EXCEPTIONAL UND:
REALIZING THE VISION

Higher Learning Commission Self-Study Report 2013
University of North Dakota

think EXCEPTIONAL
discover UND
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PRESIDENT’S MESSAGE

Through the pages of this self-study, it has been a pleasure to review the progress that the University of North Dakota has made in the years since the last comprehensive visit for reaccreditation by the Higher Learning Commission in 2003.

Many of the pages describe achievements of which we can be genuinely proud. For example, we note the implementation of impressive new programs that are improving student learning, including our Essential Studies program of general education, our SCALE-UP classroom for helping students in STEM fields that include more problem-solving experiences in earlier years of college, and our first-year seminars designed to improve the transitions students make to the university environment. Chapters describe planning efforts focusing on strengthening the University through better coordination in enrollment management, retention, and diversity. In addition, we have supported, and continue to build on, our status as a Research University to foster research activities with our faculty, graduate students and undergraduate students. Other pages describe some of our on-going challenges. For example, faculty salaries continue to be lower than we’d like, despite significant progress, and libraries do a phenomenal job of delivering research and instructional materials and support but additional resources are still needed.

Many chapters describe important behind-the-scenes work on this campus and in this state to continue positioning UND to provide a top-notch education to students from their first year through doctoral studies. We’ve hired a new Vice President for University and Public Affairs. This administrative addition is enabling us to better coordinate relationships with the community and state. Staff and administrators in Academic Affairs work more closely with their counterparts in Student Affairs than ever before. Thanks in part to strong support from legislators and the State Board of Higher Education, UND has maintained a stable resource base through a decade that has been extraordinarily challenging. Slow and steady growth – in students, in programs, in facilities, in faculty, in quality – has characterized those years. Today’s University of North Dakota is a better institution as a result of the careful and continuing attention that faculty, staff, administrators, legislators, and community leaders continue to devote.

This self-study, written in part for the Higher Learning Commission, also represents the launch of a renewed focus on the Exceptional UND vision and agenda. Through an extensive process of input from stakeholders including students, faculty, and staff, the University community reached consensus on a series of next steps designed to fulfill that vision. The self-study documents both the progress that has already occurred and the work yet to be done. During upcoming years, members of the University community can expect that the findings of the self-study will provide both a baseline and a springboard for the work yet to occur.

It is with enthusiasm that we prepare as a campus to host the team from the Higher Learning Commission. And, it is with great enthusiasm that we prepare for the Exceptional UND that will continue to be realized in the years ahead.

Robert O. Kelley, President
The University of North Dakota (UND) is on a path from great to exceptional. With the arrival in 2008 of Dr. Robert Kelley, the University's 11th President, the University community embarked on a journey of reinvigoration that resulted in a set of five strategic priorities known collectively as Exceptional UND (section 1.A):

- Enrich the student experience
- Encourage gathering
- Facilitate collaboration
- Expand UND’s presence
- Enhance the quality of life

These five priorities guide the University as it works to fulfill its integrative mission to educate the next generation, advance the state of knowledge, and serve the public. The following two examples (both described in more detail within the body of this document) highlight how UND continues to innovate at the heart of its core academic mission:

In the fall of 2012, UND dedicated and began using its first SCALE-UP (Student-Centered Active Learning Environment for Undergraduate Programs) classroom, an innovative, state-of-the-art teaching space, or a true "learning environment" (section 3.D.4.b). Developed with the first three Exceptional UND priorities in mind, this new classroom—the largest of its kind in the region, and outfitted with computers, multiple video screens, white boards, and audio systems—is helping to change the way UND instructors teach large lecture-style classes, such as Biology 111 and 150.

Another outgrowth of the Exceptional UND priorities was the development of the First-Year Seminar Program, designed to promote student learning and engagement, retention, and success (section 3.D.2). These First-Year Seminars incorporate cutting-edge subject matter, pedagogy, and skills to facilitate the transition to college. The program gives first-year students a chance to study topics that will engage their interest, challenge them academically, and help them acquire the skills for a successful college career. The classes are small (no more than 25 students), making it easy for students to get to know and work with the professor and classmates. The seminars are designed to help new students reflect on how they learn, encouraging them to be active and effective learners and helping them develop the academic skills needed for university-level work.

This self-study explores the many ways that Exceptional UND is having a positive impact on the life of the University. Also herein are discussions of challenges for growth as the University continues to strive toward the Exceptional UND vision.
THE UNIVERSITY, THE COMMUNITY, THE STATE, AND ACCREDITATION HISTORY.

The University

The University of North Dakota is the state’s oldest and largest institution of higher learning, and is the flagship of the North Dakota University System (NDUS). Founded in 1883, six years before North Dakota statehood, UND occupies 550 beautifully landscaped acres in Grand Forks, N.D., a classic college town of more than 50,000 people nestled on the banks of Red River of the North, across from sister city East Grand Forks, Minn. There are approximately 100,000 people in the Grand Forks Metropolitan Zone, which includes the Grand Forks Air Force Base and East Grand Forks, Minn. Founded with a strong commitment to serve the community, the University’s mission was to provide students a liberal arts foundation with a particular focus of arts and sciences, business, education, engineering, healthcare and medicine, and later aerospace and law.

Today, UND continues to enhance the quality of life for its students, faculty, staff and the citizens of North Dakota through a focus on creativity, innovation, and a pioneer-inspired entrepreneurial spirit.

UND enrolls more than 15,000 students in nine colleges and schools: College of Arts & Sciences, College of Business & Public Administration, College of Education & Human Development, College of Engineering & Mines, College of Nursing & Professional Disciplines, School of Graduate Studies, John D. Odegard School of Aerospace Sciences, School of Law, and School of Medicine & Health Sciences.

- UND offers 224 fields of study and more than 3,000 courses. The four most popular areas include the health professions, aviation, engineering, and business. Undergraduate enrollment totaled 11,953 in fall 2012.
- Graduate education is offered in 83 programs, including professional degrees in law (J.D.) and medicine (M.D.). Graduate and professional enrollment for fall 2012 was 3,297.
- The University also has a growing distance learning program that offers 32 online degree programs.
- UND awarded 1,709 bachelor’s, 647 master’s, 115 doctoral, 89 law, and 59 medical degrees between July 1, 2011, and June 30, 2012.
- UND’s diverse student body represents all 50 states and more than 60 countries.
- With more than 250 registered student organizations, UND also has a strong residence hall system, engaged campus student leaders, and strong cultural centers, including an American Indian Student Services Center.
- Nearly 400 American Indian students are enrolled at UND; they utilize 30 programs and organizations specifically designed to meet the academic, social and support needs of underserved populations. The number of students and the number and strength of programs combine to make UND one of the top schools in the nation for educating American Indian students.
- UND is one of the top 100 doctoral research universities in the country and is Carnegie-

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...
UND student-athletes excel in the classroom as well as on the field, ice, or court, consistently posting a collective 3.0 or better grade-point average each semester.

- UND has an economic impact on the state and region of well over $1 billion a year.
- UND had approximately $119.3 million in total sponsored program expenditures in FY2012. Nearly $75 million was in research expenditures. The $119.3 million in total sponsored program expenditures resulted in an impact on Grand Forks County, North Dakota, and the five-state North Central Census Region of $244.2 million in economic output, 2,061 jobs, and nearly $24.2 million in local, state and federal tax revenue, according to a recent study by the UND Bureau of Business and Economic Research.
- The American Academy of Family Physicians consistently ranks UND’s School of Medicine & Health Sciences as one of the top medical schools in the nation for graduating family medicine physicians.
- The University has an international reputation for research and scholarship in the health sciences, energy and the environment, aerospace, and engineering.

An anchor of the Red River Valley Research Corridor, UND’s 55-acre technology park hosts both emerging enterprises and established centers and businesses that help 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 and the REAC 1 (Research Enterprise and Commercialization) Building. On the other end of the campus, 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 as well as environmental technologies to protect and clean our air, water, and soil. Since 1987, the EERC has served more than 1,100 clients from 50 states and 51 countries.

UND is also benefitting from the $300 million comprehensive capital campaign, “North Dakota Spirit: The Campaign for North Dakota.” The dollars from this campaign are already having a transformative effect in the areas of dedicated students, inspirational educators, innovative programs, and extraordinary facilities.

Part of the NCAA, UND has strong athletic programs. A perennial contender in Division I men’s hockey with seven national championships, UND is a full member of NCAA Division I across all sports and is now a member of the Big Sky Conference in most of its athletic programs. Before its recent transition to Division I, UND earned Division II national championships in many sports, including football, women’s basketball, and swimming and diving.

UND student-athletes excel in the classroom as well as on the field, ice, or court, consistently posting a collective 3.0 or better grade-point average each semester. Numerous UND student-athletes have gone to the professional ranks in a number of sports. It is a rare National Hockey League tournament that doesn’t include former UND players, and the 2010 Winter Olympics featured Monique and Jocelyne Lamoureux on
IntroductIon

state’s premiere cultural event — brings Nobel and Pulitzer Prize winning and other nationally and regionally recognized writers to the state; and the UND Art Collections Gallery, situated downtown in the Empire Arts Center, features works by artists such as Salvador Dali, Roy Lichtenstein, Andy Warhol, Robert Motherwell, and Jasper Johns, as well as regional, local and UND artists. The establishment of the UND Art Collections Gallery was an outgrowth of the Exceptional UND roadmap. The UND campus is also home to the North Dakota Museum of Art, the state’s official art museum, and a premier venue for cultural events.

The Community

With grassland prairie to the west and Minnesota lakes and forests to the east, Grand Forks has been ranked by Money magazine as one of the most livable cities in the country. Short commutes, few traffic problems, safety, low crime, parks and theaters, and a cost of living considerably below that of large American cities are some of the advantages Grand Forks offers. The city ranks consistently high in comparative surveys for business, education, quality of life and community safety, making it an excellent choice for families and professionals alike. A wide variety of arts organizations, galleries, museums and exceptional athletic facilities ensure a vibrant cultural and sporting community. The Greenway along the Red River offers 2,200 acres of open, natural settings for four-season recreation. Parks, bike trails, golf courses, tennis courts and swimming pools provide summer recreation, while favorite winter activities and sports include cross country skiing, sledding, snowmobiling, skating and ice hockey.

Team USA, identical twins who also starred on the UND women’s hockey team.

UND athletics creates a bridge between campus and community, providing gathering places in the $100 million Ralph Engelstad Arena (regarded as the nation’s finest collegiate hockey facility), the Betty Engelstad Center, where UND plays basketball and volleyball; and the city-owned Alerus Center, a major multi-use facility that is the home field for UND football.

The arts and culture provide another bridge. On campus, the Chester Fritz Auditorium, the largest facility of its kind in the upper United States between Seattle and Minneapolis, brings national acts to the region; the Burtness Theatre brings UND Department of Theatre Arts productions to the community and region; the annual UND Writers Conference — widely regarded as the
The State

With its vigorous agricultural and energy-related industries, North Dakota has stood above the continued global economic downturn. In fact, the state enjoyed a $2 billion surplus going into the 2013 legislative session and continues to enjoy a very strong economy, thanks in part to development of the Bakken oil field in the western part of the state. North Dakota is now second in the nation in oil production, behind only Texas, and has the lowest unemployment rate in the United States, according to the latest jobs report from the U.S. Bureau of Labor Statistics. UND’s Energy & Environmental Research Center and College of Engineering & Mines are contributing significantly to development of the state’s energy industry through research, services, and the education of skilled professionals.

North Dakota’s economy is fueling the recovery in the Midwest, according to the Federal Reserve Bank of Minneapolis. The bank’s district experienced strong agriculture, mining and oil industries, healthy manufacturing exports, and moderate consumer spending growth with subdued price increases in most sectors. Fed economists cite not only oil but also very positive commodity prices. Manufacturing is gaining ground in North Dakota, with busy food processing plants and hard goods manufacturers seeing increased orders. Not surprisingly, North Dakota business leaders posted the most optimistic replies to the Federal Reserve Bank of Minneapolis’ recent poll on outlooks for their local economies, with 91 percent somewhat or very optimistic, compared to 62 percent district wide. Numerous reports in the national media have highlighted the state’s positive economy and governmental budget situation.
UND has been continuously accredited by the North Central Association, now through the Higher Learning Commission, since the Association was organized in 1913.

Accreditation History

UND has been continuously accredited by the North Central Association, now through the Higher Learning Commission, since the Association was organized in 1913. UND received its most recent accreditation in 2003. Accrediting agencies that have approved components of UND at the college or school level include: the AACSB International – the Association to Advance Collegiate Schools of Business; the Accreditation Board for Engineering and Technology (ABET); the Accreditation Council for Continuing Medical Education (ACCME); the American Bar Association (ABA); the American Speech-Language-Hearing Association Council on Academic Accreditation in Audiology and Speech-Language Pathology; the Aviation Accreditation Board International; the National Association of Industrial Technology; the Association of Technology, Management, and Applied Engineering (ATMAE); the National Association of Schools of Music; the National Association of Schools of Public Affairs and Administration (NASPAA) - Commission on Peer Review and Accreditation (COPRA); and the National Council for Accreditation of Teacher Education (NCATE), among others. Numerous programs are also accredited at the department level. Additional details concerning the many agencies that accredit some portion of UND may be found later in this self-study (section 4.A.5).
RESPONSES TO PREVIOUS SITE VISIT COMMENTS

The University received comments from HLC team reviewers in 2003, following the last comprehensive visit for reaffirmation of accreditation. Additional comments were received in 2008, following a visit focused on assessment. Although some of the challenges identified in those visits remain, a number of actions have been taken and significant progress has been made in most areas addressed. This section of the self-study summarizes steps taken between 2003 and 2013 to address those areas of identified need.

Response to 2003 HLC (Comprehensive) Site Visit Team Comments

Following the 2003 HLC team visit for the reaffirmation of accreditation, UND received recommendations for action in the Assurance section of the team report. Many of these recommendations were further explicated in the Advancement section. The suggested action items below are excerpted from the Assurance report. Following each recommendation is a summary of progress related to that item and, where appropriate, links to the section of the self-study where the issue is addressed in more detail.

“Some campus sentiment suggests that, as the UND mission statement is more than ten years old, a revised mission statement should be considered as part of the strategic planning initiatives, in order more specifically to identify desired attributes and priorities and more inclusively to provide direction to all major organizational components.” (HLC Report, Page 13)
granting institution, the University does maintain records documenting that 86 percent of full-time tenured or tenure-track faculty had terminal degrees in 2002, 93 percent in 2007, and 94 percent in 2012.

The student-to-faculty ratio is 17:1 (section 3.C.1). Program accreditation visits generally document a pattern of adequacy in faculty numbers and stability in faculty-student ratios (sections 3.C.2 and 5.A.1.b). However, as was noted in the self-study, there is some unevenness across programs with certain deans identifying needs for additional faculty to carry out the work of units within their divisions (section 3.C.1).

The HERI survey provides evidence that UND faculty report more stress than peers at other public institutions in some categories (e.g., more stress over teaching load, more stress over research or publishing demands); however, UND faculty report less stress in other areas (e.g., less stress in relation to procedures and “red tape,” less stress related to job security or budget cuts). That survey also shows that 70 percent of UND faculty would “definitely” or “probably” want to come to UND if they were beginning again and that UND faculty are more satisfied than their peers at public institutions with some aspects of the job, e.g., their freedom to determine course content and their job security. Overall, 72 percent of UND faculty report being satisfied with their job, compared to 74 percent of faculty at public universities nationally.

New program proposals occur through processes likely to minimize any potential negative impact on faculty. New academic programs are conceptualized and proposed by faculty. They
are designed to meet specific needs or advance UND’s mission, and, during development, plans are tethered to the mission and vision of the units that will house them. Any needed resources are analyzed as the proposal is evaluated. That evaluation occurs through a two-stage process over multiple academic years as required by the state university system (section 3.A.3). Proposals requiring faculty lines specify the source of those lines, which may include internal reallocation. Prior to the submission of a proposal for approvals at the state system office, they are reviewed by the home academic unit, the dean, and the Provost & Vice President for Academic Affairs. Resource adequacy is an important consideration during those reviews.

“Financial resources in some colleges (for example Arts and Sciences and Education and Human Resources) are devoted almost exclusively to instruction (approximately 95-97 percent) making it very difficult to provide for other needs. Similarly, human resources to provide for college direction and oversight from the deans’ offices (associate and assistant dean positions) are very limited.” (HLC Report, Page 1.5)

**UND UPDATE D:** UND’s “Financial Summaries by Function of Fund,” may appear to demonstrate that a high portion of budget dollars in some colleges are designated for instruction. In the 2011 budget for the College of Arts & Sciences, for example, $29.3 million was labeled “general academic instruction” (out of a total of about $33.5 million). However, all faculty salaries are included in that budget item, and faculty salaries cover a great deal more than actual instructional time. Furthermore, these same Financial Summaries show that expenditures in other colleges are often divided quite differently (e.g., in the 2011 budget for the John D. Odegard School of Aerospace Sciences, $32.6 million was designated for general academic instruction, out of a total of $62.5 million). No other college has proportions approaching those in Arts & Sciences, a finding that may relate to the missions of the various colleges. More detail on budget allocations is found later in this self-study (section 5.A.1).

Significant turnover has occurred for various reasons among the deans recently, which may result in additional staffing changes in some college offices during 2013-14. However, as of this writing, six of the colleges (the John D. Odegard School of Aerospace Sciences, the College of Arts & Sciences, the College of Education & Human Development, the College of Engineering & Mines, the School of Law, and the College of Nursing & Professional Services) have two associate or assistant dean positions. The School of Medicine & Health Sciences has 13 associate and assistant dean positions. The College of Business & Public Administration has a single associate dean position with the intent of having two positions by the fall of 2013, and the School of Graduate Studies (under the leadership of an interim dean, originally appointed as associate dean) currently has no associate or assistant dean. As the Financial Summary by Function of Fund reports demonstrate, spending for academic administration within the colleges has increased steadily in the years since 2005. Although room for improvement remains, there has been an emphasis on ensuring that deans have the staffing necessary for their units’ missions.

“Facilities problems exist in many colleges because of the uneven distribution and quality of space and result in cramped shared offices, among other
problems….Enrollment growth is placing stress on auxiliary facilities. Parking and student housing facilities may be at maximum occupancy…” (HLC Report, Page 16)

UND UPDATE E: UND’s physical infrastructure has improved dramatically over the last 10 years. A new parking ramp has been added in a location convenient to the center of campus (section 5.A.1-c). New student housing has been built, and existing housing units have been significantly upgraded (section 5.A.1-c). New and upgraded academic and research facilities have also been (and continue to be) developed. Among the new construction and reconstruction projects occurring since 2003 are the Education Building, the Northern Plains Center for Behavioral Research, the National Center for Hydrogen Technology, the Energy & Environmental Research Center Office and Conference Center, the Family Medicine Centers, and the SCALE-UP classroom (sections 5.A.1-c and 3.D.4.b). In the 2013 legislative session, requests were made for critical upgrades and additions to spaces used by the School of Law and the School of Medicine & Health Sciences, and both upgrades were approved for funding. The School of Law’s renovation and addition, slated for completion by fall of 2015, will add vital instructional, technology, and student space upgrades. The School of Medicine & Health Sciences will move to a new state-of-the-art building in summer 2016 that supports a balance of teaching and research for medical students as well as graduate and undergraduate students. However, significant infrastructure needs remain throughout the campus, and the University regularly submits requests to the legislature for funding to maintain current facilities, upgrade existing buildings, and, when necessary, construct new facilities that meet current needs.

“The NDUS is working toward developing a PeopleSoft system for student records throughout its institutions. Institutional attention should be directed toward staff concerns regarding implementation of this system and the need for staff development….” (HLC Report, Page 16)

UND UPDATE F: PeopleSoft (also known as Connect ND) is providing important new capabilities for students. The system is now used for course registration, financial aid management, bill payments, campus housing arrangements, and other purposes. It is available to students in a mobile version as well as through computer networks on campus (section 5.A.1-d). PeopleSoft has provided new capabilities for staff as well. For example, budget applications make the process of monitoring transactions more efficient (section 5.A.5.b). Over time, many of the problems described in the 2003 team report have been addressed through a gradual process of familiarization combined with training. Problems with PeopleSoft remain, but the main concern identified through the self-study process is frustration at delays in state-level implementation of functionalities that could be useful for UND staff and faculty (section 5.A.1-d).

“As a large percent of the Student service departments’ budgets is supported through mandatory student fees with a much smaller amount coming from state appropriations, the institution should carefully assess the total cost of education for students in adding new fees for support services and auxiliary services.” (HLC Report, Page 16)
Assessment of general education is considerably more advanced than at the time of the previous comprehensive visit, with direct assessment now occurring at both the course level and outcome level.

**UND UPDATE G:** Analysis shows that tuition and fees have remained steady as a percentage of UND’s revenue stream, suggesting that reliance on fees as a source of funding is not increasing (section 5.A.1-a). In fact, UND has not increased tuition and fees at the same rate as its peers and, although costs to students have grown since 2003-04, the cost of tuition and fees is below that of peer institutions. Fees remain an area of concern, however, and a recent state performance audit of fees at UND and NDSU (an institution of similar size and complexity) has yielded a number of recommendations for improvement. It is expected that the North Dakota University System office, the State Board of Higher Education, and UND will implement policies to enact these recommendations.

“Assessment of student academic achievement at the University of North Dakota is neither consistently understood nor consistently implemented.

i. General education and graduate education do not appear to be included consistently in assessment planning and activities.

ii. Assessment plans and reports often make use of activities that are not measures of student academic achievement but rather other types of assessment, evaluation, or analysis....

iii. A majority of activities cited as measures of student academic achievement are attitudinal surveys....

iv. Only limited use of direct measures of student learning has been documented.

v. Assessment reports (in annual reports) by department for the two most recent years reveal that many are still at the early planning stage....
While assessment reports continue to show evolution of assessment plans, that evolution is often a loop-closing on the assessment process itself. As programs change, as program accreditor standards are revised, as methods prove to be more or less useful and feasible, and as findings prove more or less interesting, faculty in those programs make changes to their plans. Work on those plans and work done according to the plans is documented in online databases. UND’s assessment plan database and annual reporting system were both improved in the years since the 2003-04 reaccreditation team report. The annual reporting system now prompts submitters to click on their program’s assessment plan, a strategy intended to encourage posting of the most current plan, and the assessment plan database now includes both the most recent plan and the previous plan(s).

Assessment plans and reports are reviewed by members of the Assessment Committee on a three-year cycle, and the findings from those reviews are documented using templates designed both to collect information about the University’s progress in assessment and to report back to program directors and faculty. An annual report-back luncheon occurs in May (section 4.B.1), with members of the Assessment Committee meeting with chairs or directors of reviewed programs and with deans from colleges included in the year’s review processes. Assessment activities are also examined during program reviews (section 4.A.1).

Although a number of opportunities for improvement are identified in the Criterion Four summary, the achievements described document a growing culture of evidence-based decision making regarding student learning. This is a significant improvement from the time of UND’s previous comprehensive visit.

“Although the institution has recently put renewed emphasis on assessment and identified a quality curriculum as a goal, resources to support this renewed emphasis appear limited. The current Associate Provost for Assessment, though experienced in working with assessment, has only a 20 percent assignment to this activity. The University Assessment Committee is knowledgeable about assessment and responds to major assessment reports, but it does not have, or is not using, the authority to direct departments or programs to make changes in plans and programs and to ensure implementation of direct assessment of student academic achievement.” (HLC Report, Page 19)

UND UPDATE I: The 20 percent time assigned to leadership on assessment was replaced in the fall of 2005 with a 50 percent position focused on assessment. Little more than a year later, the position was redefined as 100 percent, with time divided between assessment and promoting student achievement. In 2010, under the leadership of the previous Vice President of Academic Affairs & Provost, the position was realigned, still at 100 percent time, to focus on assessment and accreditation (section 5.C.2). That position of Director of Assessment and Regional Accreditation represents the University’s commitment to providing support for and oversight of faculty assessment of student learning.

However, leadership for assessment also occurs within colleges and programs. For example, the College of Business & Public Administration created the position of Executive Director of Assessment in 2012 (section 4.B.2). The Aviation
The position of Director of Assessment and Regional Accreditation represents the University’s commitment to providing support for and oversight of faculty assessment of student learning.

Department has designated an Assistant Chair of Assessment beginning in 2003, and a number of other departments also designate individual faculty to oversee and coordinate assessment (section 4.B.4). The Assessment Committee also continues to provide knowledgeable review of and oversight for assessment, although the model at UND has been to encourage understanding of and commitment to assessment rather than to rely on a coercive, directive approach from an individual or committee viewed as having institutional “authority” over departments or other units. The culture changes that have occurred on campus suggest that approach is proving successful (section 4.B).

“The program array at UND appears ambitious for the numbers of faculty and resources available and the numbers of students and range of student interests….Over-extension in any major area can retard progress toward strategic institutional goals. Program array change needs to be linked with both institutional resources and good practice and with the state’s economy.” (HLC Report, Page 21)

**UND UPDATE J:** Planning is a priority at UND and at the North Dakota University System (NDUS) office (section 5.C.4), and possible contingencies are considered as part of that effort. The state’s economy (section 5.A.1), regional opportunities and needs (section 1.D.2), and the adequacy of funding (section 5.C.1) are key factors in determining whether to go forward with proposed programs. In addition, the University has processes that must be followed when new programs are proposed. These “Stage I” and “Stage II” processes are mandated by the NDUS (section 3.A.3). They require that new program proposals be accompanied by budget information identifying necessary resources and explaining where those resources will come from. Before programs are approved, they go through a chain of approval processes both at UND and within the NDUS and State Board of Higher Education. Through these processes, UND manages a program array that is indeed ambitious but also appropriate and sustainable for the institution’s mission.

“Progress has been made on improving faculty salaries over the last four or five years but more is needed….” (HLC Report, Page 21)
IntroductIon

Access to scholarly resources to 49,000 electronic full-text journals, 55,000 e-books, and 85 online databases. A March 2013 report to the University Senate Library Committee indicated that the Chester Fritz Library expenditures have increased from $4,005,150 in FY 2008 to $4,729,861 in FY 2012.

Libraries at UND support the institutional mission through the acquisition of scholarly resources, teaching information literacy to students, converting scholarly resources to digital form to enhance access, creating unique digital resources from Special Collections, developing and implementing electronic discovery tools to aid in use of scholarly resources, sponsoring events to facilitate the exchange of ideas, and developing resource sharing programs with other libraries. Despite these accomplishments, funding needs remain pressing, especially in the face of rising costs for subscriptions and digital resources.

“...It is the considered judgment of the visiting team that continued use of the Indianhead logo and the ‘Fighting Sioux’ nickname reduces the university’s ability to accomplish its purposes and diminishes its educational effectiveness...” (HLC Report, Page 21-22)

UND UPDATE K: As noted above, significant progress has been made on salaries. A recent American Association of University Professors survey shows that the salary gap at the professor level has been reduced from 42.6 percent to 26.6 percent, at the associate level from 19 percent to 4.3 percent, and at the assistant level from 13.5 percent to 10.5 percent. In addition, the University continues to dedicate resources to faculty salaries whenever possible (sections 5.A.2 and 5.A.4), with the result that salaries have increased at a rate that exceeds the rate of increase in state appropriations for salaries (Table 5.A.4-1). However, as noted in the more detailed analysis of faculty salaries, improvements continue to be needed (section 5.A.4).

“UND libraries and existing resources are insufficient to support additional students and additional programs and disciplines, or provide access via increased, seamless computer-based usage.” (HLC Report, Page 21)

UND UPDATE L: Additional resources for UND libraries are a continuing need, as noted in the Opportunities for Improvement summary section of Criterion Three. However, the Chester Fritz Library, in conjunction with five discipline-specific libraries and a number of special collections (sections 3.D.4-c and 3.D.5-a), provides students and faculty with access to an extensive array of resources.

Comparisons of current holdings with holdings documented in 2004-05 clarify the changes that have occurred since the previous site visit. In 2004-05, the annual report for the Chester Fritz Library stated that the Library had 30,000 full-text electronic journals, 10,000 e-books, and 77 online databases. In 2012, the Library had increased access to scholarly resources to 49,000 electronic full-text journals, 55,000 e-books, and 85 online databases. A March 2013 report to the University Senate Library Committee indicated that the Chester Fritz Library expenditures have increased from $4,005,150 in FY 2008 to $4,729,861 in FY 2012.

UND UPDATE M: Use of the Fighting Sioux nickname and logo has been discontinued (section 5.B.2).

“Documentation concerning campus grievance and disciplinary procedures is in a state of flux at UND, as are certain aspects of the policies themselves... the process for filing faculty grievances against the administration and the faculty role in handling allegations against other faculty remain items of significant concern among faculty. It appears that more needs to be done to address concerns, the
UND’s new Diversity Advisory Council and the creation of the Ombuds Office are expected to improve the campus climate.
UND UPDATE P: The need for identifying strategies that will increase campus diversity is clearly recognized and has been responded to through two actions. First, President Robert Kelley created the Diversity Advisory Committee (section 1.C) charged with helping to create and maintain a diverse, welcoming, and inclusive campus environment. Second, in response to recommendations from the Diversity Advisory Committee, President Kelley has approved the creation of a senior-level leadership position in the area of diversity and inclusion (section 1.C.1). These institutional actions are intended to both increase diversity and increase support for students and others from diverse backgrounds. In addition, the University currently maintains an array of programs designed to enhance and support diversity, with a particular focus on American Indian populations (section 1.C.1).

Response to 2008 HLC (Focused) Site Visit Team Comments

Four additional recommendations were made following the 2008 HLC site visit focused on assessment. Those recommendations were further explicated in the consultation (advancement) section of the report, and two additional recommendations were offered. UND’s actions in response to the focused visit comments are summarized below.

“The focus on an intentional and structured approach to assessment is relatively new at the University of North Dakota….Thus, continued organizational attention needs to be paid to the progress of implementation of assessment plans in all areas.” (HLC Report 2008, Page 7)

UND UPDATE Q: The institution continues to monitor and encourage (section 4.B) regular assessment activities through the actions of the University Assessment Committee, the Essential Studies Committee, and the Director of Assessment and Regional Accreditation. Moreover, many assessment activities are now thoroughly integrated into various teaching and learning initiatives (section 4.B.4), thus further embedding assessment into the life of the University. Continued organizational attention, however, remains essential even several years into the work.

“Many departmental level plans focus on assessment at the course level, with a focus on ‘my course’ rather than on ‘our program.’ Assessment at the departmental level needs to attend to what all graduating seniors in that program need to know and be able to do….“ (HLC Report 2008, Page 7)

UND UPDATE R: Assessment activities tracked by the University Assessment Committee document (section 4.B.2) that most departments are focusing on program level outcomes. However, many faculty are indeed expected to assess learning outcomes at the course level for Essential Studies (UND’s general education program) (section 4.B.4). Essential Studies policy requires that departments with courses included in the program participate in a cycle of course-level data collection and analysis as a condition of continued inclusion. In many departments, course-level student work products are also collected and scored (or otherwise analyzed) for program-level outcomes as one component of programmatic assessment. In addition, some departments face program accreditation requirements mandating outcomes
that may lend themselves most readily to course-level assessment strategies.

Expectations for participation in course-level assessment for purposes of Essential Studies, as part of program accreditation, or as one component of a program assessment strategy may occasionally contribute to confusion about the appropriate level for assessment. Departmental assessment reports, however, regularly refer to programmatic rather than course-level outcomes, even though data may be collected in specific courses.

“More attention needs to be paid to assessment at the graduate level.” (HLC Report 2008, Page 8)

**UND UPDATE S:** Fewer graduate than undergraduate programs are subject to programmatic accreditation. This may result in a somewhat diminished incentive for assessment among faculty responsible for graduate programs. Furthermore, many graduate programs are small in comparison with undergraduate programs in the same departments, meaning that generating enough data to see clear trends may take a period of years. As a result of these factors, assessment of graduate programs may continue to lag that of undergraduate programs to some degree.

However, significant improvements have been made in assessment of graduate programs. Graduate faculty are typically expected to score program learning outcomes demonstrated through theses, dissertations, independent studies, and cumulative exams. In addition, graduate program review emphasizes assessment, including loop-closing activities, as reported by the program in question. The result has been considerable progress in assessment of graduate-level programs.

“The feeling persists among some faculty and chairs that assessment activities are responses to external pressures and demands….UND needs to monitor, recognize, and reward the efforts of faculty and staff who are committing their professional time to the assessment initiative.” (HLC Report 2008, Page 8)

**UND UPDATE T:** The need for rewarding the efforts of faculty and staff who are committed to assessment above and beyond normal expectations for its integration into the teaching and learning enterprise remains and is reiterated in the Criterion Four summary section titled “Opportunities for Improvement.” However, the institution’s success at integrating assessment with teaching and learning initiatives has been very helpful in reinforcing the value of and providing intrinsic motivation for engaging in assessment (section 4.B). Furthermore, it is increasingly the case that faculty expect that resource requests will fare better if supported by assessment findings. Finally, the annual May Assessment Luncheon is one example of a recurring campus activity that now incorporates the involvement of faculty who have conducted or overseen exemplary assessment work. This faculty involvement both celebrates their achievements and provides models of best practices in assessment for peers in similar programs. Simple strategies such as these are increasingly interwoven into normal institutional activities to reinforce the value of contributions to assessment.
The Exceptional UND vision was developed through a massive and inclusive process, and the strategic priorities identified in that vision serve to guide institutional decision making.

**Summary**

As the UND updates demonstrate, faculty, staff, and administrators at UND have taken site visitors’ comments very seriously, and a number of changes have been made in response to findings from both the comprehensive visit and the focused visit. Since the comments by their nature were intended to highlight the university’s challenges and areas for action, it is not surprising to see that needs remain in several of the areas noted. However, the progress has also been significant. A fuller picture of the university’s progress in each of these areas, and information about the change processes that have led to the progress described, is included within the five criterion chapters of this self-study.

**UND UPDATE U:** The Essential Studies Director has remained as a permanent, ongoing position, held since its creation by a tenured faculty member (section 3.B.2).

“The team strongly encourages UND to continue this appointment [of an Essential Studies director] on an ongoing basis, preferably assigning the directorship to a tenured faculty member.” (HLC Report 2008, Page 5)

“While these [Essential Studies] goals are similar to the goals in the UND mission statement, there are a sufficient number of differences to make it seem that UND has two sets of institutional goals. It would be very helpful to the implementation of the Essential Studies program if the program goals and mission goals were more closely aligned….The arrival of a new president at the same time that the Essential Studies program is being launched could provide the opportunity, however, for UND to revisit the official UND Mission Statement…..” (HLC Report 2008, Page 5)

**UND UPDATE V:** Although the mission statement has not been revisited, the Exceptional UND vision (section 1.A) was developed through a massive and inclusive process, and the strategic priorities identified in that vision serve to guide institutional decision making. Development of the Essential Studies program preceded Exceptional UND, but the priority of enhancing student learning aligns well with the aims of Essential Studies. As is noted in the summary section of Criterion One, it would be appropriate at this point to revisit the mission, bearing in mind both the strategic vision and the goals identified for Essential Studies, and engage in a campuswide process for further strengthening alignment.
In 2010, a draft timeline for the 2013-14 reaffirmation of accreditation process was developed by Joan Hawthorne, Director of Assessment and Regional Accreditation, and approved by Paul LeBel, then Provost & Vice President for Academic Affairs. This plan projected a three-year effort culminating in an on-campus site visit from the HLC team in the fall of 2013. This section describes events in the process and chronicles the endeavors of the more than 120 individuals who volunteered to help with the self-study.

Self-Study Leadership
In September of 2010, two tenured faculty were selected to team with Joan Hawthorne as co-chairs for the self-study process: Patrick O’Neill of the Department of Economics in the College of Business & Public Administration and Donna Pearson of the Department of Teaching & Learning in the College of Education & Human Development. Meetings of the three-person Leadership Team occurred throughout the fall of 2010, resulting in the development of a more detailed timeline, a reporting model, and lists of specific responsibilities to be assigned to the various teams that would be involved in the self-study effort. Co-chairs for each of the five criterion areas were appointed by Provost LeBel, in conjunction with the Leadership Team, during the spring semester. Figure 1.C.1-1 provides a three-year overview of the process as envisioned.

Although some changes were made to the slate of individuals serving over the course of the self-study process, the original Steering Committee was composed of the Leadership Team, the Provost
Preparing the Five Criterion Chapters

Beginning in the fall of 2011 and working through changes in criterion titles and core components as the HLC finalized new criteria language, members of the five criterion teams began the process of collecting data related to the various core components and subcomponents. (Figure 1.C.2-1) The evidence collection phase of the process was, functionally, a massive, multi-participant research project. Documenting the items of evidence was a primary need, addressed through efforts of the Advisory Committee (identified elsewhere as the Tech Planning Committee). By spring, the criterion teams were conducting preliminary analyses and summarizing their findings. Members of the Steering Committee agreed that providing two-page summaries of the various chapters would be useful for discussion within the Committee itself but also as a preliminary overview of findings for review by the Provost and other university administrators. Each summary included three major headings: strengths, challenges/weaknesses, and areas for improvement. Steering Committee meetings were spent reviewing and interpreting the findings, a process that proved useful for co-chairs of the various teams.

