,250 students come from every state, eight Canadian provinces, and more than 50 nations. Included among the international students is the largest contingent of Norwegian students in the United States. A significant population of international students also comes to UND as a result of programs provided through the John D. Odégard School of Aerospace Sciences, especially those in flight training and related fields. The University benefits greatly from the diversity that these individual students and cohort groups of students bring to campus from around the world and across the country.

Additionally, UND has a special mission to serve American Indian students. In 1971, the Legislature approved an Indian Studies program at the University. This legislative action indicated a recognition that the University was regarded as the campus in North Dakota with a particular mission of serving American Indian students. During the 1977-79 biennium, the Legislature approved and funded a Native American Programs unit within the division of Student Affairs at the University, and the Indian Studies Program was granted departmental status within the College of Arts & Sciences.

Because of this distinctive mission, many academic and student support programs focused on Native Americans have been developed and draw significant numbers of students to the University. In 2012-13, slightly over 2 percent of the University’s students identified themselves as American Indian/Alaskan Native. Although this represents a small proportion of the overall student population, it remains a significant number, based on a total enrollment exceeding 15,000 students, in comparison to American Indian student populations at most institutions. Approximately
The status of strategic dialogue and initiatives related to diversity and inclusion. During the DAC’s inaugural year, the President charged the Council to (1) create a solid foundation for the work of the Council by gaining familiarity with existing information about diversity policies, programs, and practices; (2) review the charge and recent work of the Diversity Advisory Subcommittee and draft a mission statement for the Diversity Advisory Council; and (3) develop an initial agenda and operating procedures for the Council. The DAC completed an environmental scan that included a SWOT analysis of nine key background documents, developed mission and vision statements, created operating procedures, and made recommendations to move the campus forward. The DAC’s vision for UND reads as follows: “UND will be a place where everyone is valued for the richness their different abilities, cultures, experiences, identities and perspectives bring to the University community.”

In response to recommendations resulting from the DAC’s work during its inaugural year, President Kelley approved the creation of a senior-level leadership position—in essence, a Chief Diversity and Inclusion Officer or its equivalent—to strengthen and advance the University’s commitment to enhancement in those areas. A timeline was established for creating the new position, and during fall of 2012, the University retained external consultants to help define the organizational structure and job description needed to best move the institution toward its diversity goals. The process included an opportunity for campus and community members to meet with the consultants and provide feedback. The position is expected to be filled during 2013.
At various points, University leadership has affirmed through public statements the centrality of diversity and inclusion to the campus community and student learning. In 2011, President Kelley issued a statement on diversity that reasserts a value shared across the institution that individuals learn best in an environment that is inclusive and respectful. UND has embraced its role as a public institution at which differences of opinion are common, and free speech is more than an idyll. Recognizing this, the President has publicly articulated the campus belief that differences in background, experience, and values create the foundation for shared learning and understanding. Even when controversial speakers come to campus, the President has shared, UND welcomes all members of the campus community and values the diversity of their beliefs, thoughts, and ideals as a part of learning from difference while building mutual tolerance and respect.

1.C.2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

UND offers more than 220 fields of study, including 90 majors, 70 minors, 59 masters programs, 24 doctoral programs, two graduate professional programs, and one specialist diploma. The campus supports over 275 registered student organizations, a strong residence hall system, engaged campus student leaders, and strong cultural centers. Within the institution, 16 or more departments and academic programs are charged with a special focus on supporting academic success for a diverse student population. In addition, over 15 centers and services are available to support the diverse campus community.

One prominent example is the UND Office of International Programs (OIP), which strives to:

- build bridges between cultures and countries by serving the entire University in promoting and supporting international education,
- develop and support study abroad opportunities integral to students’ academic and future career goals,
- support the UND international population in a wide variety of ways: students, faculty, scholars, and dependents, and
- promote, support, and develop opportunities for international cultural awareness.