Despite changes in personnel, the reporting model as original developed remains structurally identical to the final version (Figure 1.C.1-2). The model demonstrates reporting lines and linkages that were designed to ensure ease of communication, which was recognized as critical in managing the work flow throughout the self-study process. Effective communication was also viewed as essential to addressing concerns and resolving problems that would arise in conjunction with finding or analyzing evidence.

(Paul LeBel at that time; the position is now held by Thomas DiLorenzo), and the criterion co-chairs:

- Criterion 1: Roxanne Hurley and Steve Moser (Jeff Powell was added in spring of 2013)
- Criterion 2: Kathleen Gershman and Cara Halgren (Brett Goodwin appointed as a replacement for Halgren in fall of 2011)
- Criterion 3: Jim Mochoruk and Lori Robison
- Criterion 4: Mark Hoffman and Donovan Widmer (Janna Schill was added in spring of 2012)
- Criterion 5: Peggy Lucke and Jeffrey Sun

The Executive Committee included the three members of the Leadership Team and the Provost. The Associate Vice-President for Academic Affairs, Steve Light, was added to both the Steering Committee and the Executive Committee during the first months of self-study activity, and served an active leadership and oversight role as operational proxy for the Provost.

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The focus for the third and final year of preparation was on writing, rewriting, and editing, with many iterations needed. Each criterion team developed its own process for completing the writing. While some teams chose to divide the work with various team members writing individual sections, others gathered the data centrally and left the writing in the hands of the co-chairs or a small group of writers. Once chapters began to come together, they were shared with the Leadership
Meeting with co-chairs of individual criterion teams, the Leadership Team members evaluated evidence and asked questions designed to aid co-chairs in clarifying intended meanings and conclusions.

After an iterative process of revisions and editing by criterion team members and the Leadership Team, chapter drafts were reviewed by the Associate Vice President for Academic Affairs and the Provost. Additional minor revisions preceded each open forum. Near-final versions of the five criterion chapters were posted for review and comment by members of the University community during the spring of 2013, in conjunction with open forums held on each criterion area. Final revisions, both substantive and stylistic, followed the forums, with feedback from the University community taken into account.

Publicity Collaboration

To assist in creating campuswide awareness of the HLC, the reaccreditation process, and the linkages between the self-study process and UND’s own Exceptional UND strategic priorities (section 1.A), a Publicity Task Force was created under the direction of Leadership Team member Pat O’Neill. Members of this task force created a website interface that documented the university’s self-study efforts. The newly revamped site built on initial efforts to be publicly transparent about the process but provided enhanced maneuverability and began establishing a foundation for linkages between a clearer Exceptional UND brand and the self-study.

Among its other efforts, the Publicity Task Force planned and organized a series of five open forums for presentation and discussion of findings from the
criterion areas. All campus community members were encouraged to attend the HLC forums to hear preliminary results of the self-study process. The open forum objectives included informing the public of the self-study findings and requesting feedback to be used as input for the final report to the HLC. Each forum began with introductory comments from a member of the Leadership Team, followed by a presentation of findings from criterion co-chairs. Attendees (live and online) were invited to ask questions during the forum and, after the forum concluded, provide feedback using an online form. Attendees were also informed that any additional questions could be sent to Joan Hawthorne, a member of the Leadership Team, after the forum. Each forum included a reminder that feedback would be crucial not only for finalizing the criterion chapters but also for the longer-term aim of building on the Exceptional UND vision through use of self-study findings.

The University Letter, an electronic campus newsletter, and supplemental email “blasts” to members of the University community were used to publicize the times and locations of all open forums. Links to the online versions of the self-study chapter drafts, four-page summary documents for each of the five chapters, and the feedback form were also highlighted in the publicity materials. Open forums in spring 2013 occurred according to the following schedule:

- Criterion 1–Mission; Thursday, March 7
- Criterion 2–Integrity: Ethical and Responsible Conduct; Tuesday, March 19
- Criterion 3–Teaching and Learning: Quality, Resources, and Support; Tuesday, March 26
- Criterion 4–Teaching and Learning: Evaluation and Improvement; Tuesday, April 2
- Criterion 5–Resources, Planning and Institutional Effectiveness; Tuesday, April 9

The final opportunity for feedback from members of the University community concluded in May of 2013 in order to provide sufficient time for the extensive close editing, technology integration, and production process to finalize the self-study.

Technology Integration and Final Document Production

Once final revisions had been completed, the next step was to work with criterion team partners from the Center for Instructional and Learning Technologies (CILT). A CILT staff member had been assigned to each criterion team, and those CILT staffers worked with co-chairs to ensure that each link in the self-study document was live and connected to the correct piece of evidence. Additional time was spent, once the links were in place, making the shift from a “working document” of individual chapters to a cohesive “electronic document” featuring photographs, figures, working links, and a consistent template for the entire self-study.
HLC Site Visit

In preparation for the actual site visit in October of 2013, UND’s self-study report is expected to be sent to the HLC in August, eight weeks prior to the visit itself. Although final editing and refining continues as the document approaches completion, preparations for the on-site visit are already under way under the direction of Donna Pearson, member of the Leadership Team, and members of a Logistics Planning Team. A slate of discussions with individuals and groups, including the President, vice presidents, various directors and deans, members of key committees and constituencies, community leaders, faculty, staff, and students, is anticipated.

An overview of the entire effort is provided in the Figure 1.C.5-1.
LOOKING FORWARD

The publicity campaign, initiated through the Publicity Task Force as part of the process of preparing for reaffirmation of accreditation, is continuing into the fall of 2013 with numerous events designed to accomplish four main objectives:

- Launch Exceptional UND and its relationship to the self-study and HLC visit;
- Create awareness of the main results of the self-study and the HLC visit among the entire campus and external community;
- Coordinate with the Logistics group for publicity during the HLC visit;
- Continue the momentum of Exceptional UND and the self-study action items after the visit.

The aim of the publicity effort, like that of the self-study itself, is to enable the University to reap the full benefits of the self-study as a basis for continued development and growth of an Exceptional UND. As articulated in the self-study plan prepared by the Provost in conjunction with the Leadership Team, the long-term aim of the self-study and reporting process is to “benefit [UND] by sharpening our understanding of our progress and challenges in carrying out UND’s mission and fostering success in achieving the vision and priorities as articulated in the Exceptional UND initiative.” The insights gained through the self-study, documented here, are anticipated to accomplish that end.
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.

President Robert O. Kelley launched a series of campuswide conversations in 2010 to
President Robert O. Kelley launched a series of campus-wide conversations in 2010 to 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
Center has a long history on campus; it offers high-quality, on-campus child care to faculty, staff, and students.

Follow-up on Exceptional UND initiatives has been thorough as well. The first Exceptional UND Showcase was held in 2012 to demonstrate and publicize the progress being made by working groups and implementation teams throughout campus. The Showcase revolved around an interactive poster session featuring 25 initiatives currently being developed and implemented. The poster sessions provided opportunities for stakeholders across campus and throughout the community to learn more about the initiatives, provide feedback in person or online, and find ways to get involved. Notices in the University Letter, an electronic newsletter serving the UND community, invited faculty, staff, students, and community members to attend.

Since developing and beginning to implement Exceptional UND, the Annual Reports templates for academic and nonacademic units have been revised to align with the five strategic priorities. Evidence of how each institutional unit is meeting the UND mission and charting progress toward the priorities of the University has been collected since Academic Year 2011-2012. As noted above, Exceptional UND is still in its early implementation and a full measure of achievements or sense of institutional transformation is not yet available. However, plans for measures of effectiveness have been developed and work continues in that area.

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. 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.

The Chester Fritz Library has increased the number of scholarly electronic resources, including
for research and class projects, wireless printing in most buildings on campus, new email system, upgraded and new classrooms integrating the latest technology, and a campus standard Learning Managements System.

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.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. 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.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 1B2), 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 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. Odegard 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
300 American Indian students are enrolled in such distinctive academic programs as Native Americans Into Law (NAIL), Indians Into Medicine (INMED), Indians Into Psychology Doctoral Education Program (INPSYDE), and Recruitment/Retention of American Indians Into Nursing (RAIN), as well as the undergraduate Indian Studies Department. UND’s efforts to recruit and retain these students, including specialized support through American Indian Student Services (AISS), further demonstrate the ongoing commitment to supporting diversity as part of its mission.

1.C.1.
The institution addresses its role in a multicultural society.

Despite the institutional commitment to supporting diversity, UND remains somewhat homogenous and new strategies for enhancing diversity among both students and employees continue to be explored. As part of an effort to more fully explicate and address the University’s diversity goals, former President Kupchella and the University Senate approved a mission statement on Diversity and Pluralism in 2006. In December 2010, President Kelley created the UND Diversity Advisory Council (DAC) with a charge of advising and making recommendations to the President to “broaden, deepen, and invigorate UND’s commitment to a diverse, multicultural, and inclusive campus community in keeping with the University’s mission.” The Council replaced the Diversity Advisory Subcommittee of the Council on Campus Climate which had been functioning during President Kupchella’s tenure at UND. As a direct report to the President, the DAC elevated 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 re-affirms 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. THE INSTITUTION’S MISSION DEMONSTRATES COMMITMENT TO THE PUBLIC GOOD.

Since its founding in 1883, UND has aspired to provide outstanding academic and research programs and services to the state, region, nation, and world. The University’s mission statement explicitly addresses service and public well-being in addition to teaching and research, stating, “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.” Further, Exceptional UND articulates a shared vision of purpose and resources to serve the people and state of North Dakota, as well as the nation and global community.

Service is provided today in a wide variety of ways to students and others at a distance, allowing the University to fulfill its mission in ways that were not possible in the past. Online & Distance Education, a part of the Office of Extended Learning, facilitates the delivery of the University’s courses, graduate certificates, and degree programs in online and distance formats, both within North Dakota and beyond. It also offers an array of 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.

1.D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus 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
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 subprograms 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
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.

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.

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.
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
The Center for Rural Health at the School of Medicine & Health Sciences has been designated as one of six national rural health research centers by the federal Office of Rural Health Policy (UND Progress Report 2010-11, Page 27). Each designated health research center is charged with conducting at least 16 policy-relevant research studies and analyses that are focused specifically on rural health, and especially on how health care reform will influence rural health care access and delivery. The UND Center for Rural Health, in conjunction with the UND School of Medicine & Health Sciences, fulfills a three-part, constituency-focused mission: to provide service within North Dakota to help promote and facilitate the delivery of care to rural residents to improve their health; to educate health care professionals and encourage North Dakota youth to become health care providers and practice in North Dakota; and to perform policy-relevant research and analyses that provide needed information for federal policymakers to make informed decisions related to providing access to quality, efficient and cost-effective health care for rural communities.

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.
CHAPTER 3
Criterion 2. Integrity:
Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.
One of the five strategic priorities that the University of North Dakota (UND) describes in its Exceptional UND vision is to “facilitate collaboration.” The goal of this aspect of the vision is to promote innovative and productive collaboration among academic programs and disciplines, faculty, staff, and students, and in teaching, research and scholarly or creative activity, and with co-curricular or extracurricular activities both on and off campus. The basis for any productive collaboration is mutual trust between the cooperating parties. That trust is ensured by guidelines and policies that are not only codified but also understandable and available to all participants, including the public. In other words, to achieve the “facilitating collaboration” goal that UND has set for itself through the Exceptional UND process, it is essential that the University operate with integrity and engage in ethical and responsible conduct. These are the same values and traits described in the HLC’s Criterion 2.

The Integrity criterion is somewhat unusual in that documenting integrity in conduct means, essentially, failing to discover, even upon very close examination, a lack of integrity. For this self-study, team members determined that evidence of meeting the HLC Criterion 2 Integrity would be, at a minimum, the presence of policies addressing the core components and subcomponents. Stronger evidence would include ease of access to those policies. Strongest evidence would include indicators that UND applies the policies consistently, based on interviews with key University personnel or documentation of actions taken by them.

Keeping that rubric in mind, members of the self-study team searched for policies that addressed the various components of the criterion. Searches were undertaken first in a manner similar to what might be tried by a student, faculty or staff member, or member of the general public searching for such information (i.e., a naïve Web search). If information gaps remained after the Web searches, team members used knowledge of the system and sought out advice on where policies could be found. Finally, key players were interviewed to both find out more about polices and to determine how policies were being applied. Analyses of findings and conclusions about the University’s compliance with Criterion 2, using this method of investigation, are provided within this chapter. The evidence demonstrates that the University meets or exceeds the Criterion Two standards.
The University goes to great lengths to ensure that stakeholders gain policy awareness and to protect its ethical integrity.

2.A

THE INSTITUTION OPERATES WITH INTEGRITY IN ITS FINANCIAL, ACADEMIC, PERSONNEL AND AUXILIARY FUNCTIONS; IT ESTABLISHES AND follows FAIR AND ETHICAL POLICIES AND PROCESSES FOR ITS GOVERNING BOARD, ADMINISTRATION, FACULTY AND STAFF.

Evidence for fair and ethical practice was sought in the policies in place for the University’s governing board (the State Board of Higher Education or SBHE), administrators, faculty and staff, and in the North Dakota University System (NDUS) procedures used for their implementation. UND provides direct links to policies on its Human Resources & Payroll Services website and encourages policy awareness though regular policy notice emails. Information about policies is easily accessible electronically and, for the most part, with minimum delay. Some policies are more difficult to locate or less consistent in providing readily accessible answers to likely questions (e.g., policies regarding student fees for a particular major, or listing of faculty credentials in a specific college.) Those have been identified and noted in the sections below, along with recommended strategies for improving policy access.

The Search Box on the UND home page, used in conjunction with the A-Z index, provides directions to Web pages that address the following issues related to ethical and responsible behavior within the University:

- Code of Conduct
- Code of Student Life
- Conflict of Interest
- Discrimination
- Ethics Policies
- Faculty Handbook
- Human Resources
- Nepotism
- Personnel
- Privacy Policy
- Recruiting Policy
- Student Life
- Student Responsibilities
- Student Rights

Additional information was determined to be available from many sources, including the Web pages for numerous units throughout the UND website, University departmental literature, policy manuals, catalogs, and interviews with significant persons in positions of responsibility, such as the Affirmative Action Officer, the Director of Human Resources & Payroll Services, the University Legal Counsel, and the Information Technology Security Officer.

The University goes to great lengths to ensure that stakeholders gain policy awareness and to protect its ethical integrity. For example, the North Dakota University System (NDUS) Chancellor recommended and the State Board of Higher Education (SBHE) approved the recommendation that all benefitted employees be required to watch a fraud video annually. As well, the Annual Notification of Policies is part of every new employee’s payroll packet. New employees must sign an acknowledgement of notification before the paperwork for hire is entered. UND sends ethics policies to all staff employees every year via a link to a Web application. For the last
Annual Policy Notice (May 2, 2011), a total of 6,454 emails were sent. Diane Nelson, then-Director of Human Resources & Payroll Services, reported in an interview that of that number, 73.5 percent of recipients acknowledged that they read and understood the policies. There were 3.4 percent that were known to have terminated employment during the gathering period. Of those who did not respond, 13.1 percent were student employees and graduate assistants, 4.5 percent were temporary staff and faculty, and 5.5 percent were regular benefitted faculty and staff.

A full list of the policies governing ethical and responsible behavior was compiled (See Appendix). Those policies are categorized by a title (e.g., “NDUS Personnel Procedures”), listed by website, and, for each policy, check-marked in the right-hand column to indicate their relevance to administration, faculty, or staff. Every category has items that appear in other categories as well, demonstrating that some degree of overlap in policy notice distribution occurs, thereby increasing the likelihood that stakeholders will have access to information about all relevant policies. For example, a faculty or staff member seeking to understand UND’s Conflict of Interest policy can find that information in at least eight Web pages: University Senate Manual; Research & Economic Development, Ethical Conduct in Research (Faculty); Faculty Handbook; School of Medicine-Grants Management Conflict of Interest; Code of Conduct, Conflict of Interest; Conflict of Interest Policy for Employees; NDUS SBHE Policies — 308.1 Officer and Employee Code of Conduct; and SBHE Conflict of Interest Policy. Using the broad heading of “conflict of interest” as an example, UND policies for ethical conduct by faculty and staff address topics as divergent as: research conflict of interest, nepotism, recruitment, admissions, financial aid, privacy of personal information, and contracting. In the area of contracts, for example, a similar degree of redundancy and overlap occurs, confirming the University’s commitment to thorough distribution of policy information.

The abridged list below provides examples of Web pages outlining the policies governing the functions of the University, with several additional Web pages addressing policy described later in this chapter:

- The State Board of Higher Education (SBHE) is the policymaking body for the North Dakota University System (NDUS) and the state’s 11 public colleges and universities. Among the policies affecting its function as a governing board and for administrators, faculty and staff are three examples:
  - SBHE Policies
  - SBHE Policies: Financial Affairs
  - SBHE Policies: Governance and Organization

- A conflict of interest policy is found in many places (for faculty, staff, administrators and auxiliary persons). An example is auxiliary functions that have policies for regulation include:
  - Preference to North Dakota bidders, sellers, and contractors
  - SBHE Policies: Emergency Purchasing

- Eleven Web pages were identified that related to financial reports, purchasing practices and procedures, and audits of federal funds. Three
Among the policies of special interest on any campus are those that deal with concerns identified by faculty, staff, or students. The University provides direct links to NDUS and UND Human Resource policies on the UND Office of Human Resources website(s). There UND provides clear information regarding its procedures for receiving formal complaints and grievances.

Grievance policies are stated in a number of locations. Listings found in various locations provide consistent information.

- Faculty Handbook Section 2
- SBHE Policies: Hearings and Appeals
- SBHE Policies: Faculty Grievences
- Discrimination and Harassment Policy
- Code of Conduct

Various colleges and departments also have their own grievance policies:

- College of Engineering & Mines – follows UND Harassment policies (accessed November 30, 2011)
- College of Arts & Sciences – Grievance Policy – approved April 28, 2008 - more detail and requirements than NDUS 612
- School of Graduate Studies – policies and forms for student grievances (updated September 2011)
- School of Law – last modified Sept. 5, 2002

Examples of the University’s policies for financial issues are:

- SBHE Policies: Financial Affairs
- 2011 Annual Financial Report
- Financial Aid Policies

- For employee code of conduct, three examples are:
  - Faculty Handbook
  - SBHE Policies: Officer and Employee Code of Conduct
  - Faculty Handbook Section III

- Academic policies are listed on at least 10 Web pages, among them:
  - SBHE Policies: Academic Affairs (5/9/13)
  - SBHE Policies: Academic Affairs (5/30/13)

- Research and scholarly or creative activity is governed by such policies found at:
  - Policy on Responsible Conduct of Research
  - Conflict of Interest Policy

- Likewise, personnel issues are guided by policies on 24 sites such as those found in the North Dakota Century Code (state law) and the NDUS site.

- The University also ensures that its contractual partners behave ethically and responsibly in relation to any action on behalf of the institution. (Contracts are negotiable and can be terminated by either party.) Guidelines concerning subcontractors, for bidders, sellers and contractors, dictate that they follow conflict of interest policy and perform ethically.
The Affirmative Action Office is the designated office of record for all discrimination and harassment complaints.

• **School of Medicine & Health Sciences:**
  - Department of Cytotechnology; Medical Lab Sciences; Histotechnology; Occupational Therapy; Physical Therapy; Physical Assistant Studies; and Sports Medicine – Grievance Policies for the departments and programs (no date) – on website
  - Resident Fair Process and Grievance Procedure – last revised June 8, 2004

• **UND Counseling Center:** Report provided on Nov. 28, 2011, with process for complaints against the Director, interns, practicum students, or graduate assistants, as well as against staff and student employees, which are posted publicly in the waiting area of the Center.

The University responds to formal grievances and complaints in a timely manner pursuant to the stated policies of the University. However, the University could benefit by more systematically analyzing the bases for grievances with the aim of addressing problems that may be the source of repeated or frequent grievances. Staff from units such as the Affirmative Action Office, Human Resources, Conflict Resolution Center, Disability Support Services, and the Divisions of Student Affairs, Academic Affairs, and Finance & Operations regularly address trends seen in complaints received by their offices for the purpose of suggesting improvements in policies and procedures relative, but there is no strategy for systematic tracking of themes across these units or by others. President Robert O. Kelley, however, endorsed recommendations received from the University Senate, the Staff Senate, and the Student Senate to create an **Ombuds office** within the University. A person is expected to be hired for this role by summer of 2013, and the analysis of themes, along with developing recommendations based on findings, is included among the responsibilities listed in the position description.

Procedures that may be used to resolve informal complaints and grievances are not specified by policy in most units of the University. Such complaints are often addressed during the daily process of communication among members of a community using common understandings of appropriate supervisory and reporting lines and duties, with the mutually understood goal of resolution short of formal process. For example, a staff member with a complaint can talk to a range of people from colleagues to a supervisor, faculty make complaints to their chair, and students go through various channels including academic department chairs, the Dean of Students, and the Director of Housing. Unless the complaint is formalized as a grievance, existing policies do not address procedures. Some members of the campus community use the services of the Conflict Resolution Center, the Human Resources & Payroll Services Office, or the Affirmative Action Office. While variation in informal practice is, at some level, to be expected in the absence of prescription, the new Ombuds role, in conjunction with increased use of the existing Conflict Resolution Center services, may serve to address the need for more effective informal means of addressing complaints and grievances. Further, a thorough review of the formal grievance policies and procedures would be timely.

The **Affirmative Action Office** is the designated office of record for all discrimination and harassment complaints. This includes complaints
filed by faculty, staff, students, contractors, suppliers, vendors, and relationships with members of the public that involve the University. Any legal issues, many personnel matters, and all applicable lawsuits are handled by the Office of the General Counsel.

Policy noncompliance by faculty members is handled in a series of stages by the Department Chair, through the appropriate College Dean, and if necessary, by the Office of the Provost & Vice President for Academic Affairs.

• Academic Policies and Procedures Manual
• SBHE Policies: Academic Affairs (May 9, 2013)
• Noncompliance with law, policy, or rule by a staff employee usually is first uncovered by the employee’s supervisor; complaints filed through the Fraud Hotline may also reveal infractions.

As the Director of Human Resources & Payroll Services described in an interview,

The principle of ‘progressive discipline’ is applied: the more serious the violation or if it’s a repeat offense, the more serious the discipline. When contemplating discipline, fairness and consistency must be considered. The policies refer to it as “just cause” and “due process.” Applicable policies are NDUS HR Policy Manual section 25, Job Discipline/Dismissal; section 26, Termination Procedures; and section 27, Appeal Procedures. If the violation(s) is/are serious enough to warrant disciplinary action falling within Section 25 of the NDUS HR policy manual (i.e., termination from employment, suspension without pay or change to lower grade), the employee must be provided a letter that outlines the proposed action with specific information included as defined by the policy. According to paragraph 25.3 of the policy, the employee is entitled to a “pre-action review” to determine if the department has ‘reasonable grounds’ to take the proposed action. At UND, the practice is to conduct the “pre-action review” as a face-to-face hearing conducted by a hearing officer, arranged by the HR Office. Once the hearing is complete, the hearing officer issues a written decision on whether the “reasonable grounds” standard has been met by the department. If it has been met, then the department typically proceeds with the proposed action and informs the employee by letter. If the “reasonable grounds” standard is not met, the hearing officer most often recommends an alternate action. The department then decides whether or not to take the recommended action and notifies the employee of its decision in writing. Administering the policies for supervisors and managers to apply appropriate disciplinary action to correct violations of law, policy or rules is a major responsibility of the HR Office. Equally important is ensuring that employees are being treated fairly and consistently and are offered their rights under policy and law. In addition, the HR office offers HR-related education and guidance to supervisors and managers on good management practices in order to give staff employees the best opportunity to be successful in their jobs at the University of North Dakota.

With regard to complaints of harassment or discrimination, the University’s Affirmative Action Officer indicated that information is reported to government agencies depending upon the requirements. Workforce data on race and gender must be maintained and provided if requested. Data for IPEDS on race and gender are reported annually in the spring. Veterans reporting is required annually. Students attending UND and wishing to utilize Veteran Educational Benefits fill out the appropriate application for their needs and return it to the UND Veteran and Military Services office. The information is then sent to the
Department of Veteran’s Affairs for processing as required by the reporting agency.

Data on persons with disabilities will be a new required report. Complaints are not a required reporting element to any agency unless it is part of an audit or required documentation in a complaint response. Internal complaints are not reported externally. The external charging party and the accused are entitled to know the outcome of any complaint. If a disciplinary action is taken, that becomes part of a personnel record and can be accessed upon request as an open-records request pursuant to state law. For students, privacy under FERPA is required and release of information generally is not permitted, except to the charging party and the accused. Federal discrimination regulations, the Clery Act, and related legislation control what is public information.

- FERPA Information
- FERPA Privacy Release

The Affirmative Action Office handles about 60-plus complaints a year, with issues meriting follow-up addressed subsequently by those with responsibility for the pertinent area, such as the Dean of Students Office or Residence Services for complaints that involve students, or the University Police Department (UPD) for criminal activity such as criminal mischief or vandalism, sexual assault, or bias/hate crimes.

Information regarding policy and procedures for receiving complaints and filing grievances from students and other constituencies University-wide is transparent in the sense that it is available via accessing the Web page of Human Resources & Payroll Services and the new “toolbox” for employees and managers, through Web searches using UND’s A-Z Web index, and through the Academic Catalog. Additional transparency is available through the academic colleges or schools. Seven of eight colleges have college-specific information available on their sites. Transparency could be improved still further if such information were more consistently presented and available through college Web pages.

Privacy issues, concerns about retaliation, and due process for the parties involved are in place during investigations and determinations. Complaints to an investigative external agency are handled on a confidential basis and the University is precluded from discussing them publicly.

In an interview, the Affirmative Action Officer reported,

Generally, there is limited access on a need-to-know basis. For example, if someone wanted to know about the scope of sexual harassment complaints and resolution on campus, [they] would contact the Affirmative Action Office, which can provide general information that should respond to most questions. AAO has to be informed from all of these areas as it is the office of record and may have an active role, depending upon the circumstances… Processes with external complaints are lengthy and often involve time periods of 18 months to several years to conclude. The University cannot release information because of retaliation concerns. Only the charging party and the accused are entitled to know the outcome of any complaint. If a disciplinary action is taken, that becomes part of a personnel record and can be accessed upon request as an open records request.

The University’s Information Technology services were recently evaluated. The Department of Homeland Security (DHS) conducted a Cyber Security Review (CSR) on Nov. 29 and 30, 2011.
UND operates with integrity and acts responsibly in its actions with regard to its varied stakeholders and constituencies.

The CSR was an interview-based assessment of the cyber-security management practices at UND conducted at the request of the CIO and Information Technology (IT) Security Officer. The final report was received on Feb. 8, 2012, and includes the assessment findings along with recommendations for improving UND’s cyber-security posture and preparedness. For security reasons, this document is encrypted.

The Annual Security Report is found online, and UND’s Information Technology Security Officer, Brad Miller, is available to provide more information for those with specific questions or concerns.

In sum, UND operates with integrity and acts responsibly in its actions with regard to its varied stakeholders and constituencies. It has many policies, procedures, and protocols to regulate and safeguard the behavior of its governing body, as well as its students, faculty, administrators, staff, and auxiliary parties. A multitude of materials, including hundreds of websites, documents, interviews, and personal correspondences, provide evidence in support of this conclusion.
It is clear that UND provides its students, administrators, faculty, and staff with access to policies and procedures informing them of their rights and responsibilities within the institution.

2.B THE INSTITUTION PRESENTS ITSELF CLEARLY AND COMPLETELY TO ITS STUDENTS AND TO THE PUBLIC WITH REGARD TO ITS PROGRAMS, REQUIREMENTS, COSTS TO STUDENTS, FACULTY AND STAFF, CONTROL AND ACCREDITATION RELATIONSHIPS.

Information is clearly listed, is redundant, and can be found on many different Web pages with minimal effort. The search for evidence regarding programs, requirements, costs, control, and accreditation relationships was conducted using the perspectives of different UND stakeholder groups. In this case, faculty and staff, students, administrators, and the general public constituted the main stakeholder groups. Given the nature of the areas under question; i.e., policies and procedures for such matters as grievances, discrimination, and misconduct, anonymity and privacy were assumed to be critical. Therefore, such searches would be most likely to occur through search terms entered into the main search box on the UND website and through the A-Z index. Relevant policies are redundantly listed through the Web pages for the Division of Finance and Operations, the Office of Human Resources & Payroll Services, the Faculty Handbook, and the Office of Research Development & Compliance, to name a few.

- SBHE Policies: Financial Affairs
- Research Development & Compliance (RD&C)

It is clear that UND provides its students, administrators, faculty, and staff with access to policies and procedures informing them of their rights and responsibilities within the institution. This information is all publicly available on the UND Web pages through searches with either the search box or the A-Z index, using any of the following terms:

- Code of Student Life
- Student Life
- Student Rights
- Student Responsibilities

Documentation on student policies and procedures is easily found via a variety of search terms, including all of those searched; most take users to the Code of Student Life.

To inform students, staff, and faculty of relevant policies, the University uses the Academic Catalog, which is accessible to all students as well as faculty, staff, and the general public; the Code of Student Life, of which notification is given to all new students; the Faculty Handbook, which is given to all faculty; the Code of Conduct for all employees; and, as described above, the human resources packet that all new hires receive and which is emailed annually. More detail on specific kinds of information is summarized below.

Requirements and Admissions

The online and print versions of the Undergraduate and Graduate Academic Catalog provide full descriptions of the requirements for programs, including all prerequisite courses, broken down by major or department. Information on the Medical and Law schools is somewhat less accessible, but still appropriately transparent. Department-specific advisors work with students one-on-one, and relevant information is provided as questions arise.
Requirements for admission to undergraduate programs, graduate programs, the Medical School, and the Law School are conveniently available online. Requirements for admission to Online & Distance Education Programs and Certificates are handled differently. Admission requirements are available on the Distance Education website. There is no overview page of admission requirements because the site contains a mix of undergraduate, graduate, and noncredit programs that vary in criteria, standards, and processes. Students click on a program of interest to find information specific to that program. Individual academic department admit students to programs offered online using the same criteria as for their on-campus programs. Rather than providing a page that summarizes admissions requirements, the Distance Education site includes a “Who Should Apply?” page for all distance degrees and graduate certificates. In addition, the site includes links to the Office of Admissions or the School of Graduate Studies for students seeking additional information or clarification.

Transfer Equivalencies

Online information on transfer equivalencies is provided through the A-Z index under “Transfer,” which leads searchers to a site for “Transfer Course Equivalencies.” Hundreds of online course-by-course transfer equivalencies by institution and five state-level agreements are provided to assist prospective students or others with questions about transfer.

Tuition and Fees

Most student costs, including tuition, fees, training and incidentals, financial aid policies, practices and requirements, as well as policies on refunds, are found online. Information available on the website includes:

- Undergraduate Tuition/Fees for: North Dakota Resident, Minnesota Reciprocity, Nonresident, Contiguous State, WUE/MHEC;
- Graduate Tuition/Fees: North Dakota Resident, Minnesota Reciprocity, Nonresident, Contiguous State;
- School of Law Tuition/Fees: North Dakota Resident, Nonresident, Contiguous State;
- Medical School Tuition/Fees: North Dakota Resident, Minnesota Reciprocity (first and second year), Nonresident, Contiguous State.

Tuition and fee information for 2012-2013 is available on a per-semester basis, for students taking 12 or more credits, according to student category (i.e., Undergraduate, Graduate, Law, Medicine, and Physical Therapy). Another location where students might be inclined to search for information regarding tuition, fees, incidentals, and training costs is in the Code of Student Life, and it would be helpful to have information (or instructions for finding information) available within that document.

Specific tuition and fee details for UND’s online academic courses and programs are not available on the Tuition and Mandatory Fees Web page. However, there are two sections on that page referring to tuition for distance learning programs, i.e., “Distance Engineering Degree Program” and
“Online & Distance Education.” Both sections refer to a single website that provides specific tuition rates on an individual course or program basis. Because the Online & Distance Education website contains a mix of online credit and noncredit courses as well as a variety of tuition models (in-state tuition vs. residency-based tuition), there is no “global” tuition page on the site. Instead, students need to click on the course or program that interests them to find the corresponding tuition and fees or other charges. For UND’s online academic courses and programs, an example of standard Tuition and Fees can be found online.

Students enrolled in certain aviation courses incur additional charges associated with specialized training. These charges are separate from Tuition and Fees, and occur when students are enrolled in an aviation course that requires either a flight lab or an air traffic control lab. These charges support the use of specialized training equipment such as aircraft, flight training devices, and air traffic control simulators. The average charges per course are given to prospective and current students through a variety of means during the recruitment process. Actual charges vary from student to student, depending on individual proficiency. The average charges are also readily available at all times on the Department of Aviation website.

Financial Aid

Information on a wide number of policies regulating financial aid is available on the Web. On that site, students can find policies regarding various issues and question, including the following:

- Changes in financial situation
- Combined degree programs
- Cooperative education
- Dependency status
- Financial aid award process
- Repeated courses
- Satisfactory academic progress
- Study abroad verification
- Withdrawing or return of Title IV Funds
- Students who marry after completing the FAFSA
- FERPA
- UND Student Financial Aid Conflict of Interest Policy and Code of Conduct

Also included in the policies on that Web page is information for Undergraduate, Graduate,
Aviation, Law, Medical, International, Veterans and Military, Online & Distance, Families, and Staff. At another financial aid Web page, students can find information about applying for financial aid, reporting outside financial assistance, the aid award process, and requesting an award adjustment. Information on withdrawing or return of Title IV funds, refund of tuition/fees, repayment of financial aid, official and unofficial withdrawal, federal Title IV funds return, or unofficial withdrawals is also available online. Finally, financial aid policies can also be found in the UND Academic Catalog and in the Code of Student Life.

Academic good standing, probation and dismissal; residency or enrollment procedure

Policies on academic standing, residency, and enrollment are online. A number of related policies are available on that same site, including Residency Requirements, Enrollment Verification to Lenders, Admission to the University on Dismissal Policy, Probation Policy, Incomplete Policy, Attendance Policy, and others. The Academic Catalog provides information on undergraduate residency policy and undergraduate probation, suspension and dismissal policy. Similar policies for graduate students are also in the Catalog, including graduate probation, suspension and dismissal policies, and residency policies. Key academic policies are in both the Academic Catalog and the Code of Student Life. Students will find the Academic Probation/Dismissal Policy in the Catalog and the Satisfactory Academic Progress Policies on the Student Financial Aid website.

Faculty Credentials

A full list of instructors and their academic credentials is provided in the Academic Catalog. Both the online and the print versions of the Catalog include this list, as well as individual departmental lists of faculty on the pages for those departments. The list can also be accessed through the UND home page. Web searchers find the list by clicking on “Academics” from the main UND Web page and, from the Academics page, choosing a department from the listings. Once on the departmental page, the “Faculty and Staff” link found on most departmental pages takes users to a listing of faculty and contact information. In some cases, the link to faculty is labeled “People.” Many, but not all, of the departmental Web pages also include faculty credentials in some form, whether through brief descriptions or links to faculty curriculum vitae. Links for departments as varied as English, Counseling, Medicine, Computer Science, and Marketing, for example, include faculty credentials. However, some programs, such as Mathematics and Integrated Studies, do not include credentials at this time.

Information on faculty within the School of Medicine & Health Sciences (SMHS) is less conveniently accessible, although still available through telephone request or via departmental advisors who work one-on-one with students. Some departments in the SMHS, including, for example, Internal Medicine and Pediatrics, include no listing of faculty on their Web pages. However, the Web page notes that the number and locations of clinical faculty vary greatly, depending on departmental appointments and needs. They also note that faculty information can be obtained through the SMHS upon request.

Students searching for faculty for online and distance programs will not find that information on some of the obvious sites where they might search, including under Distance Degrees, Online
UND offers a variety of programs that require specialized accreditation or recognition in order for its students to be certified or to sit for licensing.

College Courses, Certificates, and Online Courses for K-12 Educators. Such programs draw on faculty from multiple academic units. The Online and Distance Education Web page does, however, have a chat feature. By using that, a prospective student will learn that they can find faculty information by searching for courses on the Online & Distance Education website and then clicking on the faculty spotlight link. The semester-based online courses do not list faculty on the Distance site because multiple sections are offered and faculty information for all of those courses that may change each semester. However, all of the nine-month open enrollment correspondence courses list the instructor (e.g., Acct200: Elements of Accounting I). All distance degree and graduate certificate programs have a “faculty spotlight” as well as links to the academic department pages (e.g., Master of Science in Applied Economics).

Overall, faculty credential information is available, but finding that information sometimes requires a degree of searching or a willingness to ask questions. Developing consistent practices for posting information about faculty would enhance transparency.

Accreditation Information

UND offers a variety of programs that require specialized accreditation or recognition in order for its students to be certified or to sit for licensing. The list of accredited programs is accessible in the A-Z index as is the process for obtaining regional accreditation. A search for “Accreditation” takes users to a list of UND’s college- and school-level accreditors as well as a link to the Higher Learning Commission. The meaning of regional accreditation is expanded specific to the Higher Learning Commission self-study under the heading of “Higher Learning Commission.”

Some of the University’s programs eligible for accreditation are available at a distance. There is no information on the website to indicate which programs have distance locations, but the information was available through a call to the Office of the Vice President for Academic Affairs & Provost.

The Medical School Catalog states, “The School of Medicine & Health Sciences is fully accredited by the Liaison Committee on Medical Education of the American Medical Association and the Association of American Medical Colleges.” Area campuses in Bismarck, Fargo, Minot and Grand Forks are accredited by the Accreditation Council for Graduate Medical Education (ACMG), which is included in the general University accreditation list. The Office of Medical Education provided this information by telephone, but it is not available in the Medical School Catalog or posted on the Web page. A naïve visitor to the list of accredited programs may be unable to discern whether the accreditation covers the various locations, but adding additional detail to existing listings could provide clarity.

The Occupational Therapy (OT) program has extensive information about its degree programs available on its Web page, including reference to their program’s location in Casper, Wyo. A single accreditation self-study covers the Grand Forks and Casper locations. The Higher Learning Commission (HLC) has visited the Casper site, according to Janet Jedlicka, OT Department Chair (personal communication), and the program and
Information is clearly listed, is redundant, and can be found on many different Web pages or through many different kinds of searches, usually with minimal effort.

Graduation Rates

Information about graduation rates can be obtained from the UND Web page or, in some cases, through Web pages for particular departments and programs. For example, Clinical Psychology includes a link to graduation rate information on the Web page designed to provide information about graduate degree program in that field. The University provides information about graduation rates and a number of other subjects of possible interest through the Dashboard link on the Web page of the Office of Institutional Research.

Summary

The availability of information described within this section demonstrates that the University is transparent in its operations. Information is clearly listed, is redundant, and can be found on many different Web pages or through many different kinds of searches, usually with minimal effort. In cases where information was more difficult to find, recommendations for improving transparency were made. The number of such oversights (e.g., complaints and grievance policy in one college; online tuition rates; and faculty credentials’ lists in three colleges) resulting in recommendations is not high. This is particularly the case in view of rapid changes in information delivery mechanisms (e.g., the shift to extensive reliance on Web documents) and the University itself (i.e., growth in enrollment, programs, mode and scope of delivery), both of which complicate efforts to ensure maximum transparency.
2.C. THE GOVERNING BOARD OF THE INSTITUTION IS SUFFICIENTLY AUTONOMOUS TO MAKE DECISIONS IN THE BEST INTEREST OF THE INSTITUTION AND TO ASSURE ITS INTEGRITY.

**Background** - UND operates under the direction and coordination provided through the North Dakota State Board of Higher Education (SBHE), which “was established by an initiated measure approved by the voters of North Dakota in 1938 which added Article 54 (now Article VIII, Section 6) to the State Constitution.” As identified in UND’s Constitution, the governance of the University is vested by state law in the SBHE which, accordingly, has final authority in all matters affecting the University but entrusts execution of plans and policies and the internal administration of the University to the President in consultation with faculty and administrative officers. As such, the SBHE is the governing board for the University.

This role as governing board is complicated by the fact that the SBHE also governs other universities and colleges in North Dakota. The SBHE governs a unified system, i.e., the North Dakota University System (NDUS), rather than UND alone. Organized in 1990, the system includes two research universities, four comprehensive regional universities, and five community colleges. Led by the Chancellor, the NDUS staff supports the SBHE’s mission to enhance the quality of life for all those served by the NDUS as well as the economic and social vitality of North Dakota.

The Chancellor serves as the chief executive officer of the NDUS and administers the policies, decision, and rules of the SBHE, prepares policy recommendations for the SBHE’s consideration, and serves as the official representative of the SBHE and the NDUS to the North Dakota Legislature. The Chancellor is responsible for establishing a process or forum enabling presidents to provide advice to the Chancellor regarding matters affecting the university system and to ensure that NDUS institutions cooperate to improve academic offerings, expand access to education, promote faculty development, improve support services, reduce unnecessary duplication, and enhance efficiency.

The SBHE governs the institutions in accordance with the North Dakota Constitution and state statutes. Changes to the SBHE may be made only through the state Constitution and legislative action. The seven citizen members, each serving four-year terms, and one student member, serving a one-year term, are appointed by the state’s governor as vacancies occur. The Council of College Faculties and NDUS Staff Senate select a single nonvoting faculty and staff advisor, respectively.

The SBHE proposes a budget for higher education within North Dakota, based upon requests from the 11 institutions. The state’s Office of Management and Budget and governor review the budget request from the SBHE and include higher education appropriations within the governor’s budget request to the Legislature. The Legislature then provides appropriations based upon the SBHE and governor’s requests, and legislative responsibilities to varied constituencies/stakeholders within North Dakota.
The SBHE is intended to provide the leadership and governing environment necessary to maximize the opportunities for the NDUS colleges and universities, including UND, to be successful in fulfilling their individual missions and enhancing the economic and social vitality of North Dakota.

The SBHE identifies a set of core values to be reflected in how the Board and all personnel of the University System carry out responsibilities on a daily basis. These values are:

- High integrity
- Open, honest, forthright and mutually respectful in discussion and actions
- Trustworthy
- Accountable
- Cooperative and valued partner with other state agencies and entities
- Responsible stewards of state investment in the University System
- Scholarship and the pursuit of excellence in the discovery, sharing, and application of knowledge
- Support and embrace diversity

The SBHE is intended to provide the leadership and governing environment necessary to maximize the opportunities for the NDUS colleges and universities, including UND, to be successful in fulfilling their individual missions and enhancing the economic and social vitality of North Dakota. Interviews with members of the SBHE consistently ranked SBHE priorities as ensuring high-quality education for all students first, ensuring the successful functioning of the NDUS second, and meeting the needs of individual schools third. This is not to say the school needs are neither addressed nor considered, but that the first two priorities were ranked more highly by those SBHE members interviewed. SBHE policies and procedures apply to all institutions within the System, improving the effectiveness and efficiency of higher education for students, institutions, citizens, and the state. It is also worth mentioning here that in interviews, a number of the past members of the SBHE did not view the SBHE as the governing board for UND—despite clear policy that states that this is the case—but instead focused more on the SBHE’s role as the governing body for the NDUS. Ongoing dialogue between the University and the SBHE might be helpful to ensure that all parties more clearly share a common understanding of the relationship between the SBHE and UND vis-à-vis its role as a governing board.

The people of North Dakota created the Board through the state Constitution to ensure the institutions and their employees were protected from political interference. Recognizing the legitimacy and importance of such protection and believing each institution properly retains substantial responsibility for its own affairs, the SBHE and the NDUS seek to honor the integrity of each institution and its people. The SBHE’s history, core values, operating procedures, and structure and function are consistent with standards described in the HLC’s Criteria for Accreditation, Criterion 2, Component 2.C. However, it must be recognized that the decisions that the SBHE make regarding UND are often influenced and constrained by the fact that the SBHE acts as a governing board for the entire NDUS and, concerning budgetary matters, must work through the Legislature and governor.

A general theme arises in the information collected from NDUS and SBHE policies and procedures, institutional documents, narratives, and interviews. That theme is “Recognizing the past, present, and future,” in relation to HLC Criterion Two, Component 2.C. The past includes the time...
from UND’s last accreditation review in 2003 to July 1, 2012. The present is relative to new leadership within the North Dakota University System, beginning with the appointments of Chancellor Hamid Shirvani, Interim Vice Chancellor John Haller, Vice Chancellor Laura Glatt, and SBHE President Duaine Espegard. The future is what comes next, with a change in the Board’s focus from managerial to visionary and from policy implementation to policy creation. The future includes a re-visititation and clarification of the lines of communication outlined in Board policy Policies 304.1 and 305.1. Given the scope and degree of change, members of the SBHE/NDUS and upper-level administrators at UND have expressed cautious anticipation and hope for ongoing positive relationships between the SBHE and UND.

2.C.1
The governing board’s deliberations reflect priorities to preserve and enhance the institution.

2.C.1.a - Relationships
Based on interviews and written response to questions about the governing board’s deliberations in relation to the University, key administrators at both UND and the NDUS agree that the SBHE has been working to preserve and enhance UND, within the context of UND as a member institution of the NDUS. Both UND and NDUS acknowledge that at times, tensions have existed between the NDUS institutions, the SBHE, and/or the North Dakota Legislature as reflected in a number of bills introduced in the Legislature meant to change or abolish the SBHE and complaints made by legislators and reported in the media about the activities of the SBHE. According to an official familiar with this history, tensions were exacerbated by unclear lines of communication (Grant Shaft interview), but the SBHE has been working to clarify these lines. The same could be said for UND’s leadership, which consistently engages in dialogue with the external stakeholders.

2.C.1.b - Policies and Procedures
There have been changes made in policy and personnel over recent years such that administrators currently at UND and the NDUS agree that the SBHE is truly working to preserve and enhance UND within the context of a unified statewide system (portfolio of interview summaries). Similarly, there is hope expressed by administrators within both bodies for continuing positive relationships between the SBHE and UND. An analysis of recent SBHE policies indicates deliberations and decisions that, on balance, have been made with the enhancement and preservation of UND in mind.

• Pathways to Success document
• Logo and Nickname portfolio

Leaders at NDUS also indicate that deliberations within the system office and at
the SBHE reflect the priority of preserving and enhancing individual institutions, including UND (Interview summaries). They mentioned that a specified responsibility of the Board, as stated in SBHE Policy 100.6 item 3, is to “provide the leadership and governing environment necessary to maximize the opportunities for the NDUS colleges and universities to be successful in fulfilling their individual missions and enhancing the economic and social vitality of North Dakota.” NDUS administrators believe that actions taken by the SBHE demonstrate fulfillment of this responsibility. The NDUS Interim Vice Chancellor provided more detail:

More recently, the Larson-Allen Risk Assessment Report offered additional insight… [stating] “The NDUS does not consistently operate as a unified system of higher education, with the primary focus on what is in the best interest of the student and state, as opposed to the institution. In addition, there is not a collaborative mentality within some institutions, and it is not productive to meeting the state’s expectations.”

In keeping with the statutory requirement as well as the expectations of the SBHE and elected officials, the Chancellor and his staff continue to move where appropriate toward uniform, consistent policy, procedures, and practices across the system. At times, there may be differences between campuses; however, the intent is to limit such differences in clearly defined and agreed to arrangements at the outset.

Each circumstance and issue requires careful evaluation to determine which approach (or nonuniform approach, in limited situations) is most viable and reasonable in creating more efficient and effective services. As part of that process, best practices and “fit” with in the NDUS are bases of consideration. Solutions are vetted through the Chancellor’s cabinet as well as appropriate councils and committees. The focus of discussion is largely on how we ensure consistency across the University System.

A number of examples of SBHE actions that demonstrate the fulfillment of this responsibility can be identified. Many of these actions are changes in NDUS policies and procedures that have been made as concerns, both specific to UND or more generally within the NDUS, have arisen. As policies have been written or revised, the Board has been demonstrably responsive to concerns from UND, including the following:

- Approval of the School of Law request to enroll non-UND law students to its summer program in Moss, Norway; adopt a flat-rate tuition structure that is appropriately higher than the flat-rate tuition structure...
approved for UND law students (proposed non-UND law student tuition of $4,600 for the four-credit program and $6,300 for the six-credit program, with annual increases at the approved rate for the institution) for the next five years with reassessment of tuition rates in the 2016-17 academic year in light of instructional costs and student enrollment.

- **Criterion 2**

- **Support for requests for new academic programs and/or reorganizations such as:**
  - new Master of Public Health, a joint program between UND and NDSU;
  - new Department of Petroleum Engineering and Petroleum Engineering Ph.D., new Ph.D. in Aerospace Sciences, and consolidation of several individual basic (medical) science departments in the Medical School into one Department of Basic Sciences.

- **Approval of the joint MPH program request to charge Minnesota residents in accordance with the ND/MN Reciprocity Agreement.**

- **Responsiveness to UND concerns as members attended to tuition and fee models (residency definitions; tuition rates, applications and accountabilities; tuition waivers; fees and transparency of use).**
  - University Senate Q & A concerns.
  - SBHE Minutes

- **Addressing overruns in expenses when constructing the President’s Houses at NDSU and UND.** (UND: budgeted for $900,000 and cost $1.3 million. NDSU: budgeted for $900,000 and cost $2.2 million) New policy: SBHE Policies – 900s: Facilities (902: Construction Process. SBHE Proposed policy changes for 802.8: Internal Audit Functions.

- **Attention to North Dakota House Bill (HB) 1231 regarding the use of the land on which the old Ralph Engelstad Arena sits; the SBHE opposed the bill, citing the president’s right to maintain the appropriate chain of command on campus.**

- **Support for building projects:** Additional funding authorized for UND Education Building, four residence hall renovations, and authorization of a building addition to the EERC. Also support for joint UND/NDUS IT office building and separate data center.

- **Support for requests for new academic programs and/or reorganizations such as:**

- **Responsiveness to UND Law School facility needs.** Law School Dean Kathryn Rand reported that the 2007 UND School of Law’s American Bar Association (ABA) reaccreditation site visit report found the School of Law’s physical facility to be “less than adequate” and characterized an addition to and renovation of the existing law school building as “critical to the success and future” of the School. She said having this project approved in time for the spring 2014 ABA reaccreditation site visit would indicate to the ABA site-visit team that the UND School of Law will have recommended improvements under way, a factor that is crucial to ensuring reaccreditation of the School.

- **Retirement of UND athletic logo and nickname.**

- **Development of “Maximizing Results Through Efficiencies,” designed as a multistep plan with three initiatives:** Building a Cost-
The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Generally, the SBHE does consider the interests of UND's constituencies during deliberations; however, this is done within the framework of the overall NDUS, which can, at times, produce a tension between UND's needs and the needs of the entire NDUS. Members of the SBHE often reinforced the idea that the SBHE does not answer to the institutions (including UND) but that the institutions answer to the SBHE. Within this system-level approach, the first focus is on students, next on the NDUS, and then on the institution. The SBHE listens to a variety of stakeholders including parents and students (paying attention, e.g., to graduation rates), the North Dakota Legislature (remaining sensitive, e.g., to legislature concern about the cost of higher education), and the NDUS (regarding, e.g., standardization of tuition waiver policies). (See interview portfolio)

Multiple voices may be heard at the SBHE, although the final decisions are not always what the institution has requested, the University's administrators report that they are treated respectfully, their perspectives are heard, and useful feedback is provided in response.

Efficient IT System, Review/Re-engineer the Academic Process Function (registration, credit-by-exam, articulations, transfers, general education, and more), and Review/Re-engineer Legal Services. The goal was to meet the needs of the student and the state while improving quality, access and affordability.

- Ongoing development of the NDUS plan for “Pathways to Student Success. A mission-driven system focused on student success.” Five essential elements are included: Access, Affordability, Learning, Quality, and Accountability, with the purpose described as “to build a stronger and higher-quality university system academically and administratively.” Interim Vice Chancellor for Academic and Student Affairs John Haller explained that the Pathways to Student Success plan is an example of meeting the needs of the individual institutions within the SBHE. The Pathways Plan is an attempt to better represent the Carnegie complexity across all the different institutions, and connect student readiness with institutional capacity. He pointed out that each institution has a different mission and those institutions need to be able to focus on their missions without extending into other areas or engaging in what is sometimes described as “mission creep.” According to Vice Chancellor Haller, a student who needs remediation is best served by an institution with that mission. Thus, under the Pathways plan, the institution’s mission would better reflect the profile of the students it serves.

2.C.2

Multiple voices may be heard at the SBHE, although the final decisions are not always what the institution has requested, the University’s administrators report that they are treated respectfully, their perspectives are heard, and useful feedback is provided in response.

- Interview President Kelley
The Board has an easy role because the focus is on the mission. For example, [in the most recent] capital project budget, the two highest priorities are the Medical and Law School projects. We took a look at the accreditation needs of [the] Law School. The Medical School [proposal for construction funding and funding for enrollment increases] has the ability to address the health needs of the state. The Board has the ability to stay above the territorial issues to move the specific university's mission forward. (See interview portfolio – Grant Shaft).

Both the School of Law and the School of Medicine and Health Sciences projects are addressed in the "Analysis of 2013-15 Executive Budget Recommendation, December 2012."

Another example of considering reasonable and relevant interests is the Master of Public Health (MPH) joint program between UND and NDSU. The joint program may result in a NDUS-wide policy change based on issues regarding federal reporting requirements. Such a policy change would be an example of how the SBHE balances multiple demands, including the charge of meeting the needs of institutions, in creating a protocol to serve both institutions and the entire NDUS. (Interview portfolio, Grant Shaft).

Three recent examples provide a clear demonstration of the SBHE's willingness to review and consider the interests of University stakeholders within decision-making deliberations. The first case occurred in 2011 when the North Dakota Legislature was considering a bill, HB1231, which addressed the use of the land on which the old Ralph Engelstad Arena sits (mentioned briefly under 2C.1, above). The SBHE opposed the bill, citing the president's right to maintain the appropriate chain of command on campus (SBHE minutes from Jan. 13, 2011). HB1231, if passed by the Legislature, would have dictated that UND’s president would have needed permission from the director of the Energy and Environmental Research Center (EERC, a division of UND) to use the land on which the old Ralph Engelstad Arena sits because of its proximity to EERC facilities. The SBHE's position on the bill represented its respect for a university president as the primary institutional decision maker.

A second example occurred as the NDUS was considering a revision to Policy 340.2 regarding University Foundations. The original wording of the policy was changed multiple times, and the passage of the policy was delayed in order to gain approval of the UND and NDSU Alumni Foundations (SBHE minutes from Jan. 27, 2011, March 1, 2011, April 6, 2011). This demonstrates the SBHE's concern about the ability of these foundations to operate as external branches of the universities (See Policy 340.2, revised April 6, 2011).

A final recent example involved revisions to Policy 605.1, considered by the NDUS, regarding academic appointments. The cross-NDUS College of Council Faculties (CCF) body did not approve of the proposed updated timeline for faculty contracts. The SBHE postponed passage of the policy in order to work with the CCF to alter the timeline in ways that would gain the group's...
approval (SBHE minutes from April 6, 2011, May 9, 2011, June 16, 2011). This shows that the SBHE cares both about providing faculty with an appropriate amount of time to review and sign contracts, and enabling the universities to ensure academic appointments in a timely matter by moving up the deadline for faculty contracts. (See Policy 605.1, revised June 16, 2011)

However, there also have been some occasions when the SBHE has been less supportive of constituency voices. When the Legislature was considering a bill (HB1213) regarding the addition of a staff advisory position to the SBHE, the SBHE chose not to take any action in favor of or opposition to the bill, despite a request/resolution (Feb. 18, 2010) by the NDUS Staff Senate and support by the North Dakota Student Association (SBHE minutes from Jan. 13, 2011). In this case, a major internal constituency requested a voice on the SBHE, but the SBHE would not lobby in favor of adding that staff voice to the Board. The legislature did approve HB 1213, and it was filed April 4, 2011.

- SBHE Policy 302.9 Faculty and Staff Advisors; New Policy
- SBHE Minutes, June 16, 2011

Funding is one key aspect of decision making on the SBHE. Over the years, there have been multiple revisions of funding formulas for higher education in North Dakota. The SBHE has considered various funding models over time in an effort to improve its approach and ensure necessary and equitable funding for all institutions of the NDUS. The current model, implemented as of 2011, is moving into performance/outcome-based funding measures.

- Portfolio budgets appropriations SBHE legislature
- Overview of the NDUS budget methodology

Two other major university constituency groups that must be considered by the SBHE are the NDUS Centers of Excellence (CORE) and the UND Foundation. As the NDUS Centers of Excellence Web page states, “North Dakota’s Centers of Excellence program is designed to foster collaboration between the state’s public universities and private businesses to bring new products, services and jobs to the marketplace.” UND’s Centers of Excellence include:

- Unmanned Aircraft Systems Center of Excellence
- Center of Excellence in Space Technology and Operations
- National Center for Hydrogen Technology (UND-EERC)
- Petroleum Research, Education, and Entrepreneurship Center of Excellence
- SUNRISE BioProducts: A Center of Excellence for Chemicals, Polymers, and Composites from Crop Oils
- Center of Excellence in Life Sciences and Advanced Technologies (UND Research Foundation)
- Center of Excellence for Passive Therapeutics (UND Research Foundation)
- Center for Innovation

The SBHE sets policy for Centers of Excellence applications but review of the Centers is less clear.

- SBHE Policies: Centers of Excellence
- Interviews
2.C.3
The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The SBHE has policies that present the core values for the SBHE and the Officer and Employee Code of Conduct. These policies clearly exhort SBHE members and NDUS officers and employees to uphold the highest ethical and professional standards, including all laws, regulations, policies, and procedures, and also including the avoidance of unethical behavior such as, for example, bribery, rebates, or kickbacks. The policies include reporting requirements for violations. Interviews with members of the SBHE and the NDUS Office indicate that the adherence to the core beliefs and the Code of Conduct is viewed seriously and considered as a means to maintain the health and integrity of the NDUS, including UND.

Another example that clearly illustrates independence from undue influence is regarding what commonly was referred to as “the Sioux logo issue.” Until its resolution (described in detail under Criterion Five (section 5.B.2), the SBHE and UND in recent years faced tremendous pressure from multiple stakeholders in relation to the Sioux logo and nickname. These stakeholders include Native Americans, current and former UND student-athletes, individuals associated with the Ralph Engelstad Arena (REA), the National Collegiate Athletic Association (NCAA), legislators, students, faculty, staff, alumni, and the public.

Several administrative and Board interviewees discussed the financial, time, personal, and relationship costs of the processes. Interviewees

A second external constituency of great importance to the University is the UND Alumni Association & Foundation, which “fosters a tradition of philanthropic support, leading efforts to raise and manage funds that secure a strong future for University of North Dakota and its students, faculty, and alumni.” Foundations of this sort are defined by the SBHE guidelines as “independent, nonprofit organizations established to support and advance the mission and objectives of an institution or institutional functions, including an athletics booster association for which an institution is ultimately responsible or accountable under athletic association or conference rules.” However, because the Foundation acts in support of the University, the SBHE does have responsibility “for ensuring the integrity and reputation” of their actions as part of their responsibility for governance of the University System. The SBHE maintains lines of communication with Alumni Foundation officers as part of protecting the University interests while ensuring that the Foundation’s voice can be considered during decision making. SBHE policy states that “Institution presidents shall promptly report to the Chancellor any breach of an agreement or failure on the part of foundation officers or employees to adhere to standards appropriate to such organizations. Foundation officers may inform the Chancellor of any breach of an agreement or failure on the part of institution officers to adhere to appropriate standards.”

If such a report of breach were made by either party, the Chancellor and Board would be authorized to initiate action (SBHE Policy 340.2 Foundations).
recounted the immense pressures that were applied as stakeholders asserted their preferences. On Aug. 15, 2011, the Board directed UND to transition away from the UND logo/nickname prior to the deadline set by the NCAA. This is identified as a positive example of the Board, in a very difficult time, preserving its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.

Past SBHE President Grant Shaft described the situation in his interview, commenting that,

Yes... the governing board preserves its independence from undue influence. **This is a credit to the Board member selection process. Without exception, I never witnessed Board action that was swayed by internal or external pressure (e.g., alumni, donors, etc.).** While there are limited examples beyond the logo, there was external pressure there (alumni, legislature, NCAA). But the Board’s actions did not reflect that outside pressure (for example, REA). Consistently, the Board acted in the best interest of UND, although it cost some in legislative relationships and bad press.

Noting the challenges posed by the issue, **Shaft continued:** “That issue cannot be taken lightly—the issue impacted policy, legislative action, public perception, and recruitment; every level was impacted deeply. It is a credit to UND that it is moving forward. Impressive. It demonstrates the strengths of UND and dedication of the administration to push through the issue.”

**President Kelley** noted that some of the fallout from the logo decisions made “the political environment during last legislative session challenging. There were bills introduced to undermine authority of SBHE. All initiatives were voted down – partially because of the Board and relationships they have with legislators. [The] Legislature was supportive of the Board [and the] Legislature defended the Board’s autonomy.” Furthermore, even in the aftermath of this environment, the SBHE was able to have a fair, open process to select a new Chancellor without discernible attempts by the governor or legislators to dictate decision making.

While the SBHE has maintained decision-making independence from the Legislature in the face of challenges around the Sioux logo, the SBHE is dependent on the Legislature in fiscal matters. As noted by **Dr. Joshua Wynne,** Vice President for Health Affairs and Dean of the School of Medicine and Health Sciences,

The Board may be independent in policy areas; the Board is definitely dependent in fiscal matters (i.e., dependent upon the Legislature). A little tension increases performance...too much [tension] is destructive. The [Legislature] must balance the needs of the state with education. The SBHE needs to be sensitive to increases in support that they have received from the Legislature over the years. The Legislature needs to recognize the importance of the independence of the Board and its role in making (defining) policy.

2.C.4
The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

State Board of Higher Education Policy states that “each institution properly retains substantial responsibility for its own affairs, [so] the Board and the system honor the integrity of each institution and its people” (SBHE Policy 100.6 Item 3). The SBHE policies continue by clarifying
The SBHE views UND’s President as the CEO of the institution with the right and responsibility to manage UND within the overall policies and directives issued by the SBHE and the Chancellor. The roles of the Chancellor and SBHE, where responsibility for policy, overall direction and planning rests. The institutions’ presidents are charged with implementation of SBHE policies and direct operational control (SBHE Policy 100.6). The SBHE views UND’s President as the CEO of the institution with the right and responsibility to manage UND within the overall policies and directives issued by the SBHE and the Chancellor. The President is to consult with the Chancellor on decisions of mutual interest and to ensure effective and broadly based participation in the decision-making process from faculty, staff, students, and others stakeholders (SBHE Policy 305.1). UND affirms the relationship between the SBHE and the institution within its own Constitution.

While the SBHE is oriented toward students first, NDUS second, and individual institutions third, it is clear that institutional issues become relevant to the Board’s efforts when policy development has the potential to be beneficial to students, the 11 institutions, and the state. Interviewees have indicated that issues are left with, or returned to, the originating institution if the issue is not relevant to policy development for the System. A recent example occurred when the Board was contacted regarding concerns about the application of disciplinary actions to students at NDSU in Fargo. The students had committed misdemeanor election fraud. The Board declined to become involved. Instead, NDSU continued with its own internal disciplinary processes (Interview summaries - Grant Shaft). This pattern of leaving institutions to deal with their own day-to-day management extends to UND and all institutions within the NDUS.
2.D.
\textbf{THE INSTITUTION IS COMMITTED TO FREEDOM OF EXPRESSION AND THE PURSUIT OF TRUTH IN TEACHING AND LEARNING.}

Four core documents referring to academic freedom at UND are critical in relation to the University’s commitment to freedom of expression and the pursuit of truth in teaching and learning. They are as follows:

- \textbf{UND Constitution}
- \textbf{SBHE policies}
- \textbf{UND Faculty Handbook}
- \textbf{UND Code of Student Life}

All of these documents are readily accessible for faculty, staff, administrators, students, and other interested stakeholders via the Web. All new faculty members are to be informed by their chairs about the existence of the Faculty Handbook; new faculty members are usually provided with hard copy. Students receive annual notification of the existence and access point for the Code of Student Life, but print copies are not distributed to the general student population.

The following are examples of the implementation of academic freedom at UND, each of which is affirmed within one or more of the four core documents described above. Each is designed to allow faculty to pursue truth, as they understand it, in their teaching and in helping students learn.

- Faculty choose their textbooks for courses they teach.
- Faculty create their own syllabi for courses they teach.
- Faculty are allowed to choose their own teaching methods.
- Faculty choose their areas of research and research methods.
- Students are entitled to be taught by unfettered instructors and to have access to all information pertinent to their subjects of study.
- Students are entitled to as complete freedom as possible in the selection of their curriculum, teachers, and associates. Students in some colleges, including students in most graduate and professional programs, are also entitled to choose their own advisors and to change advisors at their own discretion. Moreover, students have a right to intellectual disagreement with their instructors and associates, and to question them without fear of recrimination or punishment.
- Students and faculty have the right to provide a forum for what may be unpopular or controversial viewpoints
  - (SBHE Policies 401.1.4 D: Guest Speakers, Movies, and Other Programs)

Although details of these and other relevant policies are clearly articulated in the four core documents and those documents are widely available, simple notification of availability, even in conjunction with reminders to faculty and students that they are expected to be familiar with the documents, may not always achieve the desired familiarity. Faculty who take part in the Alice T. Clark Scholars Mentoring Program (Office of Instructional Development for new faculty) are
likely to be involved in discussions related to the topic of the rights and responsibilities that go along with academic freedom. But some new faculty do not take part in this program. Students are likely to become aware of issues related to academic freedom when the appropriate sections of the Code are cited within course syllabi, rather than through reading the Code itself. The new Ombuds person, once in place, will be helpful in ensuring that faculty and students alike have a neutral resource person available to direct them to such policy information.

The University offers recourse for a faculty member who is concerned about academic freedom. If a faculty member feels his or her academic freedom has been compromised by administrative action, a hearing by faculty peers is available through one of two University Senate committees: the Senate Special Review Committee and the Senate Standing Committee on Faculty Rights.

This evidence demonstrates that UND has policies which promote academic freedom and protect the pursuit of truth in teaching and learning. There may be faculty and students who do not have appropriate awareness of the policies, but the policies themselves are easy to access through publicly available sources. Furthermore, the University also makes significant efforts to ensure that constituencies are aware of the policies and are provided with information about document location. Enforcement of academic freedom policies to ensure compliance occurs through designated committees of the University Senate, and redress of grievances occurs as described above section 2.A.
Faculty members are encouraged to apply for external support which is generally awarded as grants, contracts, or cooperative agreements, with UND as the responsible fiscal agent.

2.E.
THE INSTITUTION ENSURES THAT FACULTY, STUDENTS, AND STAFF ACQUIRE, DISCOVER, AND APPLY KNOWLEDGE RESPONSIBLY.

2.E.1
The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

The University expects faculty and staff to continue their professional development through active participation in research and other scholarly pursuits. Faculty members are encouraged to apply for external support which is generally awarded as grants, contracts, or cooperative agreements, with UND as the responsible fiscal agent. Two offices exist to facilitate the process of obtaining extramural funding and administering awards that are received: Research Development & Compliance (RD&C) and the Grants & Contracts Administration (GCA) Office. These two offices are responsible for many of the institutional policies governing the integrity of research and scholarly practice. Some policies related to integrity of research and scholarly practices are under the purview of Human Resources and Payroll Services (for example, nepotism).

Associate Vice President for Research Barry Milavetz is responsible for addressing the creation of new policies related to research integrity and Assistant Vice-President for Research David Schmidt for is responsible for policy development regarding grants and contracts. In interviews, Milavetz and Schmidt described steps taken to keep current with emerging new policy developments, including in-person meetings with federal policymakers that occur seven times each year:

- **The Federal Demonstration Partnership (FDP)**: Meetings are held in Washington, D.C., every four months.
- **The Council on Governmental Relations (COGR)**: Meetings are held in Washington, D.C., every four months.
- **The National Council of University Research Administrators (NCURA)** holds an annual national meeting in Washington, D.C., which is attended by both Milavetz and Schmidt, as well as a regional meeting that is attended only by Schmidt.

Both Milavetz and Schmidt subscribe to listservs run by these organizations to provide timely updates in between meetings. Most of UND’s policymaking decisions relating to research integrity are spurred by directives from the federal government. When a change in policy is proposed at the federal level, advance notification of the potential change is made in the Federal Register, and comment periods are open for stakeholders to contribute feedback before a final rule is put in place. After approval, there is normally a sufficient amount of time allowed for institutions to comply with the new rules.

Some policy development and/or revision is done administratively. For example, there are policies currently under development in GCA related to effort reporting, closeouts, and direct charging. However, two standing committees of the University Senate can also be involved in academic integrity policymaking: the Conflict of Interest/Scientific Misconduct Committee and the...
Intelectual Property Committee. The Intellectual Property Policy, for example, was revised in 2011 by the appropriate oversight Committee. A policy for export controls, which will regulate the sale, transfer, and dissemination of information or products related to national and economic security, is in the process of being developed. Policy development and revision is thus an ongoing process at UND, whether in response to federal directives or local context, and whether occurring administratively or via committee action.

The University has a number of strengths in its efforts to oversee and support ethical practices in research and scholarship, as the following examples demonstrate:

- The institution is committed to open discourse in helping people locate policies and procedures that affect them in their work. People on campus generally know who to call if they have issues or questions. For those who are uncertain, support staff members in their own departments are usually able to offer help in locating the correct office. In the Division of Research & Economic Development, staff and offices have been relatively stable with little turnover, meaning that names and faces have become familiar to members of the University community. This makes it easier for members of the campus community to locate resources.

- Both the Institutional Review Board (Association for the Accreditation of Human Research Protection Programs) and the Institutional Animal Care and Use Committee (Association for Assessment and Accreditation of Laboratory Animal Care International) are accredited by national organizations, which demonstrates UND’s commitment to going above and beyond the minimum standards for maintaining compliance.

- Interview with Barry Milavetz

- A number of staff members have also earned professional certifications appropriate to their fields, demonstrating a level of knowledgeability that benefits the entire University community.

- UND recently hired an export control officer (half time) who will oversee the development and enforcement of the University’s export controls policy, an area of rapid growth.

While these strengths are important to the University’s success in this area, challenges remain and continue to be addressed. The following are examples:

- While the human network of information retrieval about policies is excellent (once an entry point is identified), inadequate use is made of the Web as a fast and accurate means for locating policies.

- In general, policies are not as widely known and understood by UND faculty, staff, and students as they should be. Among the impediments to achieving better communication of institutional policies are lack of funding and lack of staff to communicate the policies and provide training opportunities to the campus community. Problems have not yet resulted, but in personal interviews, both Schmidt
and Milavetz expressed concern that issues with oversight and compliance may arise. Both recommend improved infrastructure capable of supporting communication and enforcement of research-based policies.

- Record keeping is increasingly problematic. Effort reporting and conflict of interest documentation are all currently maintained in paper format. The volume of the documents is increasing and retrieval is problematic. Ascertaining that a PI is up to date on these forms prior to submission of a grant proposal can be difficult. There is a software management program, used by other university compliance offices, that would facilitate the timely filing of required forms by the PIs and ease retrieval of the forms; however, the cost is significant. The Vice President for Research & Economic Development has requested the money to invest in the software (approximately $500,000 with additional yearly subscription cost). The system would use email notification for timely submission of necessary forms. A committee is being formed that will include two representatives from each college or school and be charged with examining this data management plan and advising on its potential implementation.

2.E.2 Students are offered guidance in the ethical use of information resources.

The University’s commitment to offering students guidance in the ethical use of information resources starts with the Code of Student Life. The Code not only defines academic dishonesty, including enumerating the common types of academic dishonesty, but also lays out the institutional response to cases of academic dishonesty.

Recently, the University designated “Information Literacy” as one of the goals of its undergraduate Essential Studies (general education) Program. That goal is defined to mean “access[ing] and evaluate[ing] information for effective, efficient, and ethical use in a variety of contexts.” Including this goal as one of the four (section 3.B.2) from which faculty teaching Essential Studies (ES) courses must select is an indication of the University’s commitment to guiding students in ethical use of information resources. A direct assessment of students’ information literacy skills, scheduled to occur in May 2013, will provide additional information about the degree to which this outcome is currently being achieved by students at the University.

References to academic integrity and plagiarism are found in the syllabi for English Composition 110, 120, and 125. English Composition classes are taken by many, though not all, UND students. The “UND Guide to College Composition” does not explicitly address plagiarism, though it does devote a chapter to accepted ways of documenting and citing sources.
When concerns arise about students’ ethical use of information resources at the University, responsibility for addressing them is shared by academic units and student services units.