OIP supports and facilitates dozens of study abroad programs that promote educational and cultural exchange. Every college or school supports international education and exchange for faculty and students. For example, every year the College of Business & Public Administration (CoBPA) sends faculty abroad to teach and learn about cultural differences. Similar programs are provided for CoBPA students as well; students in CoBPA can apply for and receive financial support to study abroad.

Numerous events, such as Black History Month, Asian Heritage Month, Feast of Nations, and International Nights featuring a wide variety of ethnic meals from across the world are supported by UND and held on campus each year to celebrate diversity on campus, in the community, and around the globe. These events advance the
campus environment and enhance the quality of life for faculty, staff, and students.

In keeping with UND’s distinctive mission regarding American Indian populations, the office of American Indian Student Services (AISS) was created to provide culturally appropriate student support services designed to enhance the academic and personal success of American Indian students attending UND. In addition, the UND Indian Association (UNDIA), an organization of American Indian students, provides peer support as well as support for multicultural education on the UND campus and within the Grand Forks community. UNDIA is committed to educating the campus and community about the culture of American Indians. One of UNDIA’s major projects is to plan and organize the annual education week and powwow, known as Time Out Week and Wacipi. During Time Out week, usually occurring in early April, UNDIA assembles speakers from across the nation to discuss topics that range from treaty rights to storytelling.

In support of diversity as well to ensure robust enforcement of policies and procedures related to nondiscrimination, the Affirmative Action Office (AAO) is responsible for overseeing the University’s equal opportunity and affirmative action programs, and for receiving complaints of discrimination or harassment (section 2.A). The organization and coordination of services provided by the AAO have been recognized by the University as an area of potential improvement, and are in a period of transition. An AAO reorganization and the creation of a senior administrative position in the area of diversity and inclusion, authorized by President Kelley and described above, are anticipated to strengthen the University’s efforts in this area. New senior leadership will have the responsibility of advancing current commitments to diversity and inclusion as well as monitoring the institution’s progress.
1.D. ACTIONS AND DECISIONS REFLECT AN UNDERSTANDING THAT IN ITS EDUCATIONAL ROLE THE INSTITUTION SERVES THE PUBLIC, NOT SOLELY THE INSTITUTION, AND THEREFORE ENTAILS A PUBLIC OBLIGATION.

The University’s commitment to serving the public through its educational role can be found in particular across the University’s divisions of Academic Affairs, Student Affairs, and Research & Economic Development. Examples include the University’s commitment to being an engaged campus as defined by the Carnegie Foundation, its development of educational offerings of value to the state and region, its goals for student success, and its concern for extending the benefits of research to the public.

The University of North Dakota achieved full status as a Carnegie Foundation Engaged Campus in 2010. This designation is an important indicator of the University’s commitment to curricular engagement through service learning and through nonacademic courses for individuals seeking career or personal development. These students then join other University alumni, enhancing their own communities and regions by using what they have learned in their personal and professional lives.
its public partnerships. In addition to opportunities tethered to specific academic programs throughout the University, the Center for Community Engagement takes primary responsibility for increasing service learning and other experiential learning opportunities and for promoting and supporting public scholarship. Annual reports from the Center for Community Engagement provide numerous and extensive examples of the University’s commitment to serving the public.

In addition to actions in support of community engagement, the University responds to public needs through the curricula it provides. Recently, for example, a joint Master of Public Health (MPH) program was started as a partnership between UND and North Dakota State University (NDSU), with three separate and unique sub-programs on each campus. This is an instance of innovative collaboration across the North Dakota University System to meet the systemwide obligation of service in response to a public need. Other academic programs, such as the Nonprofit Leadership Program, also serve the public through curricular opportunities. Students in the Nonprofit Leadership program connect with the public through the unit’s extensive network of relationships to nonprofit organizations in the community and region, its facilitation of internship opportunities, and its integration of students into community service.