However, information about academic integrity and plagiarism is also provided in other courses, including those taken at an advanced level, such as ES capstones, Advanced Communication courses in the ES program, research courses, directed studies, and independent studies. An examination of 25 sample syllabi submitted for capstone courses (now required prior to graduation for all UND undergraduates) showed that 20 of the syllabi contained a reference to academic integrity or academic honesty. Five of them made no mention of it, indicating there is some variation in the clarity with which expectations are articulated. A document containing the syllabi and a summary response sheet summarizes the findings.

As another check on the consistency with which information about ethical use is provided to students, sample syllabi were collected and examined for research, directed studies, and independent studies courses. Appropriate courses were identified through deans and through a search of the ConnectUND Campus Solutions Module using the possible course titles as key words. Of the eight syllabi examined, four mentioned academic integrity and four did not. Three respondents indicated that there were no syllabi for the courses. Judging from the low response rate, it is evident that these courses, perhaps because of the highly individualized nature of mentored student experiences they typically provide, may often be taught without formal course syllabi.

These findings suggest that, although UND does provide guidance in ethical use of information resources, especially through composition courses and, in many cases, capstone courses, there is variability in the degree to which expectations are communicated. When concerns arise about students’ ethical use of information resources at the University, responsibility for addressing them is shared by academic units and student services units. Jeffrey Powell, a Student Services Officer in the Dean of Students Office, summarized the current state of management of allegations of unethical use of information resources by students. He noted (minutes from January 20, 2012) that in accordance with the UND Code of Student Life, instructors have the discretion to treat unethical information use as an academic matter within the college or as a disciplinary matter through the Dean of Students Office (DOS). Campus practice, as asserted by the Council of Deans, has been that academic dishonesty is addressed by the faculty member or the college. Instructors have some flexibility, according to existing policy, in responding to ethical violations.

Procedures are in place to handle resolution of alleged lapses in academic integrity by students, though they vary by colleges/schools. The John D. Odigard School of Aerospace Sciences, College of Arts & Sciences (A&S), College of Business & Public Administration (BPA), College of Education & Human Development (EHD), College of Engineering & Mines, and College of Nursing & Professional Disciplines each have college policies, as well as department documents which refer to the college policies. The School of Law has a student policy manual and an Honor Code. The School of Medicine & Health Sciences is working on an overarching Academic Honesty/Grievance Policy that will cover Allied Health undergraduate majors, undergraduates from across campus taking SMHS courses, graduate students, medical students, and medical residents. The School of Graduate
Studies’ “Graduate Assistant Handbook” indicates that all graduate assistants are responsible for abiding by policies outlined in the Code of Student Life. No mention of academic integrity was found in either handbook for either master’s or doctoral students.

Since there is variation in the degree to which students receive guidance on the ethical use of information resources, and additional variation in the policies for addressing breaches of ethical practices in information use, this is an area where additional discussion and institutional consistency would be beneficial. One improvement would be to more clearly define responsibility for implementing and enforcing academic dishonesty policies such that they would fall within the purview of either the colleges or the Dean of Students.

2.E.3 The institution has and enforces policies on academic honesty and integrity.

The following are identified as the policies or sources of policies related to academic or research integrity or honesty. All of these policies may be found through a UND search and/or the A-Z index.

- Code of Conduct (also known as Code of Ethics)
- Code of Student Life
- Conflict of Interest
- Contracting (Purchasing Procurement)
- Contracting (Sponsored Programs)
- Facilities Training for Blood Borne Pathogens
- Faculty Handbook
- Fraud Training

- Human Trafficking
- Institutional Animal Care & Use
- Institutional Biosafety
- Institutional Review Board
- Intellectual Property Policy
- Nepotism
- New Employee Training
- Privacy of Personal Information
- Radiation Safety & Hazardous Materials
- Responsible Conduct of Research Training for NSF grant participants
- Scientific Misconduct (Ethical Conduct in Research)

Some of the policies are linked from the website for the Office of Research Development & Compliance (RD&C), others are on the site for the Office of Grants & Contracts Administration (GCA), and some are under Human Resources & Payroll Services.

David Schmidt, Assistant Vice President for Research & Economic Development, and Barry Milavetz, Associate Vice President for Research & Economic Development, work closely on policy issues related to integrity in the conduct of research. They are both under the umbrella of the Division of Research & Economic Development, overseen by Phyllis E. Johnson, Vice President. The UND Code of Conduct is a general statement of expectations around academic integrity that can be found on the A-Z list, and it includes directions for reporting research misconduct.

The core statement of institutional expectations for scholarly integrity is found within the policy.
Conflict of Interest: UND has a Conflict of Interest (COI) policy that incorporates two types of potential conflicts: (1) financial and (2) commitment. The financial conflict of interest policy is the more widely known and understood of the two; however, annual reporting for both types is required for all University employees. In order to be in compliance with the commitment COI policy, faculty members are not allowed to spend more than 20 percent of their work effort on outside, professional activities, including consulting or management of a business. Due to recent changes implemented in financial COI reporting by units of the United States Public Health Service (which includes the National Institutes of Health), UND recently revised its financial COI policy and reduced the allowable threshold before having to report a potential conflict of interest for financial interests from $10,000 to $5,000. The process whereby UND employees were informed about the change in policy is instructive. Several months prior to the implementation of the revised policy, training sessions were conducted at several campus locations where the new NIH COI requirements for principal investigators at UND with NIH funding were examined. Invitations were sent out through Research Development & Compliance via email to specific investigators with ties to NIH funding. The current COI policy involves documentation of financial and effort conflicts of interest for individuals on campus; however, there is a federal push toward implementing institutional conflict of interest policies as

“Ethical Conduct in Research, Scholarship, and Creative Activity.” At many institutions this policy is known as scientific misconduct, but UND’s policy is actually broader and covers anything defined as research, scholarship, and creative activity. The University Senate Committee on Conflict of Interest/Scientific Misconduct is scheduled to discuss the relative merits of UND’s more inclusive policy versus one which would adhere to the definition of research misconduct embraced by the NIH (Research Misconduct – Fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results) (Interview with Barry Milavetz on May 2, 2012).

Close examination of a sample of these policies regarding academic and research integrity serves to demonstrate their impact and implementation.
well. This would also be under the purview of the COI committee and would be related to acceptance of awards from donors who may seek to influence outcomes of research findings, institutional policies, etc. (Interview with David Schmidt of April 19, 2012).

- **Contracting (Purchasing Procurement and Sponsored Programs):** Purchasing handles all contracting for the University, except when contracts are part of a sponsored program. In those instances, any sub-award or subcontract paid through sponsored programs is handled by Grants & Contracts.

- **Improved Accessibility of Compliance Documents on the Web:** There is an effort underway in the Division of Research to better categorize information relating to compliance committees. Sections on the website for policies will include all Division policies, compliance committees, and the section on the website for forms. This section contains all of the forms used by the Division, including for compliance committees. The new website will become available in AY 2013-14.

- **Privacy of Personal Information:** Currently, access to personal information for all North Dakota University System campuses and state government is available to any UND employee who has Human Resources/Payroll module access within the PeopleSoft data management system. Access to this scope of information is not necessary for employees at individual campuses, but action has not been taken at the system level or state level to limit this access.

The means of enforcing policies is generally related to the severity of the problem. Certain areas (e.g., research involving human subjects or animal subjects) embrace a more stringent enforcement policy due to the elevated risks involved. There are mechanisms in place to assist with enforcement of policy, including the confidential fraud hotline which can be used to report concerns about any issues. Financial consequences for principal investigators may also be used to ensure compliance with policies; however, this is not a preferred option and it is not widely implemented.

Currently, there are no local reporting requirements in place for issues of research misconduct and noncompliance. The operating philosophy across campus has been to identify inappropriate behavior and educate or do whatever it takes to ensure the behavior is not repeated. Although the University does not have its own requirements for annual reporting of the number of instances of misconduct and noncompliance, there are requirements at the federal level. Both the Institutional Animal Care and Use Committee and the Institutional Biosafety Committee are required to submit annual reports to federal agencies. In the event of egregious misconduct involving human subjects research, Research Development & Compliance would be required to report the misconduct to the U.S. Department of Health and Human Services’ Office of Research Integrity.

In separate interviews, Vice President for Research & Economic Development Phyllis Johnson, Associate Vice President for Research Barry Milavetz, and Assistant Vice President for Research David Schmidt expressed confidence that existing
policies are enforced. When ethical issues arise and cannot be solved at a lower level, they are reported to Dr. Johnson. In the years since she assumed her role in 2009, six ethical issues in research involving federal funding have been brought to her attention for adjudication. Violations of the policy on Ethical Conduct in Research, Scholarship, and Creative Activity which do not involve federal funds are adjudicated by the Provost & Vice President for Academic Affairs. Paul LeBel was involved in adjudicating three cases during his years in that role (2009-2013).

This review of academic honesty and integrity policy enforcement demonstrates a number of institutional strengths. The Grants & Contracts Office provides good oversight on financial issues. The Internal Research Board follows up successfully with individual PIs when compliance questions are raised. The internal auditor and the Vice President for Research & Economic Development collaborate to resolve difficult questions that are raised with them. UND is committed to best practices, in policy and implementation, related to academic honesty and integrity. Staff with responsibilities related to integrity understand their roles and the roles of others, ensuring swift and appropriate responses to questions. UND is successful in disseminating policy information electronically, using both the Research Newsletter and the University Newsletter. At the same time, challenges remain.

Policy communication via the web is not optimal. The structure for communicating policies to ensure compliance is insufficient for the needs of the institution. The UND website and embedded search engine are not as helpful as they could be. A one-stop page containing links to all of UND’s ethics policies, accessible via the A-Z index and the search engine, would be useful for helping people locate needed policies quickly and efficiently.

There is a degree of discontinuity in the online presence of some of the compliance committees. A specific example is the Institutional Animal Care and Use Committee (IACUC), which has its administrative home in the IRB office. Some of the information about IACUC may be found on the Research Development & Compliance website; however, information about mandatory training and all of the IACUC forms are available online only at the Center for Biomedical Research website. The recent move of IACUC to RD&C is designed to improve functioning, as is the redesign of the research website occurring sometime in 2013.

Staffing is inadequate to provide training in policy that would be helpful for faculty, staff, and students. The people whose roles require them to work with the policies are generally quite familiar with them, but, with limited staff, they provide fewer training opportunities than they believe might be needed by people who are unaware that relevant policies exist. For example, those who frequently conduct human subjects research are familiar and compliant with IRB policies, but staff members in IRB noted that it is difficult to ensure that those who occasionally conduct research involving human subjects are aware that policies exist.

Federal requirements for training of students and PIs are evolving. For example, NSF requires training for all students on funded projects and NIH is moving in that direction. As a result, senior administrators in the Research Division (Interviews with Phylis Johnson, Barry Milavetz,
and David Schmidt) believe that mandatory training in the responsible conduct of research, perhaps through an online course, should be provided to all graduate students. Some training is provided already. Responsible Conduct of Research Training is currently provided for National Science Foundation Grantees (for whom it is required). The National Science Foundation also requires annual ethics workshops for students and postdoctoral fellows working on NSF grants, but these workshops are not offered regularly. Finally, a course is taught in the School of Medicine & Health Sciences each spring (Biomedical Science 516, taught by Dr. Eric Murphy) to all graduate students in biomedical sciences. The course does not provide detailed coverage of UND’s compliance policies and procedures, but some information is covered and students are encouraged to understand the importance of compliance.

Accessibility and usability of compliance-related policy information could be improved through better categorization, a perspective supported by interviews with the Assistant and Associate Vice Presidents for Research. The A-Z index should include links under both P (policies) and C (compliance) that connect to an inclusive set of compliance policies. In addition to the policy statements themselves, it would be desirable to include, for each policy, information regarding responsible committees, individuals, or offices and their contact information; reasons for and scope of the policy; and links to relevant forms. Input from potential faculty and staff users would be desirable in establishing the format of a compliance policy site.

2.E.3.a - Summary

The evidence supports conclusion that UNDstrives to operate ethically and transparently in the discovery and application of knowledge. Policies and procedures are clearly in place and address key issues. There are extensive efforts to ensure that information about those policies is available to students, staff, and members of the public. In cases where breaches of ethical conduct occur, strategies are in place to address those breaches.
SUMMARY OF FINDINGS REGARDING CRITERION TWO

Areas of Strength

- UND presents itself clearly and completely to students and the public. Most information is clearly listed, is redundant, and can be found on many different Web pages with minimal effort.
- UND demonstrates a strong commitment to academic freedom and pursuit of truth, and policies supporting these are long-standing.
- UND ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly. A great many policies have been developed in support of ethical operations in both academic and research areas.
- The governing Board (SBHE) endeavors to make decisions that serve the best interests of UND, and to ensure that UND operates with integrity. Given the structure of higher education in North Dakota and the constraints under which the Board functions, this demonstrates a real commitment to the University.
- A number of SBHE actions demonstrate its commitment to improving the entire NDUS, including UND, and to protecting and improving UND specifically. There is cautious optimism that ongoing changes throughout the NDUS and efforts by the SBHE will continue to strengthen UND’s integrity and support continuing success.

Opportunities for Improvement

- Ensuring systematic analysis of grievance policies and procedures, and the history of grievances and other disputes would enable identification of problematic patterns. The newly created Ombuds position will help address information needs in this area.
- 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.

Next Steps

- Research policies and procedures are not always well 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.
- Clarifying the lines of responsibility for implementation and enforcement of academic dishonesty policies and procedures would be useful for students, staff, faculty, and administrators.
- 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.
The institution provides high quality education, wherever and however its offerings are delivered.
Enriching the student learning experience has been identified in “Exceptional UND,” the University’s current strategic vision, as a primary goal for the institution:

An Exceptional UND strives to maximize the learning experience for each student. An outstanding education founded on the liberal arts remains the strongest and most flexible preparation for a lifetime of professional success, personal development, interaction in a rapidly changing, globalized society, and access to a broad array of graduate and professional programs. An Exceptional UND will provide an academic environment that is challenging, rewarding, and full of great resources and opportunities.

Four areas are designated in the document for specific institutional attention, and the Exceptional UND webpage documents the many initiatives that have emerged as means of advancing these areas, including several that strengthen teaching and learning:

• Rigorous and engaging first-year undergraduate experiences, such as seminars, linked courses, and learning communities;
• Deep learning opportunities such as undergraduate research, experiential and service learning, and study abroad;
• Adaptive, convenient, and personalized attention to student success;
• Environment and programs that embrace diversity, understanding, and fellowship.

What emerges in this chapter is the picture of an institution that fulfills its commitment to teaching and learning: the University offers its students many of the benefits of both a smaller teaching-centered institution and a larger research-focused institution. In addition, UND is striving to become even more student-centered, and is putting resources and efforts into creating a better, more effective learning environment for students.

Though the institution is working very hard to meet the demands of higher education in the 21st century and advance a transformative strategic vision, this section also points to the challenge of meeting these demands within the constraints of limited resources. The University does not always have the resources that increasing student enrollments, enhanced student services, online and distance program delivery, and demands for greater accountability seem to necessitate. Among the institution’s assets are a hard-working faculty and staff; however, concerns remain with transparency, resource allocation, and means of supporting growth that is both smart and strategic.
3.A
THE INSTITUTION’S DEGREE PROGRAMS ARE APPROPRIATE TO HIGHER EDUCATION.

3.A.1
Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Several indicators can be used to evaluate the extent to which the University provides programs that are rooted in appropriate expectation levels for student performance and maintain needed currency. Program accreditations, systematic undergraduate and graduate program evaluations/reviews, passage rates on licensure and certification exams, faculty qualifications, and academic standards for graduation are the primary measures analyzed below to evaluate achievements in this area. A university setting featuring quality faculty who can develop courses and programs that meet or exceed disciplinary guidelines is a cornerstone of a quality institution, enabling the provision of learning environments where students can acquire the content and skills needed for success. The program reviews that are embedded in the University’s quality assurance processes provide opportunities for evaluating and motivating continual program improvement.

3.A.1.a – Accreditation

Accreditation itself, whether programmatic or institutional, is one key indicator of program and course currency and standards. UND is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC of the NCA). Multiple accrediting agencies have also approved specific programs and/or colleges or schools within the University. All program accrediting bodies require common bodies of knowledge and competencies in their accreditation standards. Evidence of attainment of these standards is necessary to achieve and maintain accreditation. Currently, the University holds accreditations from 35 professional academic bodies.

In academic year (AY) 2011-12, reaccreditations occurred for degrees and programs in Business, Chemistry, Dietetics, Family Medical Residency, Internal Medicine; Occupational Therapy, and Histotechnology. During AY 2010-11, the University completed reaccreditation reviews for degrees and programs in Civil, Electrical, Geological, Mechanical, and Chemical Engineering; Technology; Music Therapy; Nurse Anesthesia; Nursing; Clinical Psychology; and Medical Lab Science. Reaccreditations completed in AY 2009-10 included degrees and programs in Family Medicine Residency (Minot), School of Medicine M.D., Surgery Residency, Physician’s Assistant, and Cytotechnology. Further data regarding reaccreditation for respective degrees and programs, both historical and current, can be found through the Office of Institutional Research website.

3.A.1.b – NDUS Roundtable

A second means of ensuring quality occurs through the University’s accountability to the state of North Dakota and its accountability provisions. The Roundtable on Higher Education (sections 5.B and 5.D), organized in 1999, identified key cornerstones for the state’s system of higher education and developed accountability measures that are to be reported on annually. Roundtable Cornerstone 2 is described as Education.
Excellence. The Roundtable defines excellence as “High-quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be lifelong learners, good citizens, leaders and knowledgeable contributing members of an increasingly global, multicultural society.” More information on how the Roundtable has affected the University is found in the chapter on Criterion Five.

However, it is worth noting that, consistent with Roundtable requirements, UND, like other state institutions, reports annually to the North Dakota University System (NDUS); that information is compiled into an aggregate report provided to the State Board of Higher Education (SBHE). Thus, the University’s actions in response to the Roundtable’s accountability provisions are regularly reviewed both within the NDUS Office and by members of the State Board.

3.A.1.c – Program Evaluation/Review

A third means of ensuring program and course quality is via undergraduate and graduate program evaluations/reviews, required by the SBHE and described in the chapter on Criterion Four in more detail (section 4.A.1). Board policy states:

Existing undergraduate instructional programs shall be evaluated at least every seven years and graduate programs shall be evaluated at least every ten years by each institution. New programs shall be evaluated within one year after the first class graduates. The purposes of instructional program evaluation shall include but need not be limited to assessments of the current level of program quality, means to improve program quality, relationship of the program to the mission of the institution, and program productivity.

Certificate programs are also covered within the language of the policy:

…a new or existing certificate program within a major degree program, or a certificate program developed from a group of courses within a specific major, shall be evaluated when the major degree program is evaluated; an independent certificate program, or a certificate program offered separate from a specific major shall be evaluated as a separate program…

The University has defined review schedules and provides guidelines for the undergraduate and graduate programs to assist them in the evaluation process. Though the University’s processes of review are not unique across academia, they are viewed as particularly important at UND. The systematic review of both undergraduate and graduate programs is in place to ensure that students are provided with opportunities to benefit from a quality education provided within each of the programs of study, and that student learning goals are appropriate for the various degree programs and majors available to them. The reviews occur with that purpose as the metric. The evaluations also are seen as meaningful opportunities to engage in programmatic self-study and reflection that can result in roadmaps for future actions to advance not only program mission and vision, but those of the University. The University’s process for program review, therefore, includes multiple opportunities for input from stakeholders at all levels. A recent development is the University’s request to the NDUS that accreditation self-studies conducted for accrediting bodies be aligned with the University process for program evaluation, a change anticipated to provide greater benefits and reduced redundancy.
3.A.1.d – Pass Rates

A fourth indicator of program and course currency and standards is the record of outcomes achieved by graduates taking licensure and certification exams upon completion of programs of study at the University. A number of professional programs at the University require such exams. Examples of exams/programs include the following (fields of study area indicated where not referenced within the examination title):

- American Academy of Nurse Practitioners Certification Exam
- American Society of Clinical Pathology Board of Certification (Medical Laboratory Science Certificates in Histotechnician, Chemistry, Immunohematology, Hematology, Microbiology, and Cytotechnology)
- Board of Certification for Athletic Trainers Exam
- Certified Public Accounting
- National Certification Exam for Nurse Anesthetists
- National Commission on Certification of Physician Assistants Exam
- National Council Licensure Exam for Registered Nurses
- National Physical Therapy Exam
- National Council of Examiners for Engineering and Surveying Fundamentals Exam
- Occupational Therapy Certification Exam
- PRAXIS Exam (Teaching & Learning; Communication Sciences & Disorders)
- Registration Exam for Dieticians
- United States Medical Licensing Exam

The most recent licensure pass rates, from AY 2010-11, indicate an overwhelming number of the programs had pass rates that exceeded the national average, in cases where nationally comparable pass rates were available. Historical data regarding pass rates from AY 2001-02 forward are available through the UND Office of Institutional Research. For the two most recently reported years, Athletic Training and Physical Therapy were the only two programs which did not meet or exceed the national averages for first-time licensure pass rates (Athletic Training, 57 percent UND pass rate versus 60 percent national pass rate in 2010-11; 25 percent versus 43 percent in 2009-10; Physical Therapy, 84 percent UND pass rate versus 87 percent national pass rate in 2010-11; 77 percent versus 90 percent in 2009-10). Comparing the four most recent years of data, programs where the graduates’ scores have not met national averages include (number of years in parentheses): Anesthesia (one), Athletic Training (three), Dietetics (two), Family Nurse Practitioner (two), Medicine USMLE Step 1 (two), Nursing (one), Occupational Therapy (two), and Physical Therapy (two).

Regarding UND students’ scores on nationally standardized exams, many programs again posted results that exceeded the national average. Some programs were exceptional when considering results from AYs 2007-11. Communication Science & Disorders, Accountancy, Geological and Electrical Engineering, and several specific areas of Chemistry reported student scores that consistently outperformed the national averages. Comparative information for the PRAXIS exam is not readily available and PRAXIS exams can vary from year-to-year. However, during the most recent four years for which reports are available, pass rates...
Criterion 3

3. A. 1. f – Graduation Standards

A final indicator of program and course currency and standards is the existence of academic standards for graduation. University Grade Point Average (GPA) standards for undergraduate graduation are defined as follows:

To qualify for a degree a student must achieve a minimum 2.00 (C) average on all University work. For students with transfer work, it is required that the overall average (including transfer work) be 2.00 (C) and that the average work taken at the University of North Dakota be 2.00. Some undergraduate colleges require higher averages.

All UND coursework applied to the major or minor must average 2.0 or above; all coursework applied to the major or minor including transfer work must also average 2.0 or above. Certain colleges or majors/minors may require a higher GPA. (Academic Catalog, Page 33)

As noted, some programs require students to achieve a higher GPA. Examples include the 2.0 minimum cumulative and institutional GPA required for a Computer Science major, with a 2.20 in all computer science courses. Students pursuing the Bachelor of Business Administration or Bachelor of Accountancy degree must achieve a 2.50 GPA in all courses that apply towards the degree and major.

Academic standards for the Graduate School are also identified, as described in the most recent Academic Catalog:

A cumulative grade point average (GPA) of at least 3.00 for all work taken as a graduate student (2.75 for M. Eng.), i.e., while registered in the UND Graduate School, must be maintained in order to remain in satisfactory academic
Criterion 3

and that are appropriate to the degrees and certificates awarded.

3.A.2

The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, postgraduate, and certificate programs.

Student learning goals are defined at three levels—Institution, Essential Studies, and Program—in the University of North Dakota Assessment Plan. Essential Studies goals were determined through a campuswide process of general education revision (section 3.B.1), and Institutional goals are derived from the University's mission statement. Program goals are determined by the faculty for each program:

All goals for programs and academic courses of study are determined by faculty within the program and vary from program to program. All programs are expected to fit within and support the institution’s goals, reworded to be consistent with program priorities and mission; in addition, each academic program will have program specific or profession-specific goals. All program-specific goals are included in the program’s assessment plan and posted on the University Assessment Committee (UAC) website set up for that purpose.

The UAC reviews, on a three-year rotational basis, assessment sections of annual reports submitted by all academic programs, examining all degree and certificate programs offered within each academic program (section 4.B). When conducting a review, UAC committee members refer to the assessment plan for the program, read sections of the most recent annual report that address assessment activities (student learning goals, assessment methods, assessment results, and

3.A.1.g – Summary

These various indicators, considered in their entirety, demonstrate that UND’s academic programs meet expectations within and beyond UND and the North Dakota University System. That finding is reinforced through careful program evaluation/review, both internally and externally. Many programs are evaluated and determined to meet standards set by external accreditors, as does the institution as a whole. Students in a number of programs demonstrate competencies achieved via certification and licensure exams, and students in all programs must meet GPA standards. Faculty bring a high level of professional expertise to their work. All of these indicators demonstrate that UND is successful in providing courses and programs that are current, that meet nationally recognized standards for performance by students, and that are appropriate to the degrees and certificates awarded.
Findings show that student learning goals for most programs at the University are articulated clearly and relate directly to student learning.

loop closing), review the most recent previous assessment review, and, in some cases, examine other supporting documents. Student learning goals are considered in relation to three questions:

• Were any goals referenced?
• If so, were goals well articulated?
• Do goals address student learning?

Findings (in response to these questions and several others) are written up by committee members and returned to the departments for consideration in improving assessment practices.

Student learning goals for undergraduate programs are also examined for possible alignment with the Institutional and Essential Studies goals. These include:

• Communication – written and oral
• Thinking and reasoning – critical thinking
• Thinking and reasoning – creative thinking
• Thinking and reasoning – quantitative reasoning
• Information literacy
• Diversity
• Lifelong learning
• Service/citizenship

Even though a program may not have a course that has an Essential Studies designation, comments regarding alignment are still provided to departments and made available to the Director of Essential Studies.

Detailed findings from the review process regarding learning goals are described under Criterion Four (section 4.B.1). Overall, however, findings show that student learning goals for most programs at the University are articulated clearly and relate directly to student learning. Goals within those programs are routinely differentiated according to level of degree and type of degree, although goals for closely related degrees may be similar (see listing of plans). For example, the Mechanical Engineering program offers graduate degrees with both thesis and non-thesis options. Goals for the degree programs differ as demonstrated in their assessment plans. Another example is the Pathology Department, which houses three degree and six certificate programs in Clinical Laboratory Sciences. The department’s assessment plan distinguishes among several certificate programs and the master’s and bachelor’s level degrees, with somewhat different learning goals for each.

However, there are occasional programs that do not fully differentiate. Graduate studies offered within the Geography Department, for example, include master’s degree programs with goals that are quite distinct from those for the Graduate Certificate program in Geographical Information Science. But the master’s degree itself is available both as the Master of Arts and the Master of Sciences degree, and no distinction in learning outcomes between the two is described within the department’s graduate assessment plan.

It is an expectation of the School of Graduate Studies that programs undergoing program evaluation and review will identify the mission statement and goals for each degree program under review. When there is sometimes a high degree of overlap between the mission statement and goals for similar degrees, the overlap is noted in the program review as a weakness. That note
is accompanied by a recommendation that faculty revisit those documents and reconsider the mission and goals for each program. The School has also asked graduate programs to identify their goals for student learning within the Academic Catalog as part of publicizing program goals for prospective and current students. While the School of Graduate Studies has not yet achieved 100 percent compliance with this expectation, the Dean reports that a majority of graduate programs do now list goals. The School’s emphasis on articulating distinct learning outcomes and making those outcomes readily available to the public has reinforced the Assessment Committee’s expectations regarding goals.

As a result of program evaluation and review, of the Assessment Committee’s review process, and of several years of assessment activities occurring at the University, significant numbers of faculty have gained an understanding of assessment that includes a familiarity with best practices in developing learning goals that are appropriate for the programs in which they teach and differentiated by level of study within the field. Every review cycle prompts additional refinements to assessment plans, and, in many cases, those refinements include additional re-articulation of goals based either on previous assessment experiences or on feedback from program reviewers or the UAC.

Programs at the University clearly do articulate learning goals and generally do so reasonably well, as demonstrated in more detail under section 4.B.1. Virtually every program distinguishes among degree levels when defining goals, and most also distinguish among degree or certificate programs offered at the same level. However, additional progress in articulating learning goals continues to be needed in some departments, particularly in cases where enrollments in closely related degree programs are small and program individualization is therefore high, regardless of the particular degree program chosen. To ensure that distinct learning goals are articulated for each program and then used as the basis for planning curriculum, it might be helpful for the University to require submission of a program assessment plan, including a list of program goals, prior to allowing new program proposals to pass through steps of the curriculum approval process (described in the section below).

3.A.3 The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

UND has a number of processes in place to ensure academic program quality. Those processes are described below and, taken as a whole, provide confidence in the quality of courses and programs offered both on campus and in other locations or via other modes of delivery. This review of quality assurance processes, however, also reveals a gap. Most processes were not developed in ways that explicitly ensured consistency across delivery modes and locations as a primary aim. Therefore, the evidence speaks more strongly to overall program quality and student satisfaction with program quality than to consistency specifically. Many of the strategies described in this section, however, can be quite readily adapted to incorporate greater emphasis on consistency.
across delivery modes, and this is an area where the University will need to make improvements.

3.A.3.a – Program and Course Development
Program delivery modes are determined by the college and department or program offering the program or course. Prior to submitting new program requests to the NDUS, new programs must first be approved via the University Curriculum process, which includes approval by college or school curriculum committees as well as the University Curriculum Committee. After Curriculum Committee approval is granted, units that choose to introduce a new program must follow the System’s New Academic Request Process. This is a means of ensuring continuity in goals and quality across all modes of delivery. This process is used for on-campus, distance, and hybrid programs alike.

The first step in the process is an announcement to the NDUS Office of intent to develop a new academic program. The System office logs the academic request in the “Programs Under Consideration” log and the program is reviewed by NDUS academic staff. Upon completion of the NDUS office review, the request enters Stage I. Stage I includes distribution of the announcement of the academic program to the Academic Affairs Council, composed of the Provost/Vice Presidents for Academic Affairs for each System campus, for review. Upon approval by the Academic Affairs Council, the announcement is added to the Chancellor’s Cabinet agenda for formal recommendation to the Chancellor. With the Chancellor’s approval, the State Board of Higher Education is notified. If there are no requests for discussion by a board member within 30 days, the request advances to Stage II. In Stage II, requests are again reviewed by the Academic Affairs Council and the Chancellor’s Cabinet. In addition, Stage II proposals are reviewed by an Academic Affairs Committee of the SBHE prior to being forwarded to the full Board for final approval.

The Abbreviated Stage II or Distance Education Update process is used when a department intends to gain approval to offer an existing program via a distance delivery mode or to change the delivery method of an existing distance program. These requests receive final approval from the Chancellor, rather than the SBHE. The diagram outlines the approval structure for both processes.

The University Curriculum Committee is responsible for coordinating and reviewing all curriculum changes at the University, with final approval coming from the Provost & Vice President for Academic Affairs, the University Senate, or the NDUS office, depending on the requested change. The purpose of this coordination is to ensure that any program changes are consistent across the University. The UND Office of the Registrar records all curriculum requirements and changes. The curriculum routing and approval checklist shows the approvals that need to be obtained based on the requested change.

3.A.3.b – Course Design and Support
The quality of UND courses, however delivered, is supported through strong instructional support services. This has enabled the University to maintain consistency of quality through all the various means of delivery for courses and programs.

The Office of Instructional Development (OID) also offers programs and resources to assist in faculty development and course design, regardless
Criterion 3

Technology support services for all students and staff, as well as faculty, across all modes of delivery and at all locations. Services include:

- Atomic Learning / Lynda.com (24/7 online tutorials)
- Citrix – remote access to online software (online computer lab)
- Library Resources
- Smarthinking (online tutoring)
- UND Mobile Apps (Bb Learn, UND Main App)
- UND Technical Support – available to students, faculty, and staff via phone, email, and live chat

The availability of these services in support of all UND courses enables faculty to develop courses that are consistent in quality across delivery systems and locations, and enables students to take full advantage of learning opportunities regardless of delivery system or course location.

3.A.3.c – Evaluation and Assessment

Assessment of student learning, faculty evaluation, and course evaluation are tools that serve to encourage consistency of quality across the various modes of delivery.

The University Assessment Committee (UAC), a committee of the University Senate, was organized to oversee and support campuswide assessment of learning:

The Senate University Assessment Committee provides faculty guidance and oversight in developing and implementing the University Assessment Plan, analyzing and interpreting assessment results, developing appropriate reports, and disseminating assessment results to the Office.
A core part of the UAC’s responsibility is to encourage quality in the assessment of student achievement and learning through the process of reviewing program assessment plans and assessment sections of departmental annual reports (section 4.B). This review process includes plans and reports for all programs, academic and nonacademic, that include a student learning mission within their charge. The UAC assists in developing and evaluating the University Assessment Plan, although review of the planning, implementation, and effectiveness of assessment within individual programs is foremost among the committee's responsibilities. Regular departmental participation in assessment of learning, reported annually, and reviewed cyclically by the UAC, with feedback following each review, helps ensure attention to the quality of learning across all University programs and delivery modes.

Another key assessment process is the validation and revalidation of courses contributing to UND’s nationally recognized general education program, Essential Studies (ES). All ES courses must be initially approved by the University Senate ES Committee through a validation procedure. Then, every four years, ES courses are presented by the home departments to the ES Committee for review via a process known as revalidation. When a department submits a course for initial validation, the department must also present a plan for assessing ES learning as a key criterion for approval of the course within ES. During revalidation, departments describe assessment activities conducted, present sample findings, explain what was learned, and outline any loop closing that is planned as a result of the assessment process. As part of their presentation of assessment findings, the revalidation form instructs faculty to address this item: “If this course is taught in more than one section or format (e.g., face-to-face and online), please explain how you determined that your assessment findings are applicable across the various sections or formats.”

Self-studies and external reviews conducted for UND’s accredited degree programs cover all modes of delivery. For example, the College of Engineering and Mines’ Distance Engineering Degree Program (DEDP), which is offered through asynchronous online delivery and on-campus summer labs, is held by the Accreditation Board for Engineering and Technology (ABET) to the same standards as the traditional, classroom-based undergraduate degree programs. The College completed a reaffirmation of accreditation review by ABET in 2009-2010, and the DEDP program was evaluated and approved for accreditation along with the traditional/on-campus degree programs in engineering. The Master of Social Work program, professional programs in Nursing, and the Master of Business Administration program are additional examples of cases where recent accreditation reviews explicitly addressed both traditional and online courses.

Faculty evaluation is another process that maintains program and course quality and consistency. At the department level, all instructors are evaluated by the department chair and/or a departmental committee. As stated in the UND Faculty Handbook, “Annually, the department Chair conducts a separate evaluation of all benefited, nontenure track faculty as well as all tenure-track and tenured faculty.” Evaluation is also used to
The faculty evaluation policies serve to ensure overall faculty quality. They also mandate that indicators of teaching quality, including, for example, information gleaned from peer and student evaluation questionnaires, be included in faculty evaluations.

help determine eligibility for promotion and/or tenure:

For tenure-track faculty, in years 1, 2, 3, and 5, and third year post tenure, the chair evaluation report is preceded with an evaluation by a peer committee. The peer committee report is advisory to the Chair. The annual peer evaluation report includes a rating of the faculty member’s achievement, commentary in relationship to department evaluation tools, and a recommendation about the faculty member’s employment status. (Faculty Handbook – tenure promotion guidelines)

Section 2- 4.2 of the Faculty Handbook outlines these requirements in more detail.

4.2 UND PROCEDURES AND GUIDELINES FOR THE EVALUATION OF TENURED AND NONTENURED FACULTY

Procedures and guidelines for the evaluation of tenured and nontenured faculty are established to provide the means whereby the performance of individual faculty members and their contributions to the University community may be equitably assessed and documented.

The uniqueness of individual faculty members, and the departments of which they are a part, has been acknowledged in the development of these guidelines and procedures; and because of that uniqueness, the main responsibility for implementation of evaluation procedures has been placed in the departments. Review of the departmental procedures by the college and the Council of Deans has been established to provide equity of assessment throughout the University community.

Evaluation instruments are the means whereby information is gathered to provide a basis for evaluation. They do not constitute an evaluation in themselves. "Evaluation" in the terms of these guidelines is the process whereby the information acquired by evaluation instruments, i.e., peer and student evaluation questionnaires, administration and external comments, etc., are analyzed and evaluated to determine the quality of performance by an individual faculty member, as measured against the criteria and objectives set by the department. (UND Senate, 01-16-75; Faculty Handbook – section 2)

The faculty evaluation policies serve to ensure overall faculty quality. They also mandate that indicators of teaching quality, including, for example, information gleaned from peer and student evaluation questionnaires, be included in faculty evaluations. Maintaining faculty excellence, particularly in teaching, is a key strategy for maintaining program excellence.

The promotion and tenure review process, occurring at key stages in the ongoing process of faculty evaluation, provides another tool that can be used by departments to encourage consistency of quality and goals across all modes of delivery. Materials requested for promotion and tenure review include copies or examples of course syllabi and other course materials, student assessments, and peer review evaluations, all of which are potential indicators of teaching quality and consistency across sections or modes of delivery. The College of Arts & Sciences, for example, uses a checklist. Items on this checklist prompt a faculty member to include evidence documenting accomplishments in teaching that may be gathered via formal observation of teaching, review of course and student material, and/or results from student evaluation of teaching forms. (Source: Tenure and Promotion) These materials become public within the department during promotion and tenure review. The ensuing discussion both
encourages attention to quality teaching and provides an opportunity to identify and address any inconsistencies in learning goals or course quality that may occur across modes of delivery.

Students are asked to complete a USAT (University Student Assessment of Teaching) survey for most courses at UND, regardless of delivery mode. While the focus of this measure is on the quality of teaching rather than the mode of delivery, students are asked to address questions regarding effective use of technology within the course. This allows them to provide information that can reveal any concerns about the course based on delivery method. These evaluations would ideally provide a great deal of information allowing departments and the institution as a whole to compare perceptions of teaching quality across modes of delivery.

Unfortunately, the response rate for the online USAT surveys is considerably lower (approximately 40 percent) than the rate for the on-campus paper-based survey (approximately 73 percent) (Source: UND Office Of Institutional Research), making meaningful comparisons difficult, although still providing a means for students to weigh in if certain modes of delivery are failing to meet their needs for learning. However, the University Senate Executive Committee in spring of 2012 formed an ad hoc University Senate committee to review the USAT form content and process for effectiveness, including effectiveness within distance courses. (Source: University Letter) The committee may be able to identify strategies for making the USAT a more consistent measure of quality, regardless of course delivery method.

Other useful tools for measuring student perceptions of course value are the Student Satisfaction Inventory (SSI) and the Priorities Survey for Online Learners (PSOL). The tools are described on the UND Office of Institutional Research website as follows:

Student Satisfaction Inventory developed by Noel-Levitz for all levels of students at 11 state universities and colleges…collects information about the experiences of our students by measuring our students’ satisfaction over a wide range of college experiences. Students rate each item in the inventory by the importance of the specific expectation as well as their satisfaction with how well that expectation is being met. A performance gap is then determined by the difference in the importance rating and the satisfaction rating. Similar to the SSI, the Priorities Survey for Online Learners, also developed by Noel-Levitz, measures satisfaction of students taking online courses. (UND Office of Institutional Research website)

While not direct measures of program quality and consistency, the SSI and PSOL provide a great deal of useful information about student perceptions and satisfaction, and findings can be broken down to allow analysis of responses from learners enrolled in online courses as a distinct population. These are examples of recent findings:

- UND students in the 2010 PSOL indicated the following:
  - “Instructional materials are appropriate for program content.”
  - They “feel comfortable with the online atmosphere of this campus” and “online course designs are easy to navigate.”
  - Challenges that were identified by students who completed the 2010 PSOL include:
    - Timely feedback from faculty;
    - Sufficient offerings within program of study;
    - Quality of online instruction.

(UNDOffice of Instructional Research website)
Although these sample findings demonstrate a degree of student satisfaction with online courses, they also reflect quality concerns, indicating that greater attention to consistency of quality across modes of delivery is a need for the University.

In sum, UND has many practices to ensure that student learning outcomes are met and to support course and program quality across the various modes of delivery. These include University oversight of course development or delivery through new modes of instruction, course design and support services for both faculty and students, and a wide range of evaluation and assessment strategies.

All of these efforts encourage attention to program quality and learning outcomes, but they may not adequately ensure consistency across modes of delivery. Adhering to Guidelines for Best Practice developed by the Western Cooperative for Electronic Telecommunications (WCET) might be one means of strengthening efforts in this area. Other strategies that have been developed at individual institutions, including, for example, the eLearning Quality Instruction Program (eQIP) at Boise State, could also be considered as possible models for practices to enhance and ensure consistency of program quality and goals across program modes at the University.
3.B
THE INSTITUTION DEMONSTRATES THAT THE EXERCISE OF INTELLECTUAL INQUIRY AND THE ACQUISITION, APPLICATION, AND INTEGRATION OF BROAD LEARNING AND SKILLS ARE INTEGRAL TO ITS EDUCATIONAL PROGRAMS.

3.B.1
The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Since the 2003 reaffirmation of HLC accreditation, the University revised its general education program significantly, consolidating those revisions under a new title, Essential Studies (ES). The ES program, rooted in the institutional mission, was designed to strengthen the foundational educational experiences provided for students, make the program more purposeful for faculty and students alike, improve assessability, and enhance linkages between students’ work in general education and their work in their majors. The new program meets the standard articulated in 3B.1.

ES was the product of more than four years of careful review and planning that culminated in the rollout of the program in 2008-09 under the leadership of a newly created Director of Essential Studies. The program was implemented in the fall of 2008 for new first-year students and in fall of 2009 for new transfer students. Among the central changes from the “old” program, known as the General Education Requirements (GERs), were the following:

- Clearer, better defined goals for student learning in Essential Studies, described in language that lends itself to direct assessment;
- Direct connections between these revised goals and ES program assessment so that student learning can be directly and closely examined and the results shared campuswide;
- New requirements, called Special Emphases, for focused courses aimed at promoting student learning related to learning outcomes that faculty had identified as weaknesses within the GER program or which were viewed as particularly critical for success in careers, leadership, and community service;
- A new requirement that every student engage in a culminating capstone learning experience designed to integrate learning from the majors with the broader skills and knowledge from general education;
- A shift in the campus view of general education as a set of courses to “get through” and “check off” toward an understanding of the undergraduate experience as a coherent, coordinated blend of ES and the major, capped off with an integrative learning experience.

To maintain quality control and upgrade the campus culture of assessment related to general education (a weakness mentioned in the 2003 HLC review), ES makes use of an approval process that was initiated under the GER program but updated to serve Essential Studies. This process, called validation for courses new to ES and revalidation for course re-approvals, requires the development
initial validation and subsequent revalidation, which occurs on a four-year cycle for all ES courses.

ES is maturing as a program in two key ways. First, UND’s ES Committee (a standing committee of the University Senate) has rotated through the initial four-year cycle of course revalidations, thus completing one full cycle of general education course reviews under the new program. Also, since ES was implemented for new first-year students in fall of 2008, the first significant number of UND students whose general education work was in the new program graduated in AY 2011-12. (ES was implemented for transfer students in fall of 2009; some of these students completed programs of study in AY 2010-11). While it is still early in the development of ES, the Director is now able to gather evidence about student learning and achievement demonstrated through direct assessment at the senior (program outcome) level (section 4.B.3.f), supplementing what had previously been learned about program effectiveness through course-level assessments collected during revalidation.

The ES program strengthens the connection between general education and UND’s mission by focusing first and foremost on student learning, including specific aspects of learning such as effective communication and intellectual curiosity and creativity that are identified within the mission. The previous general education program functioned almost exclusively on the distribution model, foregrounding the accumulation of courses from across the disciplines rather than the achievement of learning outcomes. ES also builds on the tradition of liberal arts education that is described as one part of the University’s “original mission,” and the program still includes courses
from across the disciplines. But in order to be part of ES, those courses are now refocused on learning outcomes that were derived in part from the national conversation around liberal education and inspired by research conducted by and publications disseminated through the Association of American Colleges and Universities. The specifics of UND’s ES learning outcomes, however, were developed through a campus-wide process of extensive conversations. As a result, the new goals are both understood and valued by faculty while also rooted in principles of liberal learning shared by similar programs and institutions nationally. This is consistent with the University’s mission, but also with the more recent Exceptional UND strategic vision that guides current campus activities.

The suitability of Essential Studies as a program of general education for UND specifically is demonstrated through a variety of purposeful and intentional linkages. For example:

- The ES requirements were designed to make general education at UND part of students’ academic work across the entire undergraduate experience, not just in the first two years. This move to make the curriculum more vertical was intended to create stronger connections between students’ work in their majors and in Essential Studies. It was also designed to encourage and extend students’ work in general education as they move toward graduation in order to reinforce what they learn in their lower-division collegiate work.

- This verticality is especially evident in the Special Emphasis (SE) requirements, with many courses offered at the upper division and even senior level to meet those requirements.

- Since the Special Emphasis courses, once approved through ES Committee validation, may be taught by any department and at any level as long as they meet specified guidelines, a number of UND departments have developed SE courses within their majors. This has strengthened the link between ES and work in the major for students in those fields. It has also had the result of ensuring that many transfer students take the SE courses, thus reinforcing learning around general education outcomes, despite having completed the breadth portion of their general education coursework elsewhere.

- The ES Capstone (C) course, required of all UND baccalaureate graduates, is a concrete link between Essential Studies and various degree programs. Since the implementation of Essential Studies in the fall of 2008, departments at UND have developed roughly 50 capstone courses to meet this requirement, almost all of which are designed for students in particular majors. One design criterion is that all C courses, to earn validation, must address two ES goals, incorporating specific learning activities and assessment strategies to ensure that the ES component of the class is appropriately addressed.

- Both the SE and the C requirements were new at UND as of 2008, and they represent significantly greater attention to the issue of coherence within the undergraduate
academic experience than existed at the time of the last HLC review. With approximately 11,000 undergraduate students, the scale of the general education curriculum presents challenges; nevertheless, even with this scale, the University has made a substantial commitment to strengthening the connection between general education and the major for all undergraduate students.

The degree of care with which the ES program was developed, the connection between ES and the University’s liberal arts mission, the alignment between ES and the (more recent) Exceptional UND strategic priority of enriching student learning, the intentional verticality of the program, and the connections between ES and many baccalaureate level programs of study are all indicators that the Essential Studies program is highly appropriate for UND.

3.B.2 The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

With the implementation of Essential Studies, UND took a number of steps to clearly articulate the program’s purpose, goals, requirements, and courses. In fact, improving the clarity of this articulation and communicating the rationale for a quality general education were among the chief objectives in revising the GER program. Failings in the old program had been noted: assessment had revealed that the GER program was not well understood by students, the GER Committee had found that many faculty did not understand the program and were unclear about how to teach courses within it, and those responsible for the program recognized that the institution was sending mixed messages—largely inadvertently—about the value of this part of the undergraduate experience. Consequently, finding ways to communicate more effectively about general education and articulate its purposes more clearly were critical elements of the redesign.

As part of ES implementation, efforts were made to improve the articulation of ES program goals and elements with two key constituent groups: students and instructors. Needs remain and efforts are ongoing, but the achievements are significant.

- A dedicated website, operated by the Office of the Registrar, was created to spell out information students and faculty may need about Essential Studies, including the purpose, goals, requirements, approved courses, and relevant ES Committee procedures. The website has since been updated and program information is now found through a site operated by the Office of Essential Studies. For the first time, one website connects users to all program information.

- A substantial and multilayered support system for faculty who instruct ES courses was developed. Elements include instructional development grants through the Office of Instructional Development, course design
consulting through the Office of Essential Studies, department contact persons from the ES Committee, and assessment design consulting through the Director of Assessment and Regional Accreditation.

- Modification of the system of course approval for Essential Studies occurred. Validation and revalidation (with revalidation occurring on a four-year cycle) are the responsibility of the Senate’s Essential Studies Committee. Course approval guidelines define how faculty teaching ES courses will explicitly support the program within those courses. Course validation and revalidation processes require faculty to include statements about plans for integrating the intended ES outcome into the course. All ES course syllabi must contain specific statements about the course’s contribution to ES; all must incorporate direct assessment of student learning that is tied to the course’s ES learning outcomes.

- Annual advisor workshops are held in which ES is discussed. The focus is on strategies for helping students understand the rationale for and benefits of a strong general education program, and how to use information about the program to aid students in course selection.

- New ES-dedicated materials and sessions have been developed for use in new-student orientation sessions with both students and their parents.

- Regular communication now occurs between those who first meet and talk with prospective or newly enrolled students (e.g., enrollment management staff members, Student Success Center advisors, program advisors) and the ES Director or other members of the ES Committee.

- Although primarily administrative, the new Office of Essential Studies has among its tasks the articulation of the University’s rationale for ES and communication about ES to students, faculty, and staff. The aim is to ensure that stakeholders develop a clear understanding of the intended outcomes for general education work at UND. The office is staffed by a half-time faculty director and a half-time administrative secretary; it was created and opened in December of 2009 at the recommendation of the General Education Task Force (the committee that developed the ES proposal). The office was supported by previous Provost & Vice President for Academic Affairs Greg Weisenstein (VPAA at the time of the founding of ES) and continued to be supported through the tenure of Provost & VPAA Paul LeBel. Early indications are that recently hired Provost & VPAA Tom DiLorenzo will share the commitment of previous VPAA’s to maintaining a strong ES program and office.

- An electronic degree audit is in place to inform students and their advisors about progress toward degree completion. The audit provides students and advisors with information about Essential Studies requirements completed and outstanding, thus enhancing clarity for key campus stakeholders.
These changes represent major accomplishments in general education and demonstrate an institutional commitment to strengthening ES, all of which has occurred since the last HLC comprehensive review. However, ES is still relatively new: the spring of 2012 marked the first graduation of significant numbers of students who began ES in their first year at UND and completed their degrees entirely under that program. As a result, challenges remain, including the ongoing challenge of communicating effectively across a campus offering a large number of majors and with many different individuals serving as student advisors. A number of efforts are still in progress. The following are examples of efforts currently under way:

- Continuing redevelopment occurs on the ES website to ensure that materials remain up to date and information needs are addressed as expeditiously as possible.

- Brochures or other kinds of hand-held information are planned to be made available so that advisors and instructors can use them in conversations with students.

- There are plans to create an ES newsletter or blog to communicate about program changes, provide information about upcoming events, and strengthen lines of contact with advisors, instructors, and administrators.

- The degree audit continues to be upgraded and refined to eliminate inconsistencies, ensure accuracy, and make it easier for students and advisors to find and use.

- The potential for posting ES course listings via the UND wireless application is being explored.

- There is a continuing need for faculty to gather around the ES goals and learning outcomes that they have in common. Discussions around shared pedagogical interests related to ES enhance understanding of the program outcomes and provide faculty with strategies for teaching and assessment suited to those outcomes.

- Advisors and enrollment staff need additional information to enable them to be effective communicators of the purpose and value of ES.

Plenty of work remains, much of it related to articulating the vision of the program as clearly as possible for various audiences. However, the program is rooted in a clear philosophical framework that draws heavily on ideas promulgated by the American Association of Colleges and Universities. As the [home page for ES states](#), “Essential Studies is the University of North Dakota’s program in general education. ES courses are designed to help you develop key intellectual skills and competencies with ‘broad knowledge, transferable skills, and a strong sense of values, ethics, and civic engagement’ (the Association of American Colleges and Universities).” Additional information regarding program purpose and rationale is found inside the student portion of the site. These statements of philosophy and rationale align well with language in UND’s [mission](#) that describes skills and competencies to be developed through an education at the University in order to enable graduates to “share responsibility both for their communities and for the world.”
Although intended learning outcomes in ES are organized around the kinds of intellectual skills and competencies common across general education programs, those competencies are meant to be developed through courses taken in a distribution-based model that was devised to maintain consistency with the North Dakota University System (NDUS) policy governing the common general education requirement mandated across all NDUS institutions. This NDUS policy is designed to ease transfer of general education credits and programs across state institutions; thus, it outlines a system of transferable credit-hour distributions which has come to be known as GERTA, or the General Education Requirement Transfer Agreement. Under the policy, each state institution must adopt the same basic credit hour framework for general education, although room remains for creating a general education system suited for each campus.

An advantage of this credit hour distribution system is that it ensures students will benefit by gaining broad knowledge during the general education portion of their degree work. ES outcomes cannot be met exclusively within a student’s preferred portion of the curriculum. Students majoring in music or theater, for example, must complete courses in Mathematics, Science and Technology (nine credits required by GERTA, nine credits required by UND). Conversely, a student majoring in engineering, aviation, or mathematics must complete courses in the Arts and Humanities (GERTA specifies six credits, UND requires nine credits). These distribution credits, called “breadth of knowledge requirements” at UND, as well as the Essential Studies Special Emphasis requirements (section 3.B.1), are outlined on an ES Web page accessed by clicking on “Requirements.”
3.B.3
Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

3.B.3.a – Undergraduate Students

Learning goals have been established for undergraduate degree programs at UND, and these goals are articulated within each program’s assessment plan. A quasi-random sample of these assessment plans reveals some unevenness in attention paid to the three areas that constitute this subcomponent. Goals for some programs of study explicitly address one or more of the skills named. The Anthropology program, for example, has a goal for learning that addresses “collecting, analyzing, and communicating information”:

Demonstrate experience in carrying out a research project (laboratory, fieldwork-based, or library-based) in biological, cultural or archaeological anthropology that includes: formulating and justifying a research question, collecting and analyzing data, and articulating conclusions.

Economics students are expected to achieve a similar outcome in their own discipline:

Students will be able to analyze economic and financial information that will enable them to reach sensible business decisions. Students will be able to identify appropriate methodology to address a business environment or problem. Students will identify specific and defensible recommendations for management action regarding business problems.

On the other hand, the sample of six departmental assessment plans (Anthropology, Economics, Nutrition & Dietetics, Physical Education & Exercise Science, Computer Science, and Geology) that included these explicit examples also included two plans which did not have any learning goals that clearly addressed the outcome of “collecting, analyzing, and communicating information.” The remaining two plans provided connections that were less clear.

This variation is manifested for the other two skill areas defined in the subcomponent as well. A second sample of goals from six programs (Finance, Community Nutrition, Indian Studies, Social Work, Atmospheric Sciences, and Chemical Engineering) was reviewed to determine whether “developing skills adaptive to changing environments” is addressed in degree program learning outcomes. Goal language, such as “students should develop the ability to use judgment in applying financial management decision models to an unknown set of circumstances,” (Finance) and “to provide opportunities in both didactic and supervised practice experiences for students to develop critical thinking, communication, and self-assessment skills, preparing them for lifelong learning, adaptation to change, and self-direction in the nutrition profession” (Community Nutrition) seem to speak to that outcome. Five programs in the sample seemed to address that outcome.

Of the three areas specified in the subcomponent, “mastering modes of inquiry or creative work” seems to be the least well addressed, as judged through the same approach followed above. In a sample of six program assessment plans (Theatre Arts, Political Science & Public Administration, Nursing, Rehabilitation & Human Services, Aviation, and Electrical Engineering), none explicitly addressed this area as part of one of their learning goals or objectives for students in undergraduate degree programs.
These examples demonstrate variation or unevenness in the ways in which various majors address the areas specified in this subcomponent. However, all students completing undergraduate degree programs at UND must also complete the requirements of the Essential Studies program, with the ES (general education) portion of their education and the major forming the two pillars of the undergraduate degree. The courses that constitute the ES program must address one of the program goals of Thinking and Reasoning, Communication, Information Literacy, and Diversity. The Thinking and Reasoning goal includes activities in which students:

- Synthesize and analyze texts, issues, or problems;
- Evaluate the logic, validity, and relevance of arguments;
- Come to reasoned conclusions or resolutions to problems that include foreseeing ethical ramifications of choices, broader implications of actions, and alternative solutions;
- Apply empirical data to a special problem or issue;
- Draw conclusions based on quantitative information;
- Analyze graphical information and use it to solve problems;
- Explore alternate and potentially divergent perspectives on an idea, process, experience, or object;
- Discover ways to confront complex or ambiguous problems, make new connections, and see how things could be otherwise;
- Engage in creative practice as a means to develop aesthetic understanding.

The Communication goal includes activities in which students:

- Present information, express ideas, or construct arguments for particular purposes and audiences;
- Use critical thinking skills of analysis, synthesis, and evaluation to create effective written or oral presentations;
- Present research, cite sources, and format documents in ways that are consistent with different disciplinary standards.

The Information Literacy goal includes activities in which students:

- Access needed information effectively, efficiently, ethically, and legally;
• Evaluate the credibility of information and its sources;
• Use information to effectively and ethically accomplish a specific purpose.

The Diversity goal includes activities in which students:
• Use concepts like culture, difference, and diversity;
• Recognize their own diversity in relationship to the larger society, and understand and respect the social-cultural diversity of others;
• Analyze and apply knowledge about diversity to domestic and global issues.

Taken as a whole, the ES goals ensure that students are asked to “collect;” perhaps as they are “accessing information” for a course that emphasizes the Information Literacy goal; to “analyze” in a variety of contexts, from texts, to graphical information, to diversity issues, as well as many others; and to “communicate” in order to “present information, express ideas, or construct arguments.”

Due to the nature of the program and the large number of courses constituting it, student work toward these goals likely is still uneven. Depending on course selection, students may gain a great deal of experience with collecting and analyzing information, but less with mastering modes of inquiry, for example. The ES Director and members of the ES Committee are working to address the unevenness by encouraging faculty to consider focusing their courses on goals that are less frequently addressed than others within the program. In AY 2011-12, for example, records show that 52 percent of non-capstone ES courses were focused on the Thinking and Reasoning goal, whereas only 3 percent devoted their primary attention to Information Literacy (the percentage for Communication was 10 percent and 35 percent for Diversity). This unevenness is sometimes exacerbated in instances where students transfer some, or most, of their ES program. The capstone requirement is one effort to address that problem:

The ES program does, however, oblige students to complete a senior-level capstone course at UND regardless of the means through which other ES credits were earned. These ES capstone courses provide a culminating experience that pulls together learning around two of the Essential Studies goals: Thinking and Reasoning, Communication, Information Literacy, and Diversity. …Capstone courses should both measure and produce advanced maturation in students’ intellectual skills.

And these goals must be meaningfully integrated into the course. This integration should be conceptual as well as practical. Conceptually, the Essential Studies goals should be integral to the course’s design. Practically, the chosen goals should be woven into the syllabus, instead of isolated or additional components. Such integration should provide the opportunity for synergistic growth over the course of the class.

The ES program includes about 50 capstone courses developed and/or validated since the new program’s inception, many of which also fulfill departmental capstone requirements. In many instances, ES capstone courses ask students to use and practice modes of inquiry appropriate to a specific discipline, and to create original works, either written or physical. Examples can be found in History (Hist 440), where students “design and conduct a major research project,” (Academic Catalog, Page 137) and Electrical Engineering, in which the capstone (Engr 480)
The goals of the ES program articulate the types of learning that UND views as essential skills and competencies which can be applied by graduates to meet needs within various future contexts.

The goals of the ES program articulate the types of learning that UND views as essential skills and competencies which can be applied by graduates to meet needs within various future contexts. The rationale for the Thinking and Reasoning goal, for example, explicitly addresses the need to adapt skills to meet needs in changing environments, stating that “The ability to call on a variety of thinking and reasoning skills and choose among them in order to accomplish a range of civic, professional, and personal tasks is a core hallmark of an educated person.” Similarly, in a world where individuals encounter an ever more prolific amount of information, coming from different sources, appearing in different formats, and being used for a variety of purposes, “It is important to be able to access information, understand factors that influence its creation and application, and use it effectively and appropriately.” (Goals of Essential Studies)

The picture that emerges from this analysis of goals within ES and various majors illustrates how degree program goals and ES program goals and requirements together serve to provide students with opportunities to engage in activities allowing them to develop competency through courses within Essential Studies.

Another important feature of the ES program is a “quantitative reasoning” requirement that all students are required to complete. Quantitative reasoning, as articulated by the ES program, is a mode of inquiry involving the use of quantitative information that asks students to “apply empirical data to a special problem or issue, draw conclusions based on quantitative information, and/or analyze graphical information and use it to solve problems.”

Creative work, too, is given emphasis outside of whatever role it might play within a capstone experience. The mechanism in this case is a mandated course in the Fine Arts, defined by stipulating that:

ES courses in the fine arts take as their primary goal instruction in techniques used for imaginative creation including, though not necessarily limited to, the following (and any combination thereof): visual or aural productions, the performance arts, and linguistic expressions. ES courses in the fine arts also include instruction in ways of interpreting or evaluating these creative productions.

Because of the ES requirements for courses in Quantitative Reasoning and Fine Arts, as well as the Capstone, a student’s program of study will include significant emphasis on “mastering modes of inquiry or creative work.” Thus, students in majors which may not explicitly address this outcome within program goals will still receive opportunities to

asks students to “select an electronic system to design.” (Academic Catalog, Page 120) These examples highlight instances where ES capstone courses engage students in “mastering modes of inquiry or creative work,” and thereby serve as an important supplement to a given program’s major requirements.

But attending to engagement opportunities in these three areas does not automatically imply
actual student engagement. The National Survey of Student Engagement (NSSE) is used at UND to provide an understanding of student engagement. Findings from the administration in the spring of 2011 were examined to analyze responses to questions addressing the skills and competencies described in this subcomponent. There is not a perfect match between NSSE questions and the three areas described, but responses to NSSE questions provide an indication of student perceptions regarding their own engagement. For instance, the following questions come from the NSSE:

i. During the current school year, about how often have you examined the strengths and weaknesses of your own views on a topic or issue?

ii. During the current school year, about how often have you tried to better understand someone else’s views by imagining how an issue looks from his or her perspective?

iii. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in learning effectively on your own?

iv. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in solving complex real-world problems?

For UND seniors, the mean response to questions i. and ii. was between “sometimes” and “often” (in each case somewhat closer to the latter); for questions iii. and iv., mean responses were between “some” and “quite a bit” (in both cases much closer to the latter). These mean responses represent input from nearly 800 seniors during the 2011 spring semester, and are consistent with the conclusion that UND students are being engaged in the ways described.

3.B.3.a – Graduate Students

Unlike undergraduates, students pursuing graduate degrees at UND are explicitly required to engage in scholarly work that directly addresses the three areas within this sub-component. For instance, the UND Academic Catalog stipulates that a master’s thesis “must show sound method and demonstrate scholarship.” (Academic Catalog, Page 233) At the doctoral level, the Catalog says, “The degree [Ph.D.] is not awarded solely for completing a prescribed number of courses, but for having undertaken and completed independent work in the discipline leading to an original contribution to knowledge” (Academic Catalog, Page 238). A stated goal of the Ed.D. is that “The student will demonstrate the ability to apply research and research methods relevant to the field of study” (Academic Catalog, Page 306). Even in degree programs where theses are not required, a student must complete an independent study or scholarly project that

is designed to require the student independently to investigate a topic related to the major field of study. The study need not be an original contribution to knowledge but may be a presentation, analysis, and discussion of information and ideas already in the literature of the field. The requirement is to ensure that a student can investigate a topic and organize a scholarly report on the investigation.

These requirements ensure that UND graduate students collect, analyze, and communicate information. They must also demonstrate mastery of modes of inquiry or creative work as part of a scholarly project. In addition, the
independent nature of any graduate-level scholarly project ensures that students gain experience in functioning as self-directed learners, thereby developing skills that will be adaptive to changing environments.

The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

UND’s ES program was implemented beginning with the 2008-09 academic year. The general education program that preceded this contained a “world cultures requirement.” As part of a major internal study of this general education program during the early 2000s, convincing evidence was found for the inadequacy of the “world cultures requirement” for helping UND students to understand the diversity that they would likely encounter after graduation.

To address this shortcoming, the ES program now includes two social-cultural diversity requirements, one focused on diversity within the U.S. and one focused on diversity globally. In each of these areas, students must complete a course in which they are asked to:

- Use concepts like culture, difference, and diversity; to recognize your own diversity in relationship to the larger society; and understand and respect the social-cultural diversity of others; and to analyze and apply knowledge about diversity to domestic and global issues.

The process whereby a course is designated as an ES diversity course involves scrutiny by the ES Committee to ensure that the diversity focus is well conceived and appropriately emphasized. In fact, during course validation, prospective ES diversity courses must demonstrate sustained attention to:

- In-depth, analytical discussions about some of the following:
  - The concepts of culture, for example:
    - The possibilities and difficulties in understanding other cultures;
    - The differences between culture and race;
    - The connections and differences between culture and identity;
    - The connections and differences between culture and history and tradition;
    - The differences between tolerance and respect and understanding;
  - Similarities and differences between cultures;
  - The real-world consequences of these concepts, both historically and contemporarily, i.e., systems of power and domination, marginalization and oppression, unequal distribution of resources, colonialism, and so on;
  - Global cultural interactions, or cultural interactions in the United States, both historically and contemporarily.

- In-depth, focused attention to illustrating and analyzing these concepts in complex contexts, preferably including different cultural groups, and must include assignments that emphasize some of the following:
  - The cultural analysis of complex situations;
  - The use of the theoretical concepts of culture as applied to real-world situations;
The University has a number of programs and units that provide additional opportunities for exposure to and education about diversity and inclusion, and/or have diversity at the heart of their mission.

- Reflexivity of the students in terms of their own culture and their position in relationship to other cultures;
- The improvement of thinking and writing skills as applied to complex problems;
- The ability of students to think through problems of cultural difference and decide when and when not such difference can be accepted.

University of North Dakota, Office of the Registrar Homepage, Essential Studies Committee, “Social-Cultural Diversity Criteria”

As courses designed to meet these requirements are brought to the ES Committee for validation, instructors must provide sample syllabi and other materials documenting that course design is consistent with these expectations. This documentation is retained both in the Registrar’s Office and the ES Office.

Student responses on the NSSE provide information about the degree to which students perceive their education at UND to be adequate preparation for the understanding and interacting with the diversity in the world around them. One NSSE question asks, “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds?” The mean response of UND seniors during the spring 2011 administration of the NSSE (795 students) was about midway between “some” and “quite a bit” (slightly closer to the former). This is significantly below means scores from NSSE peer institutions, although it bears noting that, as pointed out in the NSSE 2011 report, “a key component [of students’ responses to the diversity-oriented questions in the NSSE] relates to the relative lack of racial and ethnic diversity found within UND’s student population.” This lack of diversity, and the way it influences students’ learning opportunities, is of concern to faculty, staff, and administrators throughout the University. However, it is also worth noting that the ES program was not implemented until the fall semester of 2008, so the impact of its strengthened diversity requirements, both in terms of courses students must take and adaptations needed to qualify as a United States or Global diversity course, may not be evident among graduating seniors until the next scheduled NSSE administration in 2013.

In addition to the ES requirements for learning related to diversity, the University has a number of programs and units that provide additional opportunities for exposure to and education about diversity and inclusion, and/or have diversity at the heart of their mission. (section 1.C). These include:

- Center for Community Engagement
- Department of Indian Studies
- Department of Modern & Classical Languages & Literatures
- Educational partnership with the American College of Norway
- Honors Program
- International Centre and related cultural programming
- Peace Studies Program
- Study Abroad programs
- Women Studies Program
Moreover, it should be noted that President Robert Kelley recently established the Diversity Advisory Council (DAC) (section 1.C.1) with the aim of making recommendations to the President that would strengthen the University’s effectiveness in this area. In AY 2011-2012, the DAC completed an assessment of existing resources and reports. As the DAC recommended, President Kelley has approved the creation of a senior leadership position focused on diversity and inclusion, with title and portfolio to be determined. The position is expected to be filled during 2013, and it is anticipated that continuing efforts in this area will allow further enhancements of the University’s efforts in to provide students with educational experiences that address as fully as possible the human and cultural diversity of the world.

3.B.5
The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

3.B.5.a – Intellectual Inquiry and Research
Faculty and students at the University of North Dakota are engaged in a very broad range of research and scholarly activities. Some of this research is sponsored by external funding agencies through grants and contracts. These are included in the nearly $110 million in external grants and awards to researchers at UND during fiscal year 2012 and represent unambiguous examples of activities where UND faculty and students are contributing to scholarship, creative work, and the discovery, application, and distribution of knowledge.

External awards, however, do not capture the full extent of the research and scholarly activities occurring at the University. The fiscal year 2011 annual report executive summaries of eleven quasi-randomly chosen departments from across campus provide some sense of the diversity and depth of the scholarly and creative activities conducted by UND faculty and students. The sampled departments were Accounting, Atmospheric Sciences, Civil Engineering, Communication Sciences & Disorders, Educational Foundations & Research, Geography, Internal Medicine, Music, Philosophy & Religion, Space Studies, and Technology. Collectively, these departments reported the following in their annual report executive summaries:

- Over 50 faculty publications of various sorts;
- Well over 70 academic presentations;
- Hundreds of public artistic performances;
- Over 20 student (graduate and undergraduate) presentations and publications;
- Student and faculty scholarly awards of various types, including a Fulbright Research Fellowship.

These counts may actually underestimate work occurring in the sampled departments since in a number of instances annual reports used language such as “several faculty papers published,” or “research activities presented locally, regionally, nationally, and internationally” rather than identifying each faculty contributing or specifying each presentation occurring. Regardless of the actual numbers associated with this sample of departments, the picture is clear: faculty and students at UND are significantly involved in...
contributing to scholarship, creative work, and the
discovery of knowledge. This is appropriate for the
University’s mission as a research university.

3.B.5.b – Graduate Students

Students pursuing graduate degrees in most
programs at UND are required to engage in
scholarly work as part of their degree program.
For instance, the UND Academic Catalog stipulates
that a master’s level thesis “must show sound
method and demonstrate scholarship.” (Academic
Catalog, Page 233) In master’s level programs
where a thesis is not required, each student must
complete an independent study or scholarly
project that represents a creative contribution to
the literature of the field, based on the student’s
own investigation. (Academic Catalog, Page 234)

Depending on a student’s disciplinary area,
there are a variety of additional graduate degree
types offered at UND, each with scholarly
requirements that may differ from one another.
For instance, a Master of Education degree requires
an independent study while the Master of Fine
Arts degree requires that degree candidates hold
a professional exhibition of their work and present
an artist lecture. (Academic Catalog, Pages 262-
264)

The University supports the development and
dissemination of graduate student scholarship in
numerous ways. First, funding to support graduate
studies may be awarded to students by the
department in the form of teaching and research
graduate assistantships. Research assistantships
are specifically focused on supporting scholarship,
but teaching assistantships may indirectly support
scholarship by making graduate study economically
feasible. Second, funding to support student travel
and research is offered in the form of Graduate
Student Summer Fellowships and Small Travel
Grants.

Some travel and research funding also is
available at the department and college levels. For
example, the Department of Teaching & Learning
typically provides $300 in travel funds to students
presenting at conferences. This has become
standard in the department and, as of the spring of
2013, is in the process of being formalized through
incorporation into the Teaching and Learning
Procedural Handbook. In addition to travel and
research funding from academic units, some
individual faculty are able to support graduate
student travel and research through external
grants.

In an effort to promote the development and
dissemination of graduate student scholarship
and creative activity, the Graduate School
Scholarly Forum is held in the spring of each
year as a showcase for faculty and student
work campuswide. Such forums are also found
in college- and program-specific formats. For
example, the College of Education & Human
Development sponsored an Education Research
Fair in 2011 and the Department of Psychology
annually holds the Northern Lights Conference
at which faculty and students from UND and the
region present their research in psychology.

3.B.5.c – Undergraduate Students

Opportunities exist throughout the University
for undergraduate students to participate and
engage in the development of scholarly, research
and creative projects. The Higher Education
Research Institute (HERI) survey from 2011 shows
that of the UND faculty who responded, 44.7
percent have engaged undergraduates in their own research projects, 62.1 percent have worked with undergraduates on a research project, and 34 percent have supervised an undergraduate thesis. These percentages, which focus on research, do not reflect the full range of scholarly and creative opportunities available to undergraduates.

Many scholarly projects completed by undergraduates are done as culminating experiences, in some cases to meet the Essential Studies capstone requirement, sometimes to complete an Honors degree, and sometimes as a program-specific requirement. For example:

- The Honors Program requires that students participating in the program complete a thesis project that is intended to be a lengthy, directed scholarly project that may take the form of primary or secondary research, problem-based research, or creative work.
- Students not involved in the Honors Program may also apply to the Program to complete a senior thesis consistent with the expectations of the Program’s thesis requirement.
- The Interdisciplinary Studies Program requires the development and completion of a senior project that may include a scholarly research project and/or creative performances and work.
- The B.F.A. degrees, one in Visual Art and the other in Graphic Design & New Media, require each student to complete a professional exhibition of their creative work (Art 494).

One recently developed course at the lower division level provides a different kind of undergraduate research experience. The new First-Year Seminar (FYS) Program, an Exceptional UND initiative to advance the strategic priority of enriching the student learning experience, includes a course, Making the Most of College: Experiential Learning in Higher Education (Univ 115A), that is designed to offer a research experience to entering freshmen for Essential Studies credit. This course developed from the recommendations of the Undergraduate Learning Working Group to provide first-year research experiences as for-credit opportunities in which new students become meaningfully involved with research projects. Moreover, approximately 200 students in each of the first two years of the FYS Program have participated in an interactive poster session as a culminating course experience. Students created posters using the standard template for academic conferences, learning by doing how to frame research hypotheses, methods, and results, as well as how to explain their work to audiences including both peers and faculty.