The Osher Lifelong Learning Institute (OLLI), a nonprofit, membership-based organization sponsored by UND, provides vibrant learning opportunities for adults in the community 50 and older. Among other goals, OLLI both Expands the University’s Presence and Enhances the Quality of Life of local residents. Summer activities offered at the University, including the Experience Engineering Camp, Alice Animation Camp, and the Rural Collaborative Opportunities for Occupational Learning in Health Scrubs Academy, bring K-12 students to campus for innovative learning opportunities. These programs have seen steady increases in student enrollment (UND Annual Progress Report 2010-11, Page 23). Enrollment data related to the public service activities offered by the University are included in the UND Annual Progress Reports.

These academic programs provide public benefit for students, whether degree-seeking or not, on and off campus. They serve needs within the larger community. Moreover, in addition to serving the public through academic opportunities, the institution serves the public good through services that it provides to students. The UND Student Affairs Division states that the programs it offers are rooted in the belief “that the most important outcome [for the division’s work] is that we ensure access and pathways to success for all qualified students who desire the quality educational experience of the University of North Dakota.” Beginning in February of 2011 with the appointment of a new Vice President for Student Affairs, the division embarked upon a self-characterized extensive “journey of transformative inquiry” and developed an action plan committed to the vision of an Exceptional UND. Goals for the unit were identified in the areas of recruitment, retention, student engagement, diversity, and support systems. Efforts to meet those goals demonstrate UND’s commitment, within student support services as well as through academic programs, to serve the public by providing pathways to student success.
Research and scholarly or creative activity with and for community partners is a final means of serving the public. UND’s research efforts are being extended on a number of fronts. The University is an anchor of the Red River Valley Research Corridor. Its 55-acre technology park, hosting both emerging enterprises and established centers and businesses, helps to facilitate the transfer of University research advances to applications in business and industry. Prominent facilities in this endeavor include the Ina Mae Rude Entrepreneur Center, the Norman Skalicky Technology Incubator, the North Dakota Small Business Development Center (in Bismarck, but reporting to the UND College of Business & Public Administration), and the REAC1 (Research Enterprise and Commercialization) Building. In addition, the internationally recognized Energy & Environmental Research Center (EERC) features state-of-the-art facilities on 15 acres and employs about 300 scientists, engineers, and support staff. The EERC is one of the world’s leading developers of cleaner, more efficient energy technologies. Research outreach units such as these clearly provide for the greater public good through their activities.

In addition, students are encouraged to participate in research activities through research units or under the mentorship of faculty, enhancing their preparation for future contributions serving the public interest. An annual undergraduate research forum, begun through the Honors Program—which has an explicit mission to facilitate experiential and service learning—has been extended campuswide. The Center for Community Engagement’s Public Scholarship Interest Group supports faculty both through small grants and through assistance with partnerships for community-based research projects, many of which are designed to provide opportunities for student researchers.

1.D.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.

The University’s clear and primary focus is on education, which is reflected in a wide-ranging and extensive curriculum, available to students on and off campus. The Division of Academic Affairs provides vision, leadership, and fiscal support to each of the academic colleges or schools, and is funded accordingly by institutional leadership. During the presidency of Robert Kelley, discretionary funds provided by the state legislature repeatedly have been allocated directly to the Division of Academic Affairs, and in turn have been reallocated to academic units, programs, and strategic initiatives by the Provost & Vice President for Academic Affairs.

This curriculum regularly draws attention from significant numbers of prospective students, resulting in increased enrollment numbers for the past several years (UND Annual Progress Report 2010-11, Page 21). Fall 2012 marked the highest enrollment in the history of the institution at 15,250 students, one indicator that students perceive the University as focused on the provision of educational programs designed to meet their personal and professional needs.

UND was founded with and continues to provide education with a strong liberal arts
Criterion 1: there is discussion about developing a Broadcast Journalism major or minor to take advantage of new student learning opportunities that could result from the University’s recent move into Division I athletics and the more sophisticated field experiences for students that could now be made available. This kind of planning ahead to identify and meet changing needs through new curricular opportunities is ongoing, and it results from the University’s commitment to a primary focus on the education that can be provided for students.

The Student Wellness Center demonstrates the University’s recognition of its responsibility for education in a broader sense. Through the Wellness Center, students are provided with a place for learning about and pursuing what the Center has identified as the Seven Dimensions of Wellness, including both participatory and educational programs related to intellectual, emotional, and occupational wellness. In the five years the Center has been open, student use of the facility has steadily increased. Building on that success, the Healthy UND 2020 initiative was launched in 2009 to identify and engage in long-range planning to address health and wellness issues that affect academic success and retention. Action groups developed recommendations to address the five leading priority issues of Alcohol and Substance Use/Abuse, Managing Mental Health, nutrition/Diet, Physical Activity/exercise, and Learning Healthy Social/relationship Skills (UND Progress Report, 2010-11, Page 37). This series of health-improvement initiatives supports the University’s educational responsibilities by enabling students to perform at the optimum level to achieve their academic and personal goals.

The institution regularly explores new educational opportunities that could better address economic and social needs within the region. During the 2010-11 academic year, UND secured approval from the North Dakota University System for 19 new programs or updated distance and/or online delivered programs. New programs, such as Petroleum Engineering and Gerontology Nurse Practitioner, specifically seek to meet state and regional needs, and are generating enrollments due to student interest resulting from employment opportunities available within those fields. Cited as the best in the country for producing family medicine physicians and nationally recognized for its patient-centered learning and leadership in rural health and preventive care, UND’s School of Medicine & Health Sciences has recently increased the number of students admitted in an effort to meet the regional demand for family physicians. In addition, as mentioned above, UND is now partnering with NDSU to offer a joint master’s degree program in Public Health. UND has an award-winning student-run news program (Studio One) that provides hands-on experience for students with professional interests in media.

foundation. It is because of this commitment that the University continues to offer and support a number of fields of study in the liberal arts that enroll small numbers of majors but enhance the educational opportunities available to all. Examples include Norwegian, Classics, and Philosophy and Religion. In addition to providing a liberal arts education undergirded by its award-winning Essential Studies Program, UND provides students with a substantial number of professional programs in which they can enroll to prepare them for careers in fields of their choice.

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A final example of the primacy of educational activities within the University is its relationship with the UND Alumni Association & Foundation. Many of the Foundation’s outreach and fundraising activities are directed at providing students with scholarships, building support for programs and priorities consistent with the educational mission of the institution, and providing students with state-of-the-art facilities (UND Progress Report 2010-11, Pages 29-31). All of these efforts enhance learning by aiding in student retention, allowing UND to provide better learning environments, and enabling students to gain experience with up-to-date equipment as part of their educational experience.

1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

UND sponsors a wide variety of public service activities that respond to the needs of external constituencies, communities, and stakeholders. Public service needs are regularly assessed to ensure that the University is responding to needs that exist. For example, public service programs and departments conduct needs assessments, administer alumni surveys, engage in research about public matters, and seek public input through advisory boards and partnerships with nonprofit and service agencies. The Center for Community Engagement conducts ongoing research into the needs of constituent groups in the local and regional area in order to encourage and support meaningful faculty and student engagement. During the 2011-12 academic year, for instance, a survey of the internship and cooperative education coordinators at UND was conducted by a committee of representatives from the Center for Community Engagement, UND Career Services, and the Greater Grand Forks Young Professionals in an effort to find out what assistance academic departments might need with local placements. That information is being used to strengthen connections between the University and the local community by creating an interactive, Web-based information clearinghouse.

The Exceptional UND vision has served to increase focus on these relationships. In April 2012, the University invited the community to an inaugural “Exceptional UND Showcase.” The Showcase spotlighted 25 initiatives under way and, through an interactive poster session, provided an opportunity for the public to meet with the UND community, learn about some of the innovative initiatives directly resulting from the campus community’s Exceptional UND strategic vision, and offer comments and ideas to those involved.