Opportunities for formal research experiences for undergraduates exist in many UND departments. Individual faculty often hire students to work in research labs, especially in fields like Biology, Psychology, and Chemistry; in addition, dedicated funding and programs to support research opportunities for undergraduates have been developed. One opportunity is the North Dakota EPSCoR AURA program (2012 Advanced Undergraduate Research Award), which provides funding for undergraduate research participation during the summer and fall sessions in order to
stimulate student interest in careers involving research in science, engineering, and mathematics.

The UND School of Medicine & Health Sciences (SMHS) offers similar summer research programs for undergraduates. REFUNDU, funded through the Dean’s office, provides summer research experiences to attract students to the health professions. Another SMHS program known as STEER is an NIH-funded short-term research experience for undergraduate students intended to attract individuals to careers in environmental health sciences. NSF-funded summer REU opportunities enable undergraduate students to work in laboratories with faculty in the Departments of Biology & Pharmacology, Physiology, and Therapeutics. This program has a special focus on underrepresented student populations, including those from rural areas and tribal college undergraduates. The SUNRISE Education and Research program, an interdisciplinary program of research into sustainable energy, provides multiple summer research opportunities for undergraduate students. One SUNRISE program, NATURE, is specifically designated for tribal college undergraduates. Finally, the McNair Post-Baccalaureate Achievement Program serves junior or senior students who are first generation, low income, or from a group underrepresented at the doctoral level of targeted departments. Mentoring, academic support, opportunities to develop research skills, and stipends are available to students through the program.

While such opportunities tend to be concentrated in the fields of science, medicine, and technology, there are current efforts to make undergraduate research opportunities both more visible and more widespread. Visibility is enhanced through undergraduate research presentations at the annual research conference hosted by the Honors Program and the Northern Lights Conference sponsored by the Psychology Department, both of which are described above. Research presented at the Honors Program event includes projects representing a particularly broad range of disciplines and approaches. In the fall of 2012, UND hosted the state ND EPSCoR Research Conference, another venue promoting undergraduate research by featuring many presentations by undergraduates.

The Division of Research & Economic Development and the Division of Academic Affairs recently held two open forums to discuss strategies for facilitating more undergraduate research across the curriculum. In order to better inform students about undergraduate research opportunities, assist faculty in connecting with potential student researchers, and provide a one-stop information source on undergraduate research for both stakeholders and the community at large, a new website is planned for development in 2013. The website will include information on the value of undergraduate research for students as well as faculty.

This effort to promote undergraduate research, an Exceptional UND initiative, is intended to create a more extensive and coherent undergraduate research program at UND, while supporting an educational practice that has been recognized nationally and institutionally as having a high impact on undergraduate learning.
3.C.
THE INSTITUTION HAS THE FACULTY AND STAFF NEEDED FOR EFFECTIVE, HIGH-QUALITY PROGRAMS AND STUDENT SERVICES.

3.C.1
The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the nonclassroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; and involvement in assessment of student learning.

As of the fall of 2012, UND had 797 faculty members (section 5.A.1.b). More than 90 percent (721 faculty) were classified as full time and 76 as part time. This number of faculty is responsible for designing and delivering UND’s approximately 280 academic programs. The student-to-faculty full-time equivalent (FTE) ratio (student FTE divided by instructional FTE) is 17:1. Even more telling is this: whereas on a national basis almost 64 percent of instructional faculty teaching at four year institutions in 2012 were not tenure eligible, at UND that figure was only 39 percent. As then-Provost & VPAA Paul LeBel explained in a recent newspaper interview, UND is committed to maintaining and expanding its full-time faculty. “We’re not replacing faculty lines with adjunct positions to save money.”

Sampling specific UND programs reveals many programs with sufficient faculty numbers. For example, the self-study for the American Psychological Association (APA) reaccreditation of the doctoral program in Counseling Psychology (housed within the Counseling Psychology & Community Services Department) provides a case study of what “sufficient numbers” look like: admissions are limited by the program to ensure that faculty can adequately advise students and satisfactorily cover all required coursework in the doctoral program. As a second example, the self-study for the doctoral program in Clinical Psychology, housed within the Psychology Department, also describes faculty numbers as appropriate, reporting, “The core faculty function as an integral part of the Psychology Department, are sufficient in number, and serve as role models of scientist-practitioners for students.”

However, the overall evidence regarding faculty sufficiency remains mixed, and varies by unit. As reported by deans, record enrollments and the current funding allocation model have created an unmet need for additional faculty in certain areas, particularly in the School of Medicine & Health Science and other health fields. The Dean of the College of Nursing & Professional Disciplines characterized the human, physical, technological, and financial resources as “minimal” in supporting the “the quality of the college’s educational program and support activities.” The Dean describes the situation in nursing programs as:

“Less than 50 percent of the nursing faculty are doctoral prepared, with only seven individuals who have full-time appointments. Additionally, there are few faculty who hold the rank of associate professor, with only two individuals [at that rank] who are on the tenure track. The lack of a terminal degree decreases our ability to foster research. The quality of educational programs has been limited due to the low number of FTEs available for faculty at the rank of associate or full professor. The research mission of the CON is limited without adequate research faculty support.”
In 2011, only 28.2 percent of UND faculty reported having changed academic institutions during the past two years, compared to 40.4 percent of faculty at public universities nationally.

The Dean of the College of Arts & Sciences, overseeing UND’s largest and most diverse college, also describes needs:

*Priorities that we can address are typically due to the hard work of dedicated staff and faculty that goes beyond what is expected of them contractually…. We do what we can to enhance the quality of life for faculty and staff, but limited resources often lead to the loss of talented and diverse faculty and staff.*

Although it may not be surprising that deans are advocates for additional faculty lines, the 2011 Higher Education Research Institute (HERI) survey provides indirect evidence also suggesting that some faculty may be overstretched by heavy teaching loads: only 8.7 percent of UND faculty reported being satisfied with their teaching load, compared to 13.1 percent of faculty at public universities nationally. UND faculty report spending more time “preparing for teaching, including reading student papers and grading,” than do their peers at public universities. In 2011, the UND faculty mean score on this HERI item was 4.52 hours per week, while the public universities mean score was 3.96 hours per week.

Despite these reported shortcomings, UND has strong continuity of faculty and staff (sections 5.A.1.b and 5.A.4). A large number of staff and faculty are recognized annually for completing more than 20 years of service at the University: 122 employees were recognized in 2010, 123 in 2009, and 119 in 2008 (UND Progress Report Dashboards FY 2010, Page 17). In 2011, only 28.2 percent of UND faculty reported having changed academic institutions during the past two years, compared to 40.4 percent of faculty at public universities nationally. (2011 Higher Education Research Institute (HERI) survey)

In addition to classroom teaching duties, UND faculty are responsible for designing curricula, assessing student learning, and hiring instructional staff. These processes vary from department to department, and from college to college (as documented in the deans’ responses to a self-study questionnaire. For example, the college-level curriculum process employed within the College of Arts & Sciences was described by the Dean as follows:

*Curricular changes are generally initiated by the home department and are increasingly the result of our ongoing assessment activities. The College Curriculum Committee is composed of faculty elected on a three-year cycle from across the College. The committee reviews all requests for the creation, modification, or deletion of programs or courses within the College…. The committee takes its task seriously, often requesting more information from submitters. This helps ensure that requests are as clear and well supported as possible before they proceed to the University Curriculum Committee [also composed largely of faculty] and Provost for approval.

In addition to this oversight, we also use a periodic program review process for undergraduate and graduate programs. The undergraduate review process happens every seven years on a cycle published by the Provost’s office. Departments and programs begin with a self-study that includes a description of the program’s mission and goals, a summary of program activities that focuses on the curriculum, faculty, students, governance, and a look at program resources. A College Review Team then reviews the self-study and writes a report that includes specific recommendations. The team consists of three faculty from other departments in the college (appointed by the Associate Dean
in consultation with the Dean) and one outside member appointed by the Associate VP for Academic Affairs …. The program review process is used in a positive way to encourage program development and improvement. One observation from the last few program reviews is that assessment activities and their results are playing an increasingly important role in departments’ ongoing program development activities. This includes not only USAT results but also other direct and indirect assessment tools, some specifically designed and implemented by individual departments to fit their unique situations.

Faculty also monitor program strength at the level of individual faculty by a rigorous faculty review process. The College Tenure, Reappointment and Promotion Committee is probably the most active committee in the College. It conducts in-depth annual reviews of tenure-track faculty based on dossiers accompanied by departmental committee and Chair recommendations. It also participates in the triennial review process for tenured faculty.

The Dean of the College of Business & Public Administration described faculty responsibilities for curriculum and assessment as follows:

We have an assessment committee and a curriculum committee with members required to serve from all nine departments. We also have an MBA assessment group that we plan on having convert to a committee this year. Our assessment committee may make (and has made) suggestions for changes to curriculum based on assessment findings. The curriculum committee is expected to review curriculum proposals from a collegewide perspective and offer suggestions for improvement. The curriculum process is thorough controlled by the college committee as they may see fit to reject proposals.

USATs are part of all faculty evaluations, but have not been used for course or program improvements except through individual faculty efforts. Program and course improvements are much more likely to come through collected assessment data which is targeted at such things.

As well as serving on their department, college, and University curriculum and assessment committees, faculty also serve on committees for the Graduate School. According to the Dean of the School of Graduate Studies:

The Graduate School is responsible for providing oversight of faculty who are members of the Graduate Faculty. This oversight is done through the Graduate Committee, and through the assignment of Graduate Directors, and graduate students’ academic advisory committee members, by the Graduate Dean. Also, all new graduate programs and any changes within current graduate programs are reviewed and approved by the Graduate Committee, as well as all graduate curriculum items. This process works well, is transparent, and all graduate programs have representation on the Graduate Committee. The Graduate School, with the assistance of the Graduate Committee, also provides ongoing evaluations of all graduate programs.

Thus, while departments and colleges may sometimes be stretched thin, faculty continue to carry out the responsibilities expected of them both within classrooms and in nonclassroom venues such as curriculum oversight, oversight of faculty credentialing, and assessment of student learning.

When faculty lines become vacant, those lines are typically retained by the dean’s office of the college or school in which the line has been allocated, and decisions about the future of those lines are made by that dean. Decisions to reallocate lines within colleges require consultation...
between the appropriate dean and Provost. In most cases, lines are retained within the original department. Faculty lines are normally zero-sum across the University, with additions in one discipline countered by losses in another and overall funding based on an incremental model. In a small number of cases, grant funding results in temporary, “soft money” lines that, as the program develops and the granting period ends, are converted to tenure track. For example, in the John D. Odegard School of Aerospace Sciences, the Department of Space Studies and the Department of Earth System Science & Policy (ESSP) both secured NASA funding that supported initial soft money lines. These lines were then replaced with appropriated tenure-track lines when the grant funding expired. Since 2004 the entire ESSP faculty (seven faculty lines) has been converted to permanent positions with the support of the Provost & VPAA. Another example comes from the College of Arts & Sciences: the Department of Biology hired both a three-year Molecular Population Genetics position and a three-year Molecular Parasitology position with EPSCoR funding. At the end of the three-year funding terms, both were converted to “hard money” positions.

While the Division of Academic Affairs does not frequently receive designated funding to support new tenure-track faculty lines, some funds are available through that office for short-term staffing needs. This may include one-time funding, received from nonappropriated dollars, for non-tenure track faculty lines. UND’s budgetary model returns 60 percent of annual revenues from online and distance education courses to the generating college, with the remaining 40 percent going back to the University’s general fund. Colleges often pass the bulk of that revenue to the departments offering the online and distance courses, and some departments have utilized that revenue stream to create termed contracts which range in length but are often for three years. These are not tenure-eligible, but the lines are assumed to be permanent. This funding has allowed staffing for the continuing growth of online offerings (Criterion Five).

3.C.2 All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

It is standard at UND for full-time, tenured or tenure-track faculty to have terminal degrees: in fall of 2012, 94 percent of this group (ranked at assistant professor through professor) had terminal degrees. As of fall 2012, 490 (61.7 percent) of UND faculty were tenured or tenure eligible and 307 (38.5 percent) were nontenure track. Among faculty as a whole, 91 percent are ranked as instructors, assistant professors, associate professors, or professors, and the remaining 9 percent fall into the category of “nonranked/sr [senior] lecturers.”

Certain professional programs, most notably in health care programs, the School of Medicine & Health Sciences, and the School of Law, fill a minority of their full-time positions with practitioners who are classified as non-tenure track or clinical faculty. These faculty are required to meet stringent criteria in order for these schools to maintain external accreditation. Sample criteria follow:

- American Music Therapy Association
- American Bar Association
Instructors are evaluated regularly in accordance with established institutional policies and procedures.

There are well-established institutional practices across the University for regular evaluation of tenure-track and tenured faculty, who make up 67 percent of the institution's teaching force. Those practices are described earlier in this chapter (section 3.A.3.c), and they are aligned through the Provost & Vice President for Academic Affairs' "Essential Elements of Departmental Guidelines for Evaluation, Promotion and Tenure." However, "the main responsibility for implementation of evaluation procedures has been placed in the departments. Review of the departmental procedures by the college and the Council of Deans has been established to provide equity of standards throughout the University community." (Faculty Handbook, section 4.2-4.3)

Regardless of specific departmental procedures, all tenure-eligible faculty are evaluated through a sequence of reviews: annual review for pre-tenure faculty, review for tenure or promotion, and triennial post-tenure review. During these reviews, faculty are evaluated in relation to University-wide as well as discipline- and unit-specific expectations for teaching, research, and service.

As of the fall of 2011, 33 percent of UND instructional faculty were nontenure track. Evaluation practices for nontenure-track faculty vary by department and college. Sample evaluation practices from the Departments of Mathematics and English, both of which regularly employ non-tenure track faculty, demonstrate the kinds of practices in place. In both of these sample departments, policy documents describe the
The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Processes for ensuring disciplinary currency occur through regular evaluation procedures as described above. Teaching quality, service commitments, and research productivity are all examined during evaluation; active involvement in research or creative productivity in particular is seen as a measure of currency in the discipline. The University supports disciplinary currency, as well as teaching quality, through a wide range of professional development resources, many of which are used extensively by faculty. Resources for faculty professional development are available at the University, college, and department levels.

Survey findings show broad use of professional development resources. The HERI survey queries faculty, “Have you engaged in any of the following professional development opportunities at your institution?” The percentages of UND faculty participation, compared to public university averages, is summarized in TABLE 3.C.4-1. In 2011, more UND faculty than public university faculty generally reported having participated in professional development activities, including paid workshops focused on teaching, institutional travel funding, internal research grants, and administrative training. Paid sabbatical leave—known as developmental leave at UND—is the exception, with 17.5 percent of UND faculty reporting that activity compared to 29.4 percent of faculty at public universities generally.

In the Assurance section of the 2003 HLC Site Team Report, under the “Employee Workloads,
Support and Development” heading of the Advancement Section (9), the HLC team included as a recommendation, “Sabbatical leaves or other special assignments could be regularized and made more widely available.” This remains an area for future improvement, since the University is notably behind its peers in terms of faculty taking what HERI terms “paid sabbatical leave” (Table 3.C.4-1). At UND these are known as developmental leaves and carry a pay rate of 75 percent rather than being provided as fully salaried sabbaticals. Leave decisions are primarily made at the college level, with the Provost largely serving as a “light-handed check.” Faculty are instructed that such leave is warranted if their project requires residence outside of Grand Forks. This policy makes it very challenging for faculty whose laboratories or research materials do not require travel (and may actually necessitate being in residence, for example, to utilize lab facilities) to acquire leave for projects with a research focus. Furthermore, departmental culture at UND is such that some faculty may hesitate to “burden” colleagues with the additional service, advising, and, potentially, teaching load that their absence might require. TABLE 3.C.4-2 provides a sense of the frequency with which leave is requested and taken. Totaling the numbers from the colleges, 16 UND faculty

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Year</th>
<th>UND</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid workshops outside the institution focused on teaching</td>
<td>2011</td>
<td>24.3%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Workshops focused on teaching in the classroom</td>
<td>2008</td>
<td>75.6%</td>
<td>67.4%</td>
</tr>
<tr>
<td>Travel funds paid by the institution</td>
<td>2011</td>
<td>89.3%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Travel funds paid by the institution</td>
<td>2008</td>
<td>74.2%</td>
<td>76.7%</td>
</tr>
<tr>
<td>Internal grants for research</td>
<td>2011</td>
<td>58.3%</td>
<td>50%</td>
</tr>
<tr>
<td>Internal grants for research</td>
<td>2008</td>
<td>50.4%</td>
<td>51%</td>
</tr>
<tr>
<td>Training for administration leadership</td>
<td>2011</td>
<td>25.5%</td>
<td>13%</td>
</tr>
<tr>
<td>Training for administration leadership</td>
<td>2008</td>
<td>16%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Paid sabbatical leave</td>
<td>2011</td>
<td>17.5%</td>
<td>29.4%</td>
</tr>
<tr>
<td>Paid sabbatical leave</td>
<td>2008</td>
<td>14.5%</td>
<td>29.7%</td>
</tr>
</tbody>
</table>

Source: Higher Education Research Institute [HERI] survey 2011
### Table 3.C.4-2

<table>
<thead>
<tr>
<th>School/College</th>
<th>Requests</th>
<th>Requests Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts &amp; Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY13</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>AY12</td>
<td>11</td>
<td>9 (7 taken)</td>
</tr>
<tr>
<td>AY11</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>AY10</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012–13</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>One for a semester; one for the academic year</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Business &amp; Public Administration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One request a year, if that. As long as the department approves and can cover the faculty member’s courses, leave is approved. In the last 16 years only one year with two requests; both approved because they were from different departments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Medicine &amp; Health Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No developmental leaves since the 2007–08. No requests since 2007–08.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typically 1 request made each year, and 1 request granted</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Education &amp; Human Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY13</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>AY12</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>AY11</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>AY10</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>AY09</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>AY08</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Law</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One leave request per year, if that. No more than one person on leave at a time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Aerospace</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On average for the last seven years, one per year (or less) requested and granted developmental leave. Spring 2013 two people on paid developmental leave for the semester. Last year one leave. No refused developmental leave requests in memory.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and resources, OID promotes campuswide conversations about teaching, fosters innovation in curriculum and instruction, recognizes excellence, and encourages the continuing development of faculty as teachers. The full slate of OID programs, funding opportunities and resources is available online. Some of those offering are described in more detail below.

OID directs a SoTL (Scholarship of Teaching and Learning) Colloquium on a biannual basis. In 2009 the all-day Reflecting on Teaching Colloquium provided professional development for 168 attendees. An additional 37 attendees (from 17 departments, seven colleges and five administrative units) signed up for the Saturday workshop. In 2011, 189 faculty from UND and around the state gathered at the Reflecting on Teaching Colloquium, which was held in conjunction with the sixth Statewide General Education Summit. UND’s contingent of attendees included 132 faculty/administrators from seven colleges plus the School of Medicine & Health Sciences (representing 44 departments and 17 administrative units). For the Saturday workshop, participants included 49 faculty/administrators from six colleges and the School of Medicine (representing 29 departments and 11 administrative units).

Small Group Instructional Diagnosis (SGID) is a voluntary, confidential feedback process administered by OID that enables instructors to get frank, useful comments from students while a course is still in progress. Designed to increase communication between students and the instructor with the aim of improving learning in the class, the process uses small-group student interviews to identify strengths of the course, areas of student concern, and possible strategies for
addressing those concerns. SGIDs are conducted by 29 trained faculty consultants. There were 46 requests for SGIDs in 2010-11 (Table 3.C.4-3).

OID regularly offers On Teaching lunch seminars that serve as forums for campuswide interdisciplinary discussion of teaching-related issues. Cross-campus attendance is consistently strong, with 275 or more participants in each of three recent years (Table 3.C.4-4).

Sessions are facilitated by the Director of OID or the Coordinator of the University Writing Program, and often feature faculty who are engaged in best practices and are willing to share their insights with colleagues. Faculty Study Seminars are another OID-sponsored program. These provide a means for faculty with common interests to learn more about a teaching-related topic and to take part in deep multisession conversation about pedagogy with cross-campus colleagues. Four seminars per year are typically offered, with a total of 30 or more faculty participants (Table 3.C.4-5).

The Alice T. Clark Scholars Mentoring Program is a longstanding professional development and collegial support program for faculty new to UND. Its purposes are to (1) assist faculty in developing professional and personal networks, (2) increase faculty awareness of campus culture and resources, and (3) support the professional development of faculty as teachers and scholars. A second-year program is offered for those who complete the first-year program. The program is evaluated annually, along with the work of facilitators and presenters, and satisfaction remains high. Among the most valued activities are grant-writing workshops, the modeling of best teaching...

### Table 3.C.4-3
**Small Group Instructional Diagnosis**

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty requesting</th>
<th>Departments represented</th>
<th>Colleges Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>46</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>2009-10</td>
<td>34</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>2008-09</td>
<td>28</td>
<td>15</td>
<td>6</td>
</tr>
</tbody>
</table>

### Table 3.C.4-4
**On Teaching Lunch Seminars**

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty participants</th>
<th>Sessions Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>276</td>
<td>10</td>
</tr>
<tr>
<td>2009-10</td>
<td>290</td>
<td>9</td>
</tr>
<tr>
<td>2008-09</td>
<td>320</td>
<td>11</td>
</tr>
</tbody>
</table>

### Table 3.C.4-5
**Faculty Study Seminars**

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty participants</th>
<th>Seminars Offered</th>
<th>Departments Represented</th>
<th>Colleges Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>30</td>
<td>4</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>2009-10</td>
<td>35</td>
<td>4</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>2008-09</td>
<td>36</td>
<td>4</td>
<td>20</td>
<td>6</td>
</tr>
</tbody>
</table>
practice, and conversations about tenure and promotion (Table 3.C.4-6).

A University Senate Committee, the Faculty Instructional Development Committee (FIDC), works through OID to provide funding for course and curriculum development that goes beyond the means of individual faculty members and academic units. FIDC oversees grants for teaching-related travel and materials, Summer Instructional Development Professorships, Summer Mini-Project Grants, and Developmental Leave Travel and Material Awards (available to faculty members engaging in instructional development activities while on leave). OID administers the work of the Committee. OID also offers Flexible Grants for instructional projects that fall outside of FIDC guidelines.

Another professional development program that targets faculty campuswide is the Writing Across the Curriculum Program, provided under the OID umbrella of faculty development opportunities. WAC provides professional development opportunities for faculty and consultation to departments and programs as they seek to achieve student learning outcomes in courses and in undergraduate, graduate, and professional programs. In addition to workshops and individual consultation on teaching with writing, WAC focuses on the development of faculty as writers by sponsoring writing groups and by offering faculty one-on-one sessions with writing consultants at the University Writing Center.

The Center for Instructional & Learning Technologies (CILT) provides a wide range of services and support. Among the commonly used services are application support for the campus Learning Management System (Blackboard) and associated other applications, instructional and multimedia design services, training and development, multimedia production services (graphics, photography and audio/video production), instructional/application support, desktop support, and classroom services. These services are often available through small classes, but CILT staff also provided individualized support, including consulting, as requested or needed (section 3.D.4).

In addition to these support services, CILT offers hands-on workshops, Technology Trends forums where faculty and users share their experiences of using technology in their classes or for scholarship, and the Teaching with Technology (TwT) seminar series twice in the summer in partnership with OID. Each TwT seminar accepts 12 faculty and runs half-days for eight days; it provides opportunities for faculty to learn about using technology that supports good pedagogy and hear from experienced faculty about their classroom environments. CILT also coordinates
Criterion 3

Development of workload evaluation instruments;

Document development in concert with the Committee for Promotion and Tenure;

Facilitator training workshops;

Hosting of technology workshops;

Lecture evaluation;

Lecture materials and resources;

New faculty materials and resources;

Promotion, tenure, and evaluation workshops (both live and online);

Sponsorship of education-focused webinars.

Periodic offerings for professional development are also held in the College of Nursing & Professional Disciplines. Teaching Discussion Group (TDG) sessions are interactive discussions on teaching-related issues. The college conducts an Office of Research Seminar Series led by the Associate Dean for Research. This series includes Research Brown Bag seminars on the second Friday of each month and Responsible Conduct of Research seminars on the first Friday of each month. Scholarly Review sessions are held on the third Friday of each month or as needed. Scholarly Review provides an opportunity to benefit from peer review and critique of scholarly products such as grant or manuscript drafts. The college solicits a project for review each month and distributes it to those who have indicated their willingness to provide peer review and critique. At the subsequent meeting, participants engage in discussion of the submitted work and provide feedback to the author.

a Faculty Teaching Showcase in partnership with SCEC in fall and spring semesters for UND faculty to visit one-on-one with peers to discuss technology applications and student responses in their courses.

The University Within the University (U2) Program coordinates, plans, and delivers professional development and training activities for all UND employees. U2 provides both career and personal development workshops as a benefit for faculty, staff, and graduate student employees.

In addition to the institutionally sponsored development activities, described above, a number of UND colleges and schools sponsor professional development activities for their own faculty. Ranging from faculty brown bags (e.g., School of Law, College of Nursing & Professional Disciplines) to summer instructional or research development grants (e.g., College of Business & Public Administration, School of Law), such activities take advantage of discipline-specific knowledge, mentoring, funding, and other resources. For example, at the School of Medicine & Health Sciences (SMHS), professional development supporting research success takes place at the departmental level through mentoring provided by the chairs. In addition, both a Senior Advisor to the Dean and the Associate Dean for Research provide research-related support. Additional examples of development activities, most aimed at development in teaching excellence, occurring within the SMHS include:

- Development of faculty development-centered grant applications;
- Development of proposals for an SMHS Teaching Academy;
Intramural grant support for research, instruction, and innovative academic programs is provided through several mechanisms as well. Each college and school has an associate dean or similar position with the responsibility of assisting faculty with their research agenda. Departments with external grant funding receive a percentage of the indirect cost monies that are recovered by the University (provided they meet predefined criteria). These monies, provided through the Institutional Research Fund, must be used to enhance or facilitate departmental research activities.

The University Senate Scholarly Activities Committee (SSAC) stimulates and encourages scholarly activities through a number of small grants programs for faculty. The SSAC offers a competitive application process for annual Research/Creative Activity Awards, Faculty Travel Grants, Faculty Publication Grants, and New Faculty Scholar Awards.

The Faculty Research Seed Money Committee grants Research Seed Money Awards that are intended to enhance the ability of the faculty to submit successful extramural grant applications. The Office of Research Development & Compliance (RD&C) administers the work of both the University Senate Scholarly Activities Committee and the Faculty Research Seed Money Committee, and also offers RD&C Faculty Travel Funds and RD&C Student Travel Funds. RD&C Research Fund awards for start-up, travel, research, and publication are made by the Associate Vice President for Research & Economic Development. EPSCoR Travel Fund awards for student/faculty travel are made by the Associate Vice President for Research and apply to science and technology research. A new Collaborative Research Grant program was initiated by the Vice President for Research & Economic Development in 2012.

Members of the graduate faculty of the University are eligible to apply to the School of Graduate Studies for appointment as Summer Research Professors. Each summer, up to eight members of the graduate faculty may each be provided with a $7,000 stipend to assist them in the conduct of their own research and in the guidance of graduate students conducting research under their direction through the course of the summer.

All of these resources support professional development, broadly speaking. Many focus specifically on teaching. Those designed to enhance research success also serve to encourage currency in the discipline. Taken as a whole, the resources in support of professional development are significant and the HERI survey documents high participation levels among UND faculty, suggesting that most development needs are being met.

3.C.5 Instructors are accessible for student inquiry.

The Faculty Handbook (Section 2) articulates institutional policy regarding the responsibilities of faculty in relation to students. Faculty availability is specifically addressed in the general sections about responsibilities to students as well as in sections on teaching and advisement.

According to UND student responses on the National Survey of Student Engagement (NSSE), the percentage of first-year students interacting with faculty inside and outside the classroom is steadily increasing. The percentage of seniors reporting interactions with faculty has remained...
fairly consistent since 2005. In comparison with national averages at other RU/H institutions, UND’s rating for student-faculty interaction lags slightly. However, numbers at UND remain reasonably consistent with those of students reporting from other similar institutions (Figure 3.C.5-1).

Both students and faculty at UND have commented on the accessibility of instructors in other surveys as well. In 2011, 77.8 percent of graduating seniors reported being satisfied with the out-of-class availability of instructors, 15 percent reported independent study experiences with UND instructors, and 80 percent were satisfied with the level of helpfulness of faculty. (2011 Graduating Student Survey) Among UND faculty respondents, 55.3 percent said the following phrase was “very descriptive” of the institution:

“It is easy for students to see faculty outside of regular office hours” (Q. 24). The average for public universities was 44.6 percent. (2011 HERI Survey)

The HERI survey also provides information about faculty-student interactions around undergraduate research specifically (Table 3.C.5-1). Findings related to research queries faculty, “During the past two years, have you engaged in any of the following activities?” (Q.11a). HERI findings show that, on the one hand, fewer UND faculty are engaging students in their own research than are faculty at other public institutions. On the other hand, more UND faculty are working with undergraduates on research projects or supervising undergraduate

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**Figure 3.C.5-1**

**Student Interactions with Faculty Members**

The extent to which students interact with faculty members inside and outside the classroom

![Graph showing student interactions with faculty members from 2003 to 2011 for first-year and senior students at UND and other RU/H institutions.](source: http://und.edu/research/institutional-research/surveys/2011-nsse.cfm)

Component survey items include:

- Discussed grades or assignments with an instructor;
- Discussed career plans with a faculty member or advisor;
- Discussed ideas from your readings or classes with faculty members outside of class;
- Worked with faculty members on activities other than coursework, such as committees, orientation, or student-life activities;
- Received prompt written or oral feedback from faculty on your academic performance;
- Worked on a research project with a faculty member outside of course or program requirements.

**Note:** This benchmark was not evaluated in 2003.

Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

As a member of the North Dakota University System (NDUS), the University of North Dakota follows the NDUS Broadbanding Policy, an approach to job classification and compensation that sets policy for staff qualifications by taking into consideration content and scope of a job; employee knowledge, skills and abilities; the overall job market; and employee performance (Criterion Five). Staff members providing student support services are typically classified into one of the two professional bands: 3405 (Educational Services Professional, Figure 3.C.5-2) and 3415 (General Student Services Professional, Figure 3.C.5-3).

Currently, there are 58 staff members employed at UND within band 3405, and 129 employees within band 3415. The elements of these bands are described below.

<table>
<thead>
<tr>
<th>Activity Working with Student Inquiry</th>
<th>Year</th>
<th>% of UND Faculty</th>
<th>% at Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaged undergraduates on your research project</td>
<td>2011</td>
<td>44.7%</td>
<td>48.9%</td>
</tr>
<tr>
<td>Engaged undergraduates on your research project</td>
<td>2008</td>
<td>39.7%</td>
<td>44.1%</td>
</tr>
<tr>
<td>Worked with undergraduates on a research project</td>
<td>2011</td>
<td>62.1%</td>
<td>60.1%</td>
</tr>
<tr>
<td>Worked with undergraduates on a research project</td>
<td>2008</td>
<td>48.9%</td>
<td>57.3%</td>
</tr>
<tr>
<td>Supervised an undergraduate thesis</td>
<td>2011</td>
<td>34%</td>
<td>32.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity Working with Student Inquiry</th>
<th>Year</th>
<th>% of UND Faculty</th>
<th>% at Public Universities</th>
</tr>
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<tr>
<td>Engaged undergraduates on your research project</td>
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</tr>
<tr>
<td>Supervised an undergraduate thesis</td>
<td>2011</td>
<td>34%</td>
<td>32.9%</td>
</tr>
</tbody>
</table>

Source: Higher Education Research Institute [HERI] survey 2011
Figure 3.C.5-2
Educational Services Professional

Job Family: 3405
Overtime Pay Eligibility: Usually exempt (exempt status requires analysis documentation)
Effective Date: 07/01/99

Scope of Work:
Individuals assigned to positions in this job family are responsible for planning and coordinating development of educational programs or services, providing instruction, and the administration and support of educational, research, and public service libraries.

Examples of Duties:
• Plan, coordinate and conduct training workshops, conferences, or in-services
• Develop and distribute informational materials
• Develop and direct program budgets
• Review and evaluate programs or services
• Identify needs for programs or services
• Participate in curriculum development
• Assist local agencies in planning and monitoring special programs
• Counsel or tutor students
• Prepare and maintain records
• Develop courses and prepare lessons
• Selection and development of library or educational resources
• Perform bibliographic control of collections, reference and research advisory services, development of specialized information systems, and library administration and management
• May supervise employees performing similar work

Minimum Qualifications to Enter Family:
Requires a Graduate degree from an accredited library school or other appropriate advanced degree with experience in a field relevant to library services; or requires a Bachelor degree in the field of education, social work, psychology, counseling or a related field; and licensure, registration or certification as may be required by law.

Exception: The employing institution may substitute directly related work experience or education for minimum qualification requirements with written justification.

Note: The duties listed are not intended to be all-inclusive. Duties assigned to any individual employee are at the discretion of the appointing authority.
**Figure 3.C.5-3**

**General Student Services Professional**

**Job Family:** 3415  
**Overtime Pay Eligibility:** Usually exempt (exempt status requires analysis documentation)  
**Effective Date:** 07/01/99

**Scope of Work:**  
Individuals assigned to positions in this job family are responsible for performing services to students in the areas of admissions, records management, registration, and student advisement.

**Examples of Duties:**
- Create, maintain, and evaluate student records
- Prepare student record reports, class schedules, and registration processes
- Maintain public relations with parents and students
- Audit records for eligibility determinations
- Coordinate data processing functions
- Assist students in personal development, financial assistance, career placement, enrollment, and housing
- Provide personal counseling
- Advise student organizations
- May supervise employees performing similar work

**Minimum Qualifications to Enter Family:**  
Requires a Bachelor degree in a directly related field.  
**Exception:** The employing institution may substitute directly related work experience or education for minimum qualification requirements with written justification.

**Note:** The duties listed are not intended to be all-inclusive. Duties assigned to any individual employee are at the discretion of the appointing authority.
Through a wide range of programs, UND supports continuing professional growth opportunities for its staff, as the examples below demonstrate:

- **University Within the University (U2)** coordinates, plans, and delivers professional development and training activities for UND employees. The U2 Program is administered through UND’s Office of Extended Learning and offers more than 250 professional development and training workshops annually in service to more than 3,600 individuals. A sample of the U2 offerings shows that these programs provide a great range of professional development options for staff.

- **The Office of Institutional Research (OIR)** prepares a number of reports on various data sets and information relative to the professional growth of faculty and staff. In addition to presentations by the OIR staff, reports are available online allowing for easy access by faculty and staff.

- **Many departments provide funding for professional staff to attend state, regional, and national conferences and/or participate in professional development activities on a regular basis (e.g., one conference per staff member to year) to ensure that staff members remain current with best practices in their respective areas. In addition, staff are able to participate in webinars and other professional development opportunities as budgets and work schedules allow. Such opportunities are often sponsored by the various professional associations and organizations in which staff are members.**

Examples of organizations in which UND staff are involved and from which they gain professional development include:

- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Association of University Women (AAUW)
- American College Personnel Association (ACPA)
- American Library Association
- American Student Government Association (ASGA)
- Association for Student Conduct Administration (ASCA)
- Association of College and University Housing Officers – International (ACUHO-I)
- Association of College and Research Libraries
- Association of College Unions International (ACUI)
- Association of Fraternity Advisors (AFA)
- National Academic Advising Association (NACADA)
- National Association for Campus Activities (NACA)
- National Association of College and University Food Services (NACUFS)
- National Association of College and University Residence Halls (NACURH)
- National Association of Student Financial Aid Administrators (NASFAA)
- National Association of Student Personnel Administrators (NASPA)
- National Intramural-Recreational Sports Association (NIRSA)
3.D
THE INSTITUTION PROVIDES SUPPORT FOR STUDENT LEARNING AND EFFECTIVE TEACHING.

3.D.1
The institution provides student support services suited to the needs of its student populations.

The University provides programs and services designed to support the needs of students upon admission to the institution. These programs and services are available to all students throughout their educational experience. A number of offices and departments within the Division of Student Affairs focus explicitly on providing services commensurate with the needs of UND students. Additional services are provided through offices in the Division of Academic Affairs, including in all colleges or schools. Mentoring by faculty, as documented in sections above (sections 3.B.5 and 3.C.5), often occurring in conjunction with student research, is another kind of support provided to meet student needs. Examples of student support services are described below.

The Student Success Center was created in the fall of 2007 as a result of combining the Adult Re-Entry Center, Student Academic Service, and the University Learning Center to provide comprehensive programs and services to students as an aid in the development and implementation of their educational plans and goals. Through the Center’s programs and services, students are assisted in developing skills and abilities that will allow them to make a positive adjustment to the campus community. The Student Success Center focuses on three areas: advising for the undeclared student population; learning services, which incorporates individual study skills assistance, peer drop-in tutoring, and study skills courses; and special programming such as Transfer and Freshman Summer Orientation, Staying on Track, Keep Going, and adult re-entry programs and services.