Community conversations are an important means of achieving this part of the mission of UND. Recently, for example, the University hosted the “Wake Up to UND” breakfast program with the theme of “Exceptional UND: Partnering to Serve Students, the Communities, the State.” “Wake Up to UND” is an annual event, co-sponsored by the Grand Forks/East Grand Forks Chamber of Commerce and the University. A “Be Connected” event, hosted in 2012 in partnership with the Greater Grand Forks Young Professionals, was held on campus to bring non-profit organizations and community leaders together with UND faculty and staff at a networking social hour to share information about volunteer opportunities.
and offer ideas for engaging UND’s youngest professionals with the Grand Forks community.

UND’s wide range of public service activities include noncredit educational offerings; sports, entertainment, and the arts; and academic resources and expertise. The newly created Office of Extended Learning, located within the Division of Academic Affairs, is responsible for online and distance education for academic credit, as well as a number of programs of instruction that do not generate academic credit, such as the previously identified Osher Lifelong Learning Institute (OLLI), and workshops for preschool, grammar, and secondary educators; professional services (including conferences); noncredit courses and certificates; and summer programs and events. These programs connect UND to a broad community of lifelong learners, particularly among UND alumni and North Dakota citizens (UND Progress Report 2010-11, Pages 12-13).

Additional educational opportunities, available without enrollment or credit obligations, are available through facilities such as the UND Chester Fritz Auditorium, the Burtness Theatre, and the North Dakota Museum of Art, the state’s official art museum, located on UND’s campus in the historic and transformed West Gym. In fall of 2012, a permanent exhibit of art owned by the University was installed at the Empire Arts Center, a nonprofit center located in downtown Grand Forks. Many educational enrichment activities available to the community are sponsored by specific academic departments such as the Writers Conference provided through the English Department, a film series offered by Anthropology, exhibits and performances offered through various departments in fine arts, and workshops provided by a number of academic units. All of these programs contribute significantly to the area’s cultural vibrancy and enhance its quality of life, while also advancing the Exceptional UND strategic priority of expanding UND’s presence.

The University also contributes significantly to the vitality of the Greater Grand Forks community and surrounding region by providing an extensive menu of Division I sports entertainment (UND Progress Report 2010-11, Page 4). UND’s athletic teams have achieved great success and enjoy a large, loyal, and enthusiastic fan base that extends across the community, state, and region. UND athletic teams create bridges between campus and community, providing gathering opportunities at the world-class Ralph Engelstad Arena (hockey, basketball), the Betty Engelstad Center (basketball, volleyball), and the city-owned Alerus Center (football). These venues have their own mission statements, and host musical and theatrical performances for local residents. UND athletic teams also practice and play at Kraft and Apollo Fields (baseball and softball, respectively). Additionally, the city, the local YMCA, and private interests have collaborated in constructing a newly opened wellness center, Choice Fitness, where the UND tennis teams practice and compete.

The University offers academic services and resources to the community and beyond through a variety of clinics and centers. Some examples include:

- Bureau of Government Affairs and other research bureaus
- Center for Community Engagement
- Center for Health Promotion and Prevention Research
UND's teaching and research enterprises also are extensively connected to public needs and opportunities. The University has 11 Centers of Excellence representing $21,031,775 in state-awarded dollars to UND to partner its research facilities and infrastructure with private-sector companies to generate new business opportunities. The College of Engineering & Mines (formerly the School of Engineering & Mines, now expanded and enhanced through a generous gift to include the Harold Hamm School of Geology & Geological Engineering), the Institute for Petroleum Studies, and the Energy & Environmental Research Center are leading initiatives to enhance the sustainable and environmentally friendly recovery of oil and gas in western North Dakota (UND Progress Report 2010-11, Pages 8-10).

The University’s economic impact on the state totals more than $1 billion annually as a result of the research, education, economic development, employment, and public outreach activities occurring through the institution. This is linked in no small part to recent initiatives, innovations, and successes at the University.

For example, Engineering faculty and students are currently developing biofuel made from soybeans, a primary crop in North Dakota. In May 2011 the Aerospace School graduated the world's first students with degrees in Unmanned Aircraft Systems Operations. Operations have been established and UND has opened the UND/L-3 Unmanned Aircraft Systems Training Center at the Grand Forks Air Force Base, which is becoming one of the Air Force's lead bases for UAS operations. A private/public partnership, the training center includes UND, UAS industry leaders L-3 Link Simulation & Training and the United States Air

- Center for Rural Health
- Central Legal Research
- Chester Fritz Library and Special Collections and Bydgeboker Collection
- Conflict Resolution Center
- Journal of Civic Voices, in print (community-based) and online (peer-reviewed)
- National Resource Center on Native Americans and Aging
- North Dakota Area Health Education Center
- Psychological Services Center
- Speech and Hearing Clinic by the Communication Sciences and Disorders Department
The UND Chester Fritz Library (CFL) supports the largest research library system in the state. CFL is a regional depository for federal and state documents, and manages the only public U.S. Patent and Trademark Collection in the North Dakota. Related materials are available for use by the public as well as the University community. CLF serves UND faculty, staff, and students, and the broader community of learners, and thus contributes to the University mission and to the goals expressed in the Exceptional UND vision. One marker of service is the 11,999 requests from other libraries received by the CFL, seeking to borrow materials from CFL collections during the 2010-11 academic year. CFL participates with over 100 libraries within North Dakota to provide technology support that furthers sharing of library information throughout the state (UND Progress Report 2010-11, Page 27).

These examples demonstrate the range, depth, and breadth of the University’s engagement with external constituencies and communities. The institution also recognizes areas for further improvement. For example, the University has identified a need for central organization and coordination of its outreach and public relations efforts, including how it demonstrates its commitment to serving the public and advancing shared interests. In response to that need, the University in 2012 hired a new Vice President for University & Public Affairs who is overseeing the Office of University Relations and the functions of internal and external communication and governmental affairs. This new position will allow UND to enhance coordination between the activities of several offices serving the public and to leverage synergies that can further enhance UND’s presence and reputation across all key constituencies.
SUMMARY OF FINDINGS REGARDING CRITERION ONE

Strengths

- The Exceptional UND Strategic Vision has brought inspiration, innovation, and intentionality to developing many new initiatives throughout the campus community that are advancing the University’s mission for the future.

- There is strong congruence between academic program mission statements and the institution’s mission statement.

- The institution is keenly aware of the diversity of the society in which it operates and is striving to meet the needs of the people it serves, advancing its mission to serve the state of North Dakota and beyond.

- The University has moved aggressively under the current administration to advance key elements of its mission, including the creation of the UND Diversity Advisory Council and a new senior leadership position for Diversity and Inclusion that will allow coordination, enhancement, and monitoring of the University’s efforts in support of its mission in a diverse society, and the creation of a Vice President for University & Public Affairs to coordinate the University’s outreach and public relations efforts and better demonstrate UND’s commitment to public service.

- The University plays a distinctive role in partnership with its surrounding community, significantly enriching the intellectual, economic, cultural, and social vitality of Greater Grand Forks and the state of North Dakota.

Needs

- Since the University mission statement was last approved in 1992, it would be appropriate to initiate a review process to determine how the mission statement aligns with UND’s dynamic growth and change, and to establish a schedule for future reviews.

- The University should develop and implement a consistent expectation that both academic and nonacademic units develop mission and vision statements that align with the University’s mission and vision.

- Greater coordination of public service activities and programs is needed to improve alignment with the academic mission and to maximize efficiencies and effectiveness.

- 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 UND participation.

Looking forward

- Develop a timeline for appropriate regular review of the mission statement.

- Academic and nonacademic units should continue to align their strategic plans to the Exceptional UND strategic priorities and report annually on their progress.

- All units should have mission and vision statements.

- UND should support the role of the new Vice President for University & 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.

- UND should execute the successful identification and hire of a senior leader in diversity and inclusion to facilitate coordinated efforts to advance the University’s mission.