Programming within the Student Success Center has been developed to target the needs of UND’s students and families by intentionally addressing transitional and retention phases as students move through their educational experiences. The Freshman Getting Started program occurs during the summer prior to enrollment in a fall semester. The program incorporates programming, and services to prepare a student and family for the transition to college life in the fall. Students receive individual attention from academic advisors, along with obtaining information from areas such as Housing and Dining
Services, Student Account Services, and Student Financial Aid. The intent of the program is to provide an environment that is welcoming and comfortable for students and families, enabling them to ask questions and gather information to fully prepare for entering UND in the fall semester. All students accepted for admission to the University are invited to participate in the Freshman Summer Orientation program.

In early spring, the Student Success Center facilitates a one-day advisement and registration program for admitted transfer students who will be entering UND for the summer or fall semester. Transfer students are able to meet with advisors from their respective programs of study, learn more about UND programs and services, and acclimate to the campus environment.

As a component of the Student Success Center, the Adult Re-Entry program was formed to make the transition into college life easier for the nontraditional student or adult learner. The purpose of the program is to provide guidance and support as the nontraditional student navigates the many challenges of college life. The Adult Re-Entry program enables students to connect with campus and community resources. Students meet together to provide peer support for a positive academic experience.

The Multicultural Student Services (MSS) Program provides support services (academic, financial aid, personal and social) to enhance African American, Asian American, and Hispanic American student success at the University. Multicultural Student Services serves as a general institutional contact and advocate for students, individually and collectively, and works with UND departments and offices to address student needs.

Programs and other forms of assistance provided by American Indian Student Services are designed to foster the academic and personal success of American Indians—the largest nonwhite population at the University. Services provided are aimed at assisting students in their transition to UND via both general student support and student academic service components, including culturally appropriate financial, academic, social, and cultural advisement and assistance.

The Office of International Programs (OIP) supports academic programs on campus and abroad. The goal is to prepare students to deal effectively with growing global interdependence, as well as provide UND’s international populations with a variety of immigration and student services. OIP staff encourage global understanding through study abroad, support of international students and scholars, and cultural programming for UND students and the community.

In addition to programs and services provided through various departments and described above, a special admission status has been developed to aid in the success of students who do not meet general admission standards. While the State Board of Higher Education’s Pathways program is scheduled to come into effect in 2014 and may result in changes, the Student Academic Standards Committee may currently grant provisional admission to degree-seeking undergraduate applicants in cases where the student shows promise of likely success, but does not meet regular admission criteria. A student admitted on provisional status must: (1) enroll in a study skills or Introduction to University Life course (unless enrolled in the Integrated Studies program); (2) limit course load to no more than 15 credits in the
first semester; and (3) seek advisement two times during the first semester with a member of the
Student Success Center’s professional staff.

These student support programs, including those targeted toward specific populations and those directed at the UND student population more broadly, have been designed to ensure that student populations at the University can access support services they may need. When supplemented by the kind of personal mentoring available through individual relationships with faculty (sections 3.B.5 and 3.C.5) and through advising (section 3.D.3), they ensure that appropriate student support is available.

3.D.2
The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

UND has admissions standards in place to ensure that students have the backgrounds necessary for success at the University. Two categories of students who fall short of those standards may attend UND. The first is provisionally admitted students, who are supported during their transition to campus as described in the section above. The second is students admitted to the Launch! program, a partnership between UND and Lake Region State College. Launch! accepts students who have been denied admission to UND, and those students enroll in Lake Region State College courses, which are taught on the University of North Dakota campus. Launch! students also enroll in UND courses designed to facilitate effective transition to college, including Univ 101 – Introduction to University Life, Univ 125 – Introduction to Effective Study Skills, and Coun 101 – Career Exploration. Through this partnership, students complete Lake Region State College courses that are designed to advance them to a point where they will be eligible for admission to UND as transfer students following enrollment in the Launch! program.

Regularly admitted students are also directed to course levels and programs appropriate for their previous preparation. UND uses ACT exam sub-scores and/or the COMPASS assessment for placement into the appropriate level course in English and mathematics. The use of COMPASS is a new process for UND as of fall 2012. This use follows requirements instituted by the North Dakota University System under Policy 401.1.2.

– Admission Policies – Student Placement into College Courses.

In addition to placement into English and mathematics, the UND Languages & Literatures Department offers a Language Placement and Credit exam that allows students to earn credit for past experience with or knowledge of a foreign language along with placement into the appropriate level of a language course. Students are eligible to test in French, German, Latin, Russian and Spanish. In addition, though no standardized testing is done for Norwegian or Chinese, speakers of those languages may be eligible for credit, in certain cases, by working directly with the UND Languages & Literatures Department.

Selection of other courses occurs through student-advisor interactions within the academic advising process. Advisors work individually with
admitted students to determine course selection and proper placement based on placement scores, past high school curriculum and knowledge, and/or transfer credit accrued.

Once admitted to UND and placed in appropriate courses, the institution continues efforts to ensure that students achieve academic success. In fall of 2011, the UND Retention Committee was formed with a charge of strengthening the collaboration between Student Affairs, Academic Affairs, and Finance & Operations to enhance undergraduate student success. Current retention activities, along with those yet to be developed, are intended to provide direction and support to efforts to increase student success both in and out of the classroom. Committee members were selected to represent a wide variety of departments and units in an effort to bring together key individuals who work closely with retention-related initiatives.

A number of retention initiatives are already in place. Many, although not all, are listed on the Student Success Center website. UND’s retention efforts include initiatives focused on advising, learning services, and programming. Representative examples are included in this list, and more detail is available regarding each initiative.

### Advising initiatives
- Academic advising agreement
- Academic advising checklist
- Academic Advising Committee
- Academic advising workshops
- Career exploration checklist
- College Student Inventory testing
- Correspondence with current advisees
- Departmental advising sessions

### Learning services initiatives
- Classroom presentations
- College Reading courses
- College Student Inventory email follow-up
- Correspondence with past provisional students
- Critical Thinking Strategies for College courses
- Drop-in tutoring program
- Early intervention
- Individual study skills appointments
- Introduction to Effective Study Skills courses
- Presidential Scholars intervention program
- Provisionally admitted student program
- Student presentations
- Study skills help sessions
- Study-A-Thon
- Success courses

### Programming initiatives
- Adult re-entry programs/services
- Freshman Summer Orientation
- Keep Going
- Probation program for undecided and provisionally admitted students
- Staying On Track
- Transfer Student Online Orientation
- Transfer Summer Orientation

These programs demonstrate sustained attention to students’ academic needs during their time at UND. Some programs serve populations
that may have special needs (e.g., programs for adult re-entry, transfer students, and provisionally admitted students). Many serve the entire student population (e.g., Summer Orientation, Staying on Track, individual advising, career exploration, drop-in tutoring). Considered as a whole, they represent a substantial allocation of time, effort, and resources to ensure that UND students are appropriately supported and, if possible, retained at the University.

Academic student success and retention are also promoted through other kinds of programs and services available at the University. A number of colleges and departments, including, for example, programs in aerospace, nursing, engineering, and education, require mandatory advising for each enrolled student each semester in an effort to ensure that students stay on track toward graduation by selecting courses wisely. The Honors Program and the Integrated Studies Program, provide students with the option of enrolling in cohort-based learning that, in the case of Integrated Studies, extends through the student’s first year on campus, and, in the case of Honors, can be pursued through to a degree.

Additional academic retention initiatives leverage the demonstrated relationship between student engagement and retention/completion. Two Exceptional UND initiatives to enrich the student experience, Living-Learning Communities and a First-Year Seminar (FYS) program, both within a growing First-Year Experience (FYE) initiative supported by an FYE Advisory Cabinet, are available for entering students. The recently created Living-Learning Communities in Aviation and the College of Engineering & Mines involve partnerships with Housing/Dining Services and provide students with the opportunity to live in the same residence hall community as others with whom they share particular interests or experiences. Academic support and distinctive programming are common to these communities. Students in FYSs participate in academically challenging thematic first-year seminars designed to help students transition to college life, engage in active, peer-to-peer learning, form cohorts, and become intentional about learning strategies (section 1.A).

Other distinctive retention initiatives with links to academics exist as well, and the list below provides an overview:

- Collegiate Link to support involvement in student organizations
- Greek life
- International student mentor program
- Mentor program for students receiving Cultural Diversity Tuition Waivers
- Ronald E. McNair Post-Baccalaureate program
- TRIO academic support for qualified students
- Tutoring in the residence halls
- Living-Learning Communities

Evaluation and assessment measures for the retention initiatives outlined in this report are at varied levels of sophistication. However, assessment is under way for a number of student support programs (section 4.B.2) with the aim of generating information that can be used to guide and fine-tune the work of the various units. The FYS program intentionally integrates assessment of learning outcomes into each seminar, and as part of the piloting process, programmatic assessment is
ongoing. Early program assessment results indicate success in measures of student satisfaction as well as engagement that should encourage retention and persistence to graduation. Because the program entered its second year in AY 2012-2013, it will take some time to determine true outcomes.

In addition to the retention initiatives and focus on strategies to help students achieve program completion, UND has begun to emphasize the development of a vision for and approach to campuswide admissions and enrollment that is targeted toward shaping the future undergraduate student population so that entering students will be well-suited and well-prepared for success at the University (Criterion Four). The Enrollment Management Planning Committee (EMPC) was formed in the spring of 2012 as a cooperative effort between the Divisions of Academic Affairs and Student Affairs to discuss strategies and provide recommendations for intentional, targeted, and data-driven enrollment planning and management.

Using local data and national best practices, the EMPC advances UND’s mission and vision and facilitates student success through planning and alignment of institutional and academic unit enrollment goals. Through spring of 2012, the EMPC engaged in a self-education period, with members familiarizing themselves with best practices nationally. During the fall of 2012, the EMPC members combined that information with local data and devised a process for engaging in enrollment conversations with various colleges during the spring of 2013. Updated information about EMPC activities continues to be posted as it becomes available.

3.D.3
The institution provides academic advising suited to its programs and the needs of its students.

The University encourages continuing communication between faculty and students to enhance the advisement process. An academic advising philosophy statement was revised in 2004-2005 to highlight the importance of advising in the overall educational experience. The statement reads:

*Academic advising is an integral component of the undergraduate education at the University of North Dakota. The focus of all academic advising is to assist students in taking responsibility for developing meaningful educational plans that are compatible with their potential and with their career and life goals. It is a decision-making process by both student and academic advisor. The sharing of information occurs in a caring and comfortable environment that promotes responsible and appropriate academic choices. Through a quality advising process, academic advisors strive to facilitate a successful academic experience for students.*

All UND students have access to advisors within their programs of study. In some cases the advisor may be a professional staff member, while in other areas, faculty members serve as academic advisors. For the undeclared student population, professional staff serve as academic advisors. Within that overarching rubric, each college, school, and/or department at UND operates its own advising structure or model, sometimes rooted in professional program accreditor recommendations. For example, many of the departments within the College of Arts & Sciences use a faculty-only model, whereas the College of Education & Human Development uses the total
intake model and the College of Business & Public Administration (CoBPA) largely uses a satellite model. In a faculty-only model, all students are assigned to an instructional faculty member for advising, whereas in a total intake model, staff members in an administrative unit are responsible for advising all students for a specified period of time and/or until specific program requirements have been met. After meeting those requirements, students are assigned to a member of the instructional faculty for advising. The satellite model involves establishing a unit housing staff responsible for advising within an individual school, college, or division. In the case of the CoBPA, professional staff advise students in all business-related fields, whereas students in Political Science & Public Administration are advised by faculty. In addition, there are programs on campus that as a matter of policy require students to seek advisement at least once a semester, prior to registration for the next term (e.g., students in Nursing, Engineering, or Aerospace Sciences).

In fall 2002, UND restructured its Academic Advising Committee as a joint commitment between the Vice President of Academic Affairs and the Vice President of Student Affairs to further reinforce the importance of the advising experience between student and advisor. The Committee is made up of representatives from each of the seven undergraduate colleges, the Registrar’s Office, the Student Success Center, the Office of the Provost & Vice President for Academic Affairs, and appointed student members. The work of the Committee has included the selection of the Outstanding Faculty Academic Advising Award recipient and the development of advising workshops each semester, an advising checklist, an advisor website, advising assessment, and the one-hour advising session that has taken place at the beginning of the fall semester.

Members of the Academic Advising Committee initiated a study of advising at UND and created, based on what was learned, a proposal for restructuring advising at the University. That proposal, issued in 2010, came at a time when immediate action was delayed as changes occurred in key administrative positions in Student Affairs leadership, and proposal initiatives did not align with immediate institutional priorities. However, discussions have recently resumed and a new student survey was conducted in 2012. The plan is to re-examine findings and recommendations within the context of current institutional planning and priorities.

3.D.4
The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

The University of North Dakota supports the necessary and appropriate facilities, technology, and experiences for providing an effective and exceptional teaching and learning environment. The institution seeks to have building, lab, and performance spaces, technology, libraries, clinical sites, and collections to support its teaching goals and priorities. One of the five strategic priorities under Exceptional UND is the goal of “Encouraging Gathering.” This recent priority has further shaped many of the developments and upgrades made to
services and supports described here were developed, expanded, and acquired in response to the Core Technologies strategic planning process, which continued into and dovetailed with the more recent Exceptional UND strategic vision for the University.

A majority of classroom and residential buildings and most public areas on campus are wired for Internet access (hardware and wireless). Computer labs are available to students in Memorial Union, Chester Fritz Library, many classroom buildings, and five residential buildings. In addition, restricted resources such as email, the enrollment management access link (Campus Connection), and library databases are accessible off campus and at a distance as well as on campus. Software and programs required for effective teaching and learning are, in some cases, obtained through the department/college and, in others, offered through the University. Computer and technology support is available through multiple modalities (e.g., email, online chat, phone, walk-in) during classroom hours and at limited times on the weekend.

3.D.4.a – Technology

In AY 2008-09, UND’s Information Technology units conducted a Strategic Fact Finding Study of the campus to identify critical IT needs and issues. Information was gathered through open forums, feedback groups with key groups or individuals, and surveys. Through this information gathering and strategic steering process, the University’s “Core Technologies” were identified. Among the Core Technologies, developing a learning management system, expanding smart and technology-enhanced classrooms, establishing high quality and widespread computer labs, and providing high-quality, widely available, and unified technology support were identified as priorities. Many of the technological existing teaching and learning spaces within campus buildings.

The Center for Instructional & Learning Technologies (CILT) provides the campus with a wide range of services and support. Included in these are application support for the campus learning management system (Blackboard) and associated applications, instructional and multimedia design services, training and development, multimedia production services (graphics, photography and audio/video production), instructional/application support, desktop support, and classroom services.

In recognition of its key role in supporting the teaching and learning mission of the University, in AY 2011-12 CILT was reassigned from reporting to
the Division of Online & Distance Education to the Division of Academic Affairs. This change allowed for more effective alignment of CILT’s services with its core stakeholders.

A range of technology services are provided to support the teaching and learning mission of the institution, available for both on- and off-campus programs and courses:

- **In-classroom technology:** CILT offers classroom support by providing equipment loans (e.g., TV, DVD/VCR, laptop computers, microphones, document camera, digital camcorder, sound systems, portable screens, webcam, digital audio recorder, clickers) and training for the equipment. Additional services include classroom technology training, Web and video conferencing, Tegrity lecture capture, and Collaboration stations.

- **Blackboard:** UND uses the Blackboard online learning management system. This system is available for use with all on-campus, distance, online, and hybrid courses. It can be used to provide course materials, upload assignments, facilitate discussion, communicate with the course, post grades, etc. It is available at all times to students with support as noted above (https://online.und.edu).

- **eZ Learning Management System:** While a majority of the campus utilizes Blackboard, the Department of Space Studies has developed eZ Learning Management System to serve their online course needs.

- **Online and distance services:** To facilitate online and distance programs and courses, CILT and Information & Technology Support Services (ITSS) provide remote services and applications for teaching. With the exception of proctored exams, all services are also available to on-campus students as well. These services include:
  - Adobe Presenter—Software to record PowerPoint narrations
  - Citrix XennApp—remote access application publishing product that allows access to applications from a central server
  - Proctored Exams
  - SMARTTHINKING—Online tutorial services
  - Tegrity—Recording Software
  - Virtual Learning Environments (Second Life)
  - Web conferencing—Adobe Connect and Bb Collaborate

In addition to support offered to students and applications for teaching and classroom services, CILT provides ongoing support to faculty in learning how to utilize, develop, and apply appropriate technology for teaching and learning purposes. Some of the support services offered include:

- **Desktop support** for students and faculty regarding software, network, and technological problems offered via telephone, email, and LiveChat;
- **Forums and seminars;**
- **Instructional design** support available through individual consultations and trainings;
- **Teaching with Technology** summer workshops for online courses and in-classroom technology development;
A final category of technological services available through CILT is multimedia services to support teaching and learning experiences. These include:

- **Graphics and Photo Services**
- **Poster presentation support**
- **Video production**

### 3.D.4.b – Learning Spaces and Laboratories

Building spaces that are appropriate for effective and engaging teaching and learning activities are a priority for the University. Over the last two years, significant upgrades and renovations to classroom technology and meeting spaces have been completed.

- Technology now is available in most classrooms (Update). Of campus classrooms, 63 percent have technology, while 77 percent of those are **Smart Classrooms** (levels 1, 2, and 3).
- New Smart Classrooms were recently completed in Leonard, Merrifield, O’Kelly, and Starcher Halls.
- Smart Classroom Upgrades were completed in Abbott, Gamble, O’Kelly, Leonard, Merrifield Halls.
- Collaborative Workspaces were located in the Union, Wellness Center, University Place, Honors, Chester Fritz Library, Upson II, Nyquist Lounge, Robertson-Sayre, Web Café Wilkerson, and Starcher Hall.
- The **Lanterman Investment Center**, located in Gamble Hall, is a state-of-the-art trading room allowing students to get the experience of working for a Wall Street brokerage firm.
In addition to technological upgrades for individual classrooms, the College of Education & Human Development (EHD) building underwent a major renovation and addition that significantly improved its technological infrastructure. The building benefited from the appropriation of $11 million by the state legislature, allowing for the integration of technology specifically designed to enhance teaching and learning. The Dean of the College of Education & Human Development described the effort in his 2010 annual report:

The renovation of the existing Education Building, a unit of about 49,000 square feet originally constructed in 1953-54, coupled with the construction of a 16,000-square-foot addition, have enhanced the teaching in ways described within the mission statement of the College of Education & Human Development. The College’s mission calls for “...multifaceted approaches to education, relying on teaching, research, and service in the education of students. The continuing development of effective and innovative instructional methods provides excellent service and education to diverse groups of students, including those both on and off the UND campus.” (Organization & Bylaws of the College of Education & Human Development)

The design of the instructional spaces recognizes the different types of students in our programs (graduate, undergraduate, on-campus, off-campus) by offering a greater array of instructional settings. Seminar rooms are designed for graduate students; two “team” classrooms are designed and dedicated to the teacher preparation program, with one room dedicated to reading/literacy and social students and a separate room dedicated to math/science. A primary goal for classrooms was to allow for maximum flexibility by having moveable tables and chairs to enable a range of configurations appropriate to the instructional methods and goals (small groups, discussion, presentations, etc.).

A second feature to promote innovative instruction methods was to upgrade the technology in the classrooms. This has been accomplished with all of the regular classrooms classified at the Smart 2 level by CILT and the two lecture rooms classified as Smart 3. One large room (#5) in the addition is designed to become a “SCALE-UP” classroom, when fully equipped. The technology in the building, in any case, is the latest in design and on the leading edge of educational practice. For example, many of the classrooms are equipped with interactive projectors that are linked directly to the Internet. The students in the college will, therefore, enjoy more innovative instruction.

Several classrooms, including the two lecture rooms, are equipped with cameras so as to be able to stream the live classroom activity to students at a distance. Further, four special distance delivery rooms are located in the building for use when there are no campus students in the classes, furthering the instructional responsiveness for a range of students requiring varied instructional methods.

Additional campus steps to enhance student learning spaces have been taken as well. Living-Learning Communities are themed housing designed to encourage exploring a topic or interest area. Students live with peers sharing this interest. Students are intended to experience:

- A greater sense of community;
- An integrated approach to intellectual and personal growth;
- Stronger connections between classrooms and everyday life.

Honors and American Indian Student Services communities that share a commitment to some student housing or student services have been options for some years, and an Engineering Living-Learning community was added in fall of
but holding smaller numbers of students are available or planned in other buildings, including the College of Education & Human Development Building as described above. By the end of 2012-13, classes from a range of departments had been held in the large SCALE-UP classroom, enabling faculty to employ new strategies consistent with the Exceptional UND of enriching learning through promoting engagement.

As Provost & VPAA Paul LeBel explained, a SCALE-UP classroom is intentionally designed to promote inquiry-based collaborative and active learning. Based on extensive evidence about how faculty teach and students learn most effectively, SCALE-UP classrooms facilitate interactive, team-based activities that revolve around creative problem solving. They transform what normally would be large, lecture-based courses into small, discussion-based experiences. Students are at the center of instruction and learning, and faculty facilitate learning by designing activities that are outcome-based. The two keys to making this approach happen are the space itself—in which collaborative workstations replace rows of seats—and the faculty who embrace the new pedagogy. In creating the physical conditions under which this learning can flourish, we also contribute to the quality of life for faculty who can introduce new and innovative methods into their pedagogical repertoire—thereby furthering another Exceptional UND strategic priority. Source: Paul LeBel, Constructing Space for Innovative Teaching, On Teaching University Newsletter, Vol. 21 (4). Spring 2012.

In addition to the spaces described above, teaching laboratories are used by programs and departments across campus to provide hands-on, active learning experiences and professional
were particularly clear about continuing needs. Among the areas where needs are greatest within the College of Arts & Sciences are the laboratory space and resources for the Physics Department and rehearsal and performance space for the Theatre Arts and Music Departments. In a recent visit for reaccreditation of the Theatre program, the visiting team commented on the needs related to state of the physical space and resources available for productions. Facilities at the Law School are in need of upgrades as well. During reaccreditation of the Law School, its facilities were found to be “inadequate” or “barely adequate” to support its academic mission. Although the Law School has received significant gifts enabling the renovation of two classrooms, the Dean of the School of Law reports that the School’s total number of classrooms—four—strains the school’s ability to continue to provide a first-class legal education. The Law School currently has a construction capital proposal for state funding in process with support from UND. Fears that lack of appropriate resources could hinder growth of programs at least, and losing accreditation at most, exist in various colleges across campus.


To support student learning, development of knowledge, and expansion of scholarly work, UND is committed to providing up-to-date library offerings and collections. The Chester Fritz Library is a primary campus resource, providing both physical and online holdings. Discipline-specific holdings, collections, and databases are accessible to students in person and online. In addition, five
In addition to borrowing privileges, faculty and students are able to request inter-library loans for items not accessible through library holdings. Furthermore, distance and on-campus students have access to all online offerings, including interlibrary loan services that are mailed directly to students by the Library. Finally, librarians at all facilities are available for instruction, consultation, and support to individuals or for classes, focusing on either general library use or subject-specific areas. These services are free to students and faculty.

As part of the Exceptional UND initiative to “Encourage Gathering,” a call for the creation of “intellectual hubs that cluster programs and spaces that draw people from across the University” is currently being promoted. Among suggestions for where and how to create such hubs is a recommendation that the University renovate and expand the Chester Fritz Library, developing a “Center for Learning and Inquiry.”


The University of North Dakota provides performance and rehearsal space for the enhancement of the University community and for the teaching and learning of its Fine Arts-focused students and faculty:

- Dance and studio spaces are available in Hyslop Sports Center and Chandler Hall.
- The Edmond Hughes Fine Arts Center houses a majority of the facilities and resources required to support students and faculty in Art & Design. These include facilities for practicing and teaching Art History, Ceramics, Fibers, Graphic Design, Jewelry & Metalsmithing, Painting & Drawing.
As noted in the discussion of learning spaces and laboratories (above), the Departments of Theatre Arts and Music are in need of renovated and expanded rehearsal and performance space, especially in view of the concerns described by the reaccreditation team following their last visit. However, all three fine arts departments of Theatre Arts, Music, and Art & Design need improvements of space and facilities to provide learning opportunities that enable students to meet desired outcomes.

3.D.4.e – Clinical and Internship Sites

In support of the learning, licensure, and placement of students in professional programs (e.g., nursing and allied health fields, education, social work, physical and occupational therapy, counseling, law, business), faculty in degree programs in such fields have fostered and developed formal relationships with field-specific organizations and agencies for clinical and internship placements. A sampling of such opportunities includes:

- Bachelor of Science in Nursing students are required to complete a nursing practicum during their senior year. Students experience six weeks of clinical, at 32 hours per week, working closely with a preceptor to learn the role of the professional nurse.

- Social Work students at both the baccalaureate and master’s levels participate in field instruction opportunities provided via collaborations with over 200 agencies throughout the region.

- Teacher Education students are placed in short-term field placements in classrooms Photography, Printmaking, Time-based Media, and Sculpture.

- Chandler Hall houses a studio, classroom and rehearsal spaces, and a design studio and shops. The major performance facility of the Theatre Arts Department is the Burtness Theatre.

- The Edmond A. Hughes Fine Arts Center provides spaces for musicians, including individual practice rooms, rehearsal halls, classrooms, keyboard and music technology laboratories, and student lockers. Five concert venues of differing sizes, located both on campus and in the downtown area, are utilized as performance spaces by the Department of Music.
throughout their education and, as a capstone experience, student teach during their final year.

- Clinical Psychology students in the doctoral program complete up to four year of clinical training prior to a fifth-year clinical internship. Training is conducted through the Psychological Services Center at UND.

- School of Law students in the second and third year may participate in the Housing and Employment Law Clinic. In the Housing and Employment Law Clinic, UND law students develop fundamental lawyering skills and values by engaging in legal advocacy on behalf of persons who otherwise would be unable to obtain legal representation.

- Entrepreneurship undergraduate and graduate students have the opportunity to participate in internships, co-operative education experiences, and the Mueller Entrepreneur Internship program through the Center for Innovation.

- Forensic Anthropology students participate in a Field School experience to support their hands-on learning and skills.

- The College of Engineering & Mines Advanced Materials Center provides summer internship opportunities to undergraduate students.

3.D.4.f – Museum Collections

UND has a number of museum, artifact, and digital collections that are drawn upon to enhance teaching, learning, and research experiences.

- The North Dakota Museum of Art—the state’s art museum, located on campus—has a permanent collection in addition to hosting touring exhibitions. One recent exhibit, for example, was a survey collection of contemporary Native American art.

- The Fred G. Aandahl Collection of Books on the Great Plains, a collection of over 1,800 volumes on the Northern Great Plains, is one of a number of named book collections within the Chester Fritz Library.

- The UND Pottery Digital Image Collection is preserved and made available by the Chester Fritz Library.

3.D.4.g – Summary

This review of infrastructure and resources for effective teaching and learning reveals a number of institutional strengths, including modern technological infrastructure, libraries effectively serving both on- and off-campus students, and a new 180-seat SCALE-UP classroom serving thousands of students each year. However, despite the significant technological and teaching space renovations and upgrades that have occurred, a need remains to develop additional classrooms designed to engage students in active learning, provide classroom spaces that can accommodate necessary technology for effective teaching of all students regardless of class size, upgrade infrastructure and facilities, and modernize laboratory and performance spaces and equipment to better serve learning needs across campus.
3.D.5
The institution provides to students guidance in the effective use of research and information resources.

3.D.5.a – Libraries

Staff at the six campus libraries at the University provide resources, services, and support to guide effective use of research and information resources. In addition to the Chester Fritz Library, there are five subject-specific libraries focused on Law, Music, Health Sciences, Geology, and Petroleum Engineering. The Elwyn B. Robinson Department of Special Collections at the Chester Fritz Library and similar information repository collections (e.g., Energy & Environment Research Center, digital collections, government documents, art and museum collections), provide additional sources that may be drawn on for research and creative work.

To support students’ development of research skills, eight subject librarians are available to mentor students in library research within the students’ disciplinary and field areas. Research and reference services are available seven days a week.

Librarians across all campus libraries also provide education and training services for both individuals and larger groups. They speak to classes or small groups at faculty request, and are available to work with students on individual needs. Sessions with students can review research and library services broadly or focus on a narrow topic such as framing a research question. These kinds of educational support are also available through the subject-specific libraries. For example, staff at the Law Library teach courses to law students, such as “Advanced Legal Research,” and courses for undergraduates, including “Introduction to Law and Legal Studies.”

UND libraries also provide research support services online, available to students both on and off campus. Examples of research support include the following:

- **Online research guides** are created to provide resources and guidance specific to research in a subject area. Examples of popular guides include public speaking, psychology, social work, and space studies.
- An **online tutorial** helps students in evaluating sources.
- **Refworks** is a citation management system available to help students and faculty organize research materials.

To provide the level of support for the academic and research enterprises that is needed at a sophisticated research university like UND, libraries across campus continue to request increased budgets to meet growing costs for subscriptions, holdings, and electronic databases to meet the research needs of faculty and students.

3.D.5.b – Essential Studies Program

The University has identified Information Literacy as one of the learning goals for its undergraduate students. Specifically, UND seeks for its students to “be able to access and evaluate information for effective, efficient, and ethical use in a variety of contexts.” Courses approved for the Essential Studies (ES) program must aim for and assess student learning related to one of the ES goals, with Information Literacy as one option. ES courses approved as providing an emphasis in Information Literacy reach students taking classes
from departments across campus, as the following examples demonstrate:

- Atmospheric Science 492 - Senior Project
- Chemistry 492 - Senior Research
- History 440 - Research
- Honors 489 - Senior Honors Thesis
- Recreation & Tourism Studies 421 - Research & Evaluation Methods
- Theatre Arts 494 - Senior Project
- Interdisciplinary Studies 491/498 - Interdisciplinary Senior Seminar/Project
- Teaching & Learning 489 - Senior Capstone: Responsive Teaching

In fall of 2011, First-Year Seminar (FYS) courses were introduced to expose undergraduate students to innovative teaching and learning methods that promote student engagement. FYS courses focus on critical transitions to college within contexts that include a strong academic base and addresses one of the ES goals. Some of the seven pilot courses also emphasized research skills and the Information Literacy goal:

- Univ 115A - Making the Most of College: Experiential Learning in Higher Education (included a special focus on undergraduate research)
- Univ 110C - Where Do you Belong? Community and Isolation in Multiethnic Literatures of the U.S.
- Univ 110C - Marriage in America: For Better or For Worse

The FYS courses were developed to advance the Exceptional UND strategic priority of enriching the student learning experience. In fall 2012, a second round of FYS courses further institutionalized the new program, and several of the seminar courses—including those repeated from the prior year—again included the Information Literacy goal.

Another Exceptional UND initiative in this priority area is supporting the growth and enhancement of undergraduate research experiences. The participation of students in undergraduate research provides them with an important immersion-quality experience in the effective use of research and information resources. Current undergraduate research experiences and opportunities, including efforts to create a faculty-student Web-based clearinghouse, are discussed in more detail earlier in this chapter (section 3.B.5.c).

3.D.5.c – Graduate Programs

The University’s School of Graduate Studies “promotes excellence in scholarship and creativity, and encourages original research and competency in technical and professional fields.” To support this mission, graduate-level degrees generally require courses that guide students in disciplinary and field-specific research and scholarship. For the Doctor of Philosophy and many of the professional doctoral degrees (e.g., Doctor of Education and Doctor of Arts), students are expected to complete a dissertation of varying credits. Furthermore, master’s degree candidates across the institution (e.g., Masters of Arts, Science, Education, Social Work, etc.) may choose to undertake a thesis, independent study, or scholarly study option requiring original scholarship or research specific to their field of study. (Academic Catalog, Page 233-236)
To educate students on the ethical conduct of research with human subjects and materials, all students, undergraduate and graduate, engaging in such research are required to complete and maintain currency in Human Subjects Research Education training. Online modules or in-person workshops are available for all students.

Graduate Research Assistantships (GRAs) are offered “in many of the departments of the University, e.g., sciences, engineering, and education. These appointments usually carry a monthly stipend. The purpose of research assistantships is to provide degree-seeking students with research experience in their academic disciplines while assisting with an ongoing research project.” (Academic Catalog, pg. 233) Such assistantships provide students the opportunity to conduct research with faculty. UND further supports the inquiry and research development of its graduate students through additional funding and dissemination opportunities, discussed in more detail earlier in this chapter (section 3.B.5).

3.D.5.d – Writing Center

The Writing Center is a resource for members of the entire University community. Students, faculty, and staff can meet one-on-one with a writing consultant to discuss work in progress. Writing consultants often assist student writers with research papers and guide them in the effective use of research and information sources. The University Writing Program, which includes both the Writing Center and the Writing Across the Curriculum Program also offers in-class workshops. In one recent year, for example, faculty for courses in History, Communication, Languages, and the Student Success Center requested workshops for their students on research paper strategies, academic sources, annotated bibliographies, and plagiarism and fair use.

As the sections on Libraries, Essential Studies, Graduate Programs, and the Writing Center demonstrate, it is through a combination of approaches rather than through a single kind of course or requirement that UND students are guided in the use of research and information. The aim is to address needs as they arise, which is the moment when a student is likely to be ready to practice, use, and retain principles learned. As demonstrated by the Essential Studies goal addressing Information Literacy and by the recent initiative on undergraduate research opportunities, the University takes seriously its responsibility to guide students in effective and ethical use of research and information resources, making it likely future students will benefit from growing emphasis on this area.
3.E.1 Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

The University of North Dakota’s mission statement makes no explicit claim regarding an enriched educational environment via co-curricular programs; however, the strategic vision recently articulated in Exceptional UND reveals an institution that is committed to enhancing learning and improving the quality of campus life in a wide variety of ways. At present, over 280 student organizations, including academic-based organizations, service organizations, cultural groups, and performing arts organizations, give students opportunities to develop and increase their academic interests, leadership skills, and talents in and through co-curricular programs. For example, a particularly strong and effective student government not only serves as an advocate for students and ensures they are included in University governance, but also promotes leadership opportunities among them. Students have their own institutions for self-government, including a Student Senate, Residence Hall Associations, and a student-run newspaper. Students also have the opportunity to serve on the University Senate through 14 reserved seats, they have a seat on the University Senate’s Executive Committee, they sit on most of the University Senate’s committees, and they have a representative in the President’s Cabinet.
collaborating, and enriching their educational experience at the University.

3.E.2
The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

As noted above, the UND mission statement does not speak to special contributions to student development in research, community engagement, service learning, spirituality, or economic development. However, the University does make serious efforts to provide students with opportunities in some of these areas in ways that align with and advance its educational mission; those efforts are described below, with the exception of student research (section 3.B.5.a), which is described earlier in this chapter.

3.E.2.a – Community Engagement
The Center for Community Engagement (CCE) was launched in 2004 to link academic resources with community needs. The Center coordinates and supports opportunities for faculty and students to learn from and with people in nonprofit organizations, rural communities, tribal communities, and other public partners in the state. It works with departments, faculty, and students across campus; coordinates activities with other units with relevant teaching, research, and service missions; and develops relationships with public and community partners.

The CCE connects faculty and students with the community through experiential learning and public scholarship. For the work of the CCE, these are defined as follows:

- **Experiential Learning** - Students apply their disciplinary knowledge as they serve communities and nonprofit organizations while learning civic responsibility. Service Learning is experiential learning for academic credit that combines community service with student learning.

- **Public Scholarship** - Scholarly and creative work in the public interest, scholarship planned and carried out in cooperation with community partners, and academic work that produces a “public good” such as exhibits, performances, and broadly accessible research results.

3.E.2.b – Wellness and Spirituality
During the past decade, and as part of the Exceptional UND strategic vision calling for the enhancement of the quality of life for faculty and students, a massive effort has been made to develop health and wellness initiatives at the University. The relatively new multimillion-dollar Wellness Center, encouraged by students and financed through a willingly self-imposed student fee, has been at the core of this effort. The mission of the UND Wellness Center is to enhance the campus climate and enrich the quality of life for the University of North Dakota community by embracing all dimensions of wellness. In the 2011-2012 academic year, for example, 58 percent of students (81 percent of full-time students and 33 percent of part-time students) had checked into the Wellness Center at least once.
The community of Christus Rex is a campus ministry of the ELCA (Evangelical Lutheran Church in America) and is a place of welcome and spirituality for all people.

The Lotus Meditation Center was established as a sacred space of peace and quiet. As an inclusive place, persons of all faiths (or none) are equally welcome. LMC is dedicated to contemplation and traditional meditative practices, including group meditation with instructions and occasional lectures or retreats supportive of traditional meditative practices, some of which may be religious in nature.

A gift from the late Roy and Elnora (Hopper) Danley estate provided funding for the construction of the Hopper-Danley Spiritual Center. Located on the banks of the English Coulee and adjacent to contemplative outdoor spaces, the chapel is used for meditation, prayer, small group worship, and weddings.

The Hopper-Danley Memorial Quiet Lounge within the Wellness Center is a place where members can meditate, pray, reflect, or sit in silence. It features a labyrinth which may be walked.

Although UND is a public and, therefore, secular institution, the University defines “wellness” as multifaceted, with spiritual wellness in a broad sense listed as among the “seven dimensions of wellness” articulated by the Health & Wellness Hub. Related opportunities for students to address their spiritual wellness are provided on campus for students through the following partner organizations:

- The St. Thomas Aquinas Newman Center is a Catholic campus ministry dedicated to the Catholic spiritual, intellectual, apostolic and communal formation of UND students, faculty, and staff.
SUMMARY OF FINDINGS REGARDING CRITERION THREE

Areas of Strength

• Student learning goals, associated with an improved culture of outcomes assessment, are defined and articulated for general education, and for undergraduate and graduate programs.

• Our general education program, Essential Studies, has been thoroughly revised and updated. This program is enabling great strides in making general education, inquiry, and education about diversity academic priorities. The Essential Studies program was recognized by the Association for General and Liberal Studies for excellence in the design and implementation of Essential Studies.

• The UND faculty is of a high quality and is regularly evaluated. Students report satisfaction with mentoring from faculty. Excellent professional development is available to enable continued excellence.

• A well-qualified staff promotes strong and regularly improving student support in key areas linked to priorities like enrollment planning and management and retention.

• Professional development for teaching and learning with technology is strong, as is technological support more generally.

• Several student-centered teaching and learning initiatives are currently under way to advance the Exceptional UND strategic vision and priorities. Areas noted include undergraduate research, First-Year Experience initiatives, and the new SCALE-UP classroom spaces.

Opportunities for Improvement

• Greater emphasis on consistency across delivery modes should be enhanced through quality control strategies.

• 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.

• 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.

• 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. The ES program should be evaluated for its effectiveness in this regard.

• 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.
• Faculty and staff workloads remain high and, as noted in the Assurance section of the 2003 Team Report, this is an area that needs to be addressed.

• Despite the University’s progress in enhancing teaching and learning spaces, there is a demonstrated need for additional space and additional renovations, including technological enhancements.

• Library resources are stretched and, in order to maintain quality support for the academic and research enterprises, may need additional funding to support current and needed books, subscriptions, and electronic resources.

Next Steps

• 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.

• Continue to prioritize improvement of academic spaces, including teaching and research, and seek both public and private funding resources through ongoing collaboration among the University, the Alumni Association & Foundation, the state, and private donors.

• Continue aligning the University mission and the Exceptional UND strategic vision with initiatives that clearly advance each, and especially identify and allocate resources toward initiatives that facilitate teaching and learning excellence, as well as research and scholarly/creative activity, in support of delivering a “high-quality education.”
The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
The University of North Dakota (UND) demonstrates a commitment to the evaluation and improvement of the curriculum and programs that it delivers to its students. Exceptional UND articulates a vision and a set of strategic priorities, consistent with the institutional mission, that are driving decision making across the institution. One of the strategic priorities within Exceptional UND is “enrich the student learning experience,” and the campus commitment to that priority undergirds the emphasis on continuous evaluation and improvement. Hallmark examples of UND’s program improvement efforts occurring in the years since the previous comprehensive, institution-level self-study include the development of a new general education program known as Essential Studies, the efforts of the Undergraduate Learning Working Group that culminated in First-Year Learning Experiences implemented and evaluated both as seminars and as living-learning communities, and campuswide enrollment management and retention planning endeavors occurring, on a data-driven basis, as collaborative efforts between Academic Affairs faculty and administrators and Student Affairs staff. Each of these initiatives is discussed in more detail within this chapter.
4.A
THE INSTITUTION DEMONSTRATES RESPONSIBILITY FOR THE QUALITY OF ITS EDUCATIONAL PROGRAMS.

One priority area within Exceptional UND is enriching the student learning experience. The HLC’s Criterion Three addresses institutional intentionality about and attention to ensuring quality learning experiences for students at UND, while Criterion Four addresses ways that the institution assesses and improves those learning experiences. Both criterion areas address the need to ensure a quality student learning experience and thus are very much aligned with the direction of the University’s movement under the Exceptional UND vision, its strategic priorities, and recent and ongoing initiatives.

4.A.1
The institution maintains a practice of regular program reviews.

The institution conducts regular reviews/evaluations of both undergraduate and graduate programs. Undergraduate program review is overseen by the Office of the Provost & Vice President for Academic Affairs (VPAA). Graduate program review is overseen by the School of Graduate Studies. All program reviews occur in accordance with the North Dakota State Board of Higher Education (SBHE) Policy 403.1.2, Institutional Instructional Program Evaluation, as well as the policies, procedures, and expectations of the North Dakota University System (NDUS).

4.A.1.a – Undergraduate Program Review

According to the 2012-2013 Undergraduate Program Review Guidelines, the purpose of program review is “to assess the current level of program quality, to improve program quality, to assess program productivity, and to review the relationship of the program to the mission of the program and the institution.” Undergraduate program review is guided by policies and procedures that must be followed during the evaluation process. One principle undergirding undergraduate program review is that existing information from annual reports is expected to be used to evaluate the planning done by programs, evaluate and assess the learning outcomes of students enrolled in the programs, and monitor the improvements and changes that occur as a result of regular, consistent program review. Undergraduate programs are reviewed on a seven-year cycle, per SBHE policy.

Key elements of the review process, which are well aligned with the purposes of monitoring and improving program quality, are the following:

- Benchmarking change – reviewing recommendations for change from last review, noting program achievements and improvements;
- Integrating academic planning – describing strategic planning, decision-making processes, goals and objectives of the program, and governance;
- Assessing student learning – delineating how change has been implemented based on follow-through consistent with the assessment plan;
- Coordinating with accreditation – to the degree possible, ensuring that program reviews coincide with accreditation reviews;
- Complying with State Board of Higher Education (SBHE) policy – abiding by
Recent curricular changes driven in large part by the regular program review process demonstrate the use of assessment findings, within program review, to improve curriculum.

system stipulations regarding timeline and requirements;

- Monitoring progress — maintaining oversight of the process by college deans and the VPAA.

The VPAA Office initiates undergraduate program review, working in conjunction with the program’s dean. The undergraduate review process involves, as a first step, internal evaluation and assessment by faculty. Within the self-study, faculty review and discuss mission, goals, curriculum, faculty, students, departmental governance, program resources, and recommendations for action. This self-study is followed by an external review primarily conducted by faculty from other departments within the program’s college, but also including at least one committee member from outside the college. After internal and external review, a report of the program review findings is submitted by the dean of the college to the VPAA. A meeting is held involving the department chair, the dean, the VPAA, and any others deemed appropriate. The final phase of undergraduate program review is a report, including recommendations, submitted by the VPAA Office to the NDUS Chancellor, the dean, and the program. The packet of documents from the undergraduate review completed in May of 2010 for the Department of English Language & Literature illustrates the steps of the process.

The program review process is taken seriously at UND. The vast majority of recommendations are forward-thinking and encourage the program to address challenges and capitalize on opportunities. At times, program reviews inform significant changes, up to and including program elimination—although this is neither the norm nor primary intent of the review process. However, two recent examples of changes occurring as a result of regular program review demonstrate the impact that it can have. In the first case, the Bachelor of Science in Business Education in the Department of Teaching & Learning, housed in the College of Education & Human Development, was eliminated based on program review findings [link]. In a second case, the Bachelor of Science Education in Industrial Technology degree, in the Department of Technology within the College of Business & Public Administration, was terminated.

Much more common are curricular refinements, enhancements, and similar program modifications, linked increasingly to results from the assessment of student learning outcomes. Recent curricular changes driven in large part by the regular program review process demonstrate the use of assessment findings, within program review, to improve curriculum. Examples of the linkage between regular program review and assessment data include:

- In the College of Arts & Sciences, the English Department utilized assessment data as evidence to make changes to upper-level course offerings in order to enhance student learning outcomes. The department added two courses, Engl 271 and Engl 272, for the purpose of enhancing student readiness for upper-level English coursework.

- The Physics Department, also in the College of Arts & Sciences, used feedback from recent Bachelor of Science graduates to add additional courses in quantum mechanics in order to enhance student preparedness for graduate study in Physics. In addition, the
department utilized assessment data to revise the format of General Physics Laboratory courses (Physics 161, 162, 211, 212, 251 and 252). As part of the implementation of the Physics Laboratory courses, student assessment data was used to update the curriculum.

- Within the John D. Odegard School of Aerospace Sciences, the Department of Atmospheric Sciences utilized student feedback to strengthen coursework within the curriculum. As a part of regular program review, the Department of Atmospheric Sciences identified three areas of need for improving learning that now have been addressed or are in the process of being addressed in the program:
  - improve student communication skills,
  - increase student weather forecasting opportunities, and
  - strengthen students’ individual awareness of current meteorology trends.

While these goals for improvement in learning are not linked to specific curricular changes, each does focus on program modifications, occurring through greater faculty intentionality in the courses they teach, that will impact the preparedness of students who graduate with degrees in Atmospheric Sciences.

4.A.1.b – Graduate Program Review

Graduate program review is conducted for each graduate program on a seven-year rotating cycle. In the fall of 2012, six programs, including Social Work, Kinesiology, Occupational Therapy, Physician Assistant, and Applied Economics were scheduled to complete graduate program reviews.

The evaluations, administered by the Dean of the School of Graduate Studies, are designed to incorporate what the Council of Schools of Graduate Studies calls “best practices” in graduate program evaluation. The process includes the following as key principles:

- Program review is understood as an ongoing and systematic process (cycle review and ongoing assessment are included in the program’s annual report);
- Self-study is an essential component;
- Formative assessments compiled from the ongoing assessment of student learning outcomes within the program as documented in annual reports are expected to provide the basis for program improvement;
- Summative assessments from the seven-year review should be used to help determine a program’s long-range goals and indicate whether revisions are needed within the program’s mission, goals (short- or long-term), and/or student learning outcomes;
- Graduate program review is a separate process from undergraduate reviews.

Graduate program review begins with an internal self-study that is conducted by the faculty in the graduate program, using a template that includes sections addressing mission, goals, and objectives; faculty; students; curriculum; assessment data; resources; and anticipated changes. The self-study is submitted to the School of Graduate Studies, which assembles an external review committee composed of UND graduate faculty not affiliated with the program under review. That
external committee reviews the self-study and meets with faculty from the graduate program under review. The external program reviewers submit a final report or recommendation that is sent to the Graduate Committee. A final summary report is submitted to all parties involved with the graduate program review, including program faculty, program director, chairperson, the dean of the college, the Dean of the School of Graduate Studies, and the Graduate Committee.

All reports and actions are forwarded to the VPAA, who schedules a meeting with the Dean of the School of Graduate Studies, the college’s dean, the program director, the chair, and any additional relevant individuals. Recommendations are discussed and the VPAA prepares a summary report for submission to the Chancellor of the North Dakota University System. To illustrate the graduate review process, a packet of documents is provided for Space Studies, which completed its self-study in September 2011.

In addition to the cycle of program reviews conducted for established graduate programs, interim program review is conducted for newly established graduate programs. New programs must report the progress of new curriculums to entities at UND as well as the SBHE. A recently approved program submits an interim program evaluation report after initial student enrollment but before degree completion of its first graduates. An example may be seen in the recently approved program leading to the Doctor of Philosophy in Education Foundations & Research, which provided an interim report within its 2010 annual report.

A summary of recently completed graduate and undergraduate program reviews is listed in Table 4.A.1.b-1.

<table>
<thead>
<tr>
<th>Year Review Completed</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Number of Undergraduate Program Reviews</td>
<td>7</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Number of Graduate Program Reviews</td>
<td>5</td>
<td>3</td>
<td>Pending</td>
</tr>
</tbody>
</table>

### 4.A.2
The institution evaluates all the credit that it awards for experiential learning or other forms of learning.

The University requires transfer students to submit for review all official transcripts from each of the student’s former institutions. The Office of the Registrar is responsible for review of each transcript, including determining which credits will transfer as well as how credits will apply toward the University’s Essential Studies (general education) requirements. Application of courses toward the major is determined by the individual college or department.

Students can find the policy for transfer of credits in the 2011-2013 Undergraduate and Graduate Catalog, Page 30. The policy indicates that, in general, all college-level credit attempted at a regionally accredited institution of higher education in the United States will be posted in transfer by UND. Posting all attempted credits to the transcript supports the Financial Aid Satisfactory Academic Progress process. The exceptions are identified in the policy, which also describes treatment of military courses and training credit. The transfer policy applies to both students applying to UND who have completed courses...
(credits) prior to enrollment at the University and degree-seeking students at UND who take courses elsewhere during their UND study with the intent of applying those credits toward the University’s graduation requirements.

Transcripting and awarding of credit obtained through other forms of evaluation occurs as follows:

- Credit may be awarded through Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), and DANTES Subject Standardized Tests (DSST), as described in the 2011–2013 Undergraduate and Graduate Academic Catalog (Academic Catalog, Pages 29, 30). Credit awarded is in accordance with the North Dakota University System (NDUS) guidelines for credit-by-exam and the NDUS exam chart.

- The institutional Foreign Language Placement and Credit Test policies are provided to students and other stakeholders within the 2011-2013 Catalog (Academic Catalog, Pages 34 and 143).

- The institutional policy for granting credit for work at any non-regionally accredited institution or for courses in which students have superior preparation or knowledge gained through prior learning or independent study is through the Special Examination for Credit policy, also described within the 2011-2013 Catalog (Academic Catalog, Page 34).

- UND’s Center for Community Engagement oversees service learning activities, including coordinating the awarding of academic credit for service learning courses that include what is sometimes referred to on campus as “experiential learning.” Service learning credit at the University is earned through academic courses that include community service as a learning activity.

The transfer evaluation process is organized through the Registrar’s Office. High school students taking college-level courses submit transcripts as part of their admissions packets, and their credits are evaluated and entered into each student’s file. Transfer students submit updated transcripts to the Admissions Office, from which the transcripts are transferred to the Registrar’s Office, verified, and entered into student files.
4.A.3
The institution has policies that assure the quality of the credits it accepts in transfer.

The policy to assure the quality of transfer credit accepted for a degree at the University of North Dakota is printed within the Undergraduate and Graduate Academic Catalog 2011-2013 (Academic Catalog, Page 30). That policy states, “In general, all college-level credit attempted at a regionally accredited institution of higher education will be posted in transfer by UND.” The exceptions noted are remedial or preparatory courses, credit granted for life experiences by other institutions, institution-based credit-by-examination and non-degree continuing education courses. The University has provided additional means of transferring credit from non-regionally accredited institutions. This process requires demonstration of learning through the Special Examination for Credit procedure, described and documented in that same catalog (Academic Catalog, Page 34).

4.A.4
The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all of its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

UND requires that any necessary course prerequisites and co-requisites are identified and approved through the University curriculum approval process. The Curriculum Committee's Web page includes both forms used to request approval of newly created courses and forms used to request course changes. Information about prerequisites is submitted as part of the request for Curriculum Committee approval. The curriculum approval process begins with a departmentally approved request for prerequisites or co-requisites. That request must also be approved at the college or school, University, and University Senate levels. Once approval for prerequisites and co-requisites has been granted, the Office of the Registrar enters the approvals into the student information system that enforces them at the point of registration. If a student wants permission for an exception, he or she must contact the department offering the course and obtain either an electronic permission number that is processed by that student or a written permission form that is processed by the Office of the Registrar.

Dual credit programs for high school students are not offered through UND. It is possible for a high school student to enroll in a standard UND course as a special student (non-degree-seeking), but in that case, the course is a normal University-level course taught by a faculty member employed by UND and taken primarily by students working toward UND degrees.

Although UND does not provide dual credit programs, the University does receive some credits in transfer from students who have taken dual credit courses at other regionally accredited institutions, including those within the North Dakota University System (NDUS). In such cases, the normal policies for evaluating transfer credit are applied. Standard transfer procedures ensure that students bringing college-level courses taken through dual credit programs into the University will have achieved learning outcomes similar
to those of students bringing in other transfer courses.

Course rigor in a number of departments is ensured through the use of nationally standardized tests associated with their fields, with results indicated within institutional annual reports. Department chairs are required to address performance on such exams if used. Exam results also become available to staff in the NDUS Office, and, on occasion, a departmental chair or other appropriate academic affairs personnel must answer questions from that office. Departments, including all Engineering departments, Chemistry, Communication Sciences & Disorders, Counseling Psychology, and Mathematics, use national tests. Students in many additional fields, including, for example, those within Accountancy, Law, Nursing, and Teaching & Learning are required to pass tests to become certified or eligible to practice in geographic regions. The School of Medicine & Health Sciences monitors student performance on standardized examinations in a variety of disciplines, including the Physician Assistant program and Clinical Laboratory Sciences, in addition to recording results achieved on tests taken by medical students.

Learning resources required to support the curriculum are provided through the University libraries, which work with faculty, staff, and students to identify needed resources. The libraries acquire resources in multiple formats and provide students on campus and at a distance with access to both traditional and digital resources. Additional information on libraries may be found in the infrastructure and resources section of Criterion Three (section 3.D.4.c). Many additional learning resources, including both student support services and infrastructure or physical resources, are also described in detail under Criterion Three (sections 3.D.1, 3.D.2, and 3.D.4).

Faculty qualifications are reviewed at the time of hiring (section 5.A.4) and again during the promotion and tenure process as described under Criterion Three (sections 3.C.1, 3.C.2, and 3.C.3). Annual evaluations provide a continuing assessment of each faculty member’s contributions to teaching, research and scholarly or creative activity, and service.

The School of Graduate Studies establishes standards for qualifying faculty to teach graduate-level courses, direct theses and dissertations, and supervise doctoral studies as full members of the graduate faculty. Discipline-specific criteria for approval are suggested by individual departments and reviewed and approved by the Graduate Committee and Graduate Dean. Once in place, these criteria are used by subsequent Graduate Committees to evaluate the adequacy of a given new candidate for the Graduate Dean as well as to evaluate candidates for the graduate faculty. There are separate criteria for associate membership on the graduate faculty. Associate membership allows faculty to direct master’s theses and serve on, but not chair, doctoral committees.

Once the Graduate Committee has acted on a slate of candidates for membership, that slate is made available to the UND academic community for a period of time (normally two weeks) during which any member of the graduate faculty may comment on a specific candidate. On closure of the comment period, the Graduate Committee takes a final vote on candidates. That vote is binding.
Departments are encouraged to regularly review their criteria to ensure that they remain current and appropriate for the various disciplines. At minimum, a review of the criteria for membership in the graduate faculty is part of the periodic review of the department (normally on a seven-year program review cycle). Once in place, the criteria can only be changed by approval of the Graduate Committee. Changes in the criteria only become effective for the subsequent review of candidates (there are two such calls for changes to membership annually). Although rare, it is possible for the Graduate Committee to rescind a given level of membership for a member of the graduate faculty in the case, for example, of a full member who is no longer actively engaged in research and may be better suited to associate faculty status. Typical criteria for full membership include publication of several research papers in peer-reviewed journals or the scholarly equivalent in which the faculty member is the senior author, combined with evidence of work with graduate students. Some departments include receipt of competitive external funding in the criteria. Typical criteria for associate membership include receipt of doctorate and evidence of research after completion of doctorate.

4.A.5
The institution maintains specialized accreditation for its programs as appropriate for its educational purposes.

The institution has accredited programs in each college or school at UND. Highlights of recent reaccreditation visits from external agencies include:

- The Department of Aviation, located within the John D. Odegard School of Aerospace Sciences, completed its reaccreditation process through the Aviation Accreditation Board International (AABI) in the spring of 2012 with final approval by the AABI Board in July 2012. The reaccreditation team expressed no major concerns.

- The College of Nursing & Professional Disciplines was recently granted the maximum possible 10 years of accreditation by the Commission on Collegiate Nursing Education (CCNE), a national nursing accreditation agency. The Nurse Anesthesia track of the graduate program within the College also received a maximum 10 years of accreditation, extending to 2021, from the Council on Accreditation of Nurse Anesthesia Educational Programs. The program was found to be in full compliance with all standards and criteria. In addition to national reaccreditation, undergraduate and graduate nursing programs received a maximum continued five-year approval from the North Dakota Board of Nursing (BON), effective through 2015. Upon submission of a survey document, the programs will be eligible for an additional five-year full approval extending
Criterion 4

Schools of Art and Design (NASAD) in 2007 and will be up for its next reaccreditation review in 2016-17.

- The Department of Psychology is accredited through the American Psychological Association – Committee on Accreditation. The next site visit is scheduled for 2017.

- The School of Medicine & Health Science (SMHS) programs in Physical Therapy, Occupational Therapy, Medical Laboratory Science, Physician Assistant, and Cytotechnology all have been recently reaccredited by their appropriate external review agencies. In addition, the newly approved Master of Public Health program will be seeking accreditation through the Council on Education in Public Health.

- The medical education program at the SMHS is subject to accreditation from the Liaison Committee on Medical Education (LCME), a nationally recognized authority for medical education programs leading to the M.D. degree in the United States and Canadian medical schools. The medical program was last reviewed in 2006, and the next scheduled review will occur during the 2013-2014 academic year.

- Teacher education programs in the College of Education & Human Development are fully accredited both for initial and advanced programs by the National Council for Accreditation of Teacher Education (NCATE), now Council for the Accreditation of Educator Preparation (CAEP). The last site visit was in the spring of 2008 and UND's
A full list of accredited programs is maintained by the Office of the Provost & Vice President of Academic Affairs and posted on UND’s website.

All University programs of study that require accreditation for professional licensure or certification remain fully accredited and in compliance with those professional expectations. Additional programs of study are accredited because faculty in and leadership for those programs perceive benefits to accreditation, such as ensuring the programs remain aligned with evolving professional standards and measures of quality. For example, the Department of Art & Design is accredited, but there is no certification process for program graduates entering the workforce, and graduates would be equally eligible for employment regardless of accreditation status.

Within a few programs for which accreditation is available, faculty have chosen not to pursue accreditation, generally because faculty believe that, for students in their programs, the disadvantages could outweigh the advantages. Faculty in the Communication program, for example, decided not to seek accreditation. Various perspectives were weighed in reaching that decision. Of foremost concern, however, was that the potential accrediting body, the Association for Educators in Journalism and Mass Communication (AEJMC), has program standards for curriculum that would limit student flexibility. Students are currently able to individualize a significant portion of their study toward the degree, including through both course selection and internships. Maintaining flexibility has been a program priority, leading faculty to conclude that AEJMC accreditation would not be beneficial to students. Similarly, the Department...
According to results of the 2011 Employment Survey of 2009-2010 Baccalaureate Graduates, 96 percent of the 2009-2010 graduates responding were either employed or furthering their education. According to results of the 2011 Employment Survey of 2009-2010 Baccalaureate Graduates, 96 percent of the 2009-2010 graduates responding were either employed or furthering their education.

A criterion of Accountancy within the College of Business & Public Administration has chosen not to pursue separate accounting accreditation from AACSB, as the separate accreditation failed a cost-benefit analysis conducted by the Department.

4.A.6
The institution evaluates the success of its graduates. The institution assures the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs.

The institution collects and reviews data regarding the success of its graduates on an annual basis. Given its comprehensive array of programs, UND has the challenge of preparing professionals at different levels of education, including undergraduate, graduate, and the professional disciplines of Medicine and Law.

According to its mission statement, UND serves the state, the country, and the world community. The University considers addressing regional workforce needs to be one key aspect of this mission-driven service. In order to evaluate the ways in which UND graduates achieve this aim, the University relies of information from two surveys, the UND Employment Survey (formerly called the Placement Survey) and the UND Employer Satisfaction Survey. Considered together, these tools provide information that allows the University to evaluate the preparedness of its graduates for serving workforce needs.

Findings from previous years have shown similar employment outcomes for graduates, suggesting that the preparation for employment provided to UND students is occurring consistent with the institutional mission.

A second survey instrument used by the University to assess the preparedness of UND’s graduates is the Employer Satisfaction Survey (ESS). Findings from the most recent administration of the ESS in 2010 indicated that employers who completed the survey were overall very likely (mean of 4.13, high of 5.0) to hire additional UND graduates. In addition, employers of UND graduates who had previously graduated from a North Dakota high school reported that they had remained in the state after graduation from UND. The findings of the most recent Employment Survey provide evidence that UND is meeting its mission of serving the state, the region, and beyond. Findings from previous years have shown similar employment outcomes for graduates, suggesting that the preparation for employment provided to UND students is occurring consistent with the institutional mission.

According to results of the 2011 Employment Survey of 2009-2010 Baccalaureate Graduates, 96 percent of the 2009-2010 graduates responding were either employed or furthering their education. A very high percentage of the respondents (82 percent) indicated that there was a direct relationship between their current position and the education they had received at UND. In addition, 65 percent of the UND graduates who had previously graduated from a North Dakota high school reported that they had remained in the state after graduation from UND. The findings of the most recent Employment Survey provide evidence that UND is meeting its mission of serving the state, the country, and world by teaching students who graduate well prepared for employment in the state, the region, and beyond. Findings from previous years have shown similar employment outcomes for graduates, suggesting that the preparation for employment provided to UND students is occurring consistent with the institutional mission.
Based on these two key measures of student employment and employer satisfaction, UND programs appear to be quite successful in preparing students for employment and accomplishing the aim of serving workforce needs in the state, region, and beyond.

Some individual units maintain records that track student career placements in positions related to degree field (School of Aerospace Sciences, Atmospheric Sciences, Counseling Psychology) or different indicator of success, including success in attaining admission to programs of advanced study. UND’s premedical students are a particularly critical case in point, since, typically, significant numbers of UND students enroll in studies designed to prepare them for admission to medical school (Table 4.A.6-1).

On average over the past five years, slightly more than 50 percent of the UND premedical student graduates who apply for medical school are accepted during their first year of application. Since admission to medical school is typically quite competitive, this is a reasonable success percentage for admission among new graduates who are first-time applicants.

Examples of graduates in other disciplines tracking desired program outcomes for graduates include the following:

- Programs such as the Master of Social Work (94 percent), Nurse Anesthesia (92 percent), Physical Therapy (95 percent), and Dietetics (100 percent), continue to have graduates achieve high pass rates on National Board Certification Examinations. These examinations are often a requirement that must be met prior to entering a field of professional practice.

- Graduates of the Bachelor of Accountancy program taking the Certified Public Accountant (CPA) exam have a 68 percent CPA pass rate, compared to the national average of 47 percent.

- Graduates of the School of Law have an 81 percent first-time pass rate. Of the 77 examinees sitting for the bar in eight different states including North Dakota, Minnesota, California, New York, Idaho, South Dakota, Montana, and Tennessee, 62 passed the exam taken.

Although many departments, including, for example, Honors, Atmospheric Sciences, Geography, and Teaching & Learning, track their
In addition to evaluating the success of graduates through individual attainment of employment or admission to advanced study, University programs evaluate success through other measures. As part of regular program review at both graduate and undergraduate levels of education, UND has expanded and improved campuswide practices in the assessment of student learning. The growth and improvement in assessment has been exponential since the previous HLC reaccreditation visit in 2003. In the aftermath of the 2003 report documenting assessment deficiencies, the 2007-08 institutional report to the HLC and subsequent team report back to the University indicated that UND has made gains toward the creation of a campus-wide “culture of assessment,” documented under Section B of this criterion. Regular assessment and evaluation are occurring throughout the institution, including within non-academic units and programs offering undergraduate, graduate, and professional degrees. Through assessment, the University ensures that graduates are achieving intended learning outcomes or, if not, that changes to improve outcome achievement can be implemented.

graduates, most individual departments do not maintain formal documentation of outcomes among graduates. Instead, the common practice is to rely on data obtained through Office of Institutional Research surveys of graduates as described above. However, the College of Arts & Sciences, UND’s largest college and one that includes many programs that are not directly aligned with fields of professional practice, recently embarked on a study of outcomes for graduates. The College intends to use the findings to evaluate the degree to which students’ expectations regarding career preparation are met and identify any areas in which changes in curriculum or advising are needed.
4.B
THE INSTITUTION DEMONSTRATES A COMMITMENT TO EDUCATIONAL ACHIEVEMENT AND IMPROVEMENT THROUGH ONGOING ASSESSMENT OF STUDENT LEARNING.

Overall, the University demonstrates a commitment to educational achievement and improvement through the use of assessment activities. The institution has an active University Assessment Committee (UAC) that oversees the assessment of learning across the entire campus, including nonacademic units. Academic programs have developed assessment plans that are expected to be regularly reviewed and, when needed, updated. Most recently the UAC has focused on encouraging “closing the loop” by commenting on and highlighting, both via assessment reviews and during year-end feedback sessions, the importance of using assessment data to make program improvements such as changes in courses or curricula.

In addition to assessment occurring within degree programs, significant assessment now occurs in other kinds of programs. The new First-Year Experience seminars, the Essential Studies program, and courses taught in the new-to-UND (as of the 2012-13 academic year) SCALE-UP teaching model are each being assessed to collect information that can guide the development and improvement of these campuswide initiatives. This emphasis on assessment as a means of shaping significant initiatives represents a culture shift at the University.

The recent work of the Undergraduate Learning Working Group (ULWG) demonstrates the culture shift toward evidence-based decision making. The ULWG concluded its work by submitting a series of recommendations that included a proposal that the University develop a First-Year Experience Program. That recommendation culminated in piloting and assessing a First-Year Seminar program in 2011-12, a program that has continued and is being institutionalized. The final report of the ULWG documents the degree to which its processes were rooted in an assumption that whatever was recommended would need to be driven by data and evidence, and whatever was implemented would be evaluated via assessment.

A second example of this culture shift can be seen in the funding for summer professorships and mini-projects. Both summer programs, available through funding awarded by the Faculty Instructional Development Committee and administered through the Office of Instructional Development (OID), support faculty efforts to improve pedagogy. In recent years, some proposers have justified the need for a project by referring to assessment results. Increasing numbers of proposers are also describing thoughtful assessment strategies intended to be used in determining whether learning is indeed improved by proposed projects. Examples can be seen in proposals for four mini-projects submitted to OID in the spring of 2012, each of which was approved by the committee as meriting funding, if available.

- A proposal from a faculty member in the School of Medicine & Health Sciences (“Revision of teaching methods in primary care courses in the Graduate Physician Assistant Program”) stemmed from assessment information that suggested specific areas of need in student learning.
in Hist 103 courses. The author proposed assessing the project’s impact by examining scores on those same questions post-project.

- A project from English (“Redesigning the extended research project for English 125: Technical & Business Writing”) grew out of assessment information collected to revalidate (or recertify) Engl 125 for inclusion in the Essential Studies (ES) program. The same ES written communication rubric that had been used in assessing for revalidation would be used again to find out whether students had gained competency in key aspects of writing once the project was completed.

These FIDC proposals spanned graduate and undergraduate courses from departments across campus. The History and English projects, especially, have the possibility of impacting large numbers of students because proposed improvements were intended for large-enrollment Essential Studies courses.

 Faculty are supported in developing the kinds of assessment skills needed for projects such as these in a variety of ways. Some faculty learn about assessment through their own service on a committee like the UAC or the ES Committee. Members of both groups regularly review assessment findings and engage in discussion of strengths and weaknesses in the assessment work reviewed. In addition, training in assessment is provided to members of both committees. UAC members participate in whole-group reviews to ensure that all members have a good understanding of the standards used to evaluate program assessment accomplishments. ES Committee
A primary focus has been on incorporating assessment into faculty professional development in teaching at UND in order to reinforce a campuswide understanding of assessment as an intrinsic component of effective teaching and program oversight, rather than as an accountability mandate.

Many faculty learn more about conducting assessment through individual or small group meetings that occur between the assessment director and faculty from the various departments. These meetings occur cyclically, in preparation for each department’s “review year” with the UAC, but they also occur more serendipitously in response to questions or conversations that arise either when faculty attempt to address assessment challenges or in response to a faculty member’s desire to find answers to questions about student learning in a particular context.

A larger-scale learning opportunity is available through an annual May assessment luncheon held to provide an opportunity for dialogue between members of the UAC and faculty in reviewed departments. Prior to the discussion, attendees receive written, program-specific suggestions for improving their own assessment work. Those suggestions and comments are recorded in individualized assessment reviews that are conducted as part of the Committee’s regular assessment review cycle and provided as feedback to faculty in reviewed departments.

Course-specific suggestions for improving assessment are included on ES Assessment Data forms given to faculty as part of the ES Committee’s response to course revalidation requests. Finally, campus assessment consultants from every college are available to provide faculty with advice and information about assessment in response to their own needs and questions.

However, a primary focus has been on incorporating assessment into faculty professional development in teaching at UND in order to reinforce a campuswide understanding of assessment as an intrinsic component of effective teaching and program oversight, rather than as an accountability mandate. The Office of Instructional Development (OID) offers workshops, discussion sessions, and newsletters designed to help faculty understand assessment and develop assessment skills. A recent “On Teaching” faculty discussion meeting, for example, was on the topic of “Assessment vs. Grading.”

Many OID-sponsored events focused on pedagogy also include discussion of assessment as an integral part of pedagogical planning. For example, in May of 2011, a workshop for faculty planning to teach pilot versions of First-Year Seminars was co-led by the assessment director and the faculty development director in order to ensure that pedagogy planning and assessment planning for the seminar program occurred in tandem. Similarly, the assessment director participated in a May 2012 workshop, also organized through the Office of Instructional Development, for faculty teaching in the new SCALE-UP (Student-Centered Active Learning Environment for Undergraduate Programs) classroom designed for active and collaborative learning. In the spring of 2013, the assessment director and faculty development director co-facilitated a workshop on the Scholarship of Teaching and Learning. Within the workshop, assessment and research skills were discussed as strategies faculty can use to answer their own questions.
questions about learning in their courses or across programs.

A library of current resources on assessment and pedagogy generally is available through the Office of Instructional Development. Funding for pedagogy projects, including those involved with Scholarship of Teaching and Learning and other course- or program-level assessment activities, is provided through grants overseen by the Faculty Instructional Development Committee.

Summary: The University is committed to improvement through assessment of learning. That commitment is demonstrated through the degree to which an assessment emphasis is permeating campus culture around pedagogy and pedagogical initiatives. Providing point-of-need assistance, especially in conjunction with projects generating faculty enthusiasm and collegial partnerships, is a strategy that is helping faculty understand assessment as an essential component of effective teaching and curriculum planning.

4.B.1 The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

The University has developed an institutionwide assessment plan articulating institutional goals that are rooted in the mission and Essential Studies goals. That plan provides a flexible framework within which departments establish goals for their own programs and methods for assessing their own learning outcomes.

Guidance in writing goals that will be appropriate and meaningful is available for faculty. The assessment Web page provides information to help faculty working on developing goals, methods, and plans, as well as improving assessment generally. Resources that are available through this Web page are in straightforward “how-to” form and address key assessment topics. The site also includes the list of assessment consultants (described above) and other assessment information. The assessment director serves as a resource for departments working on goals, methods, and assessment planning generally.

Program assessment plans are posted and publicly accessible online through UND’s assessment website. Each plan outlines learning goals and objectives, assessment methods, and additional implementation information which, depending on the program, may include information such as rubrics, timelines, and oversight mechanisms. Faculty in many departments also post student learning goals on department Web pages, include them on course syllabi, and discuss them with students throughout the curriculum.

Departments are expected to provide yearly updates on assessment activities, including goals assessed, methods used, a sampling of results obtained, and discussion of any loop-closing activities that may have occurred via the institutionwide annual reporting system. Information submitted by each department is reviewed on a three-year cycle by members of the University Assessment Committee as outlined in the institutional assessment plan. The UAC review process includes examining and providing feedback on departmental learning goals, assessment methods, assessment results, and closing-the-loop activities. The process concludes with written reports that are disseminated to departments.
by the Committee at an annual May assessment luncheon, as described above. Each report includes an evaluation of both the departmental assessment planning, including goals, and the actual implementation of the plan. Reports also include recommendations for improvement.

A summary of findings compiled from the UAC’s recent reviews of program assessment activities reveals that most departments have clearly stated goals for student learning and effective processes for assessing achievement of those goals. However, that is not universally true. Furthermore, every year there are a few departments that fail to submit annual reports or provide incomplete information. That lack of reporting is sometimes assumed to correspond with a lack of an assessment plan or assessment activities, although, in at least a few cases, it may be a result of other issues. The Department of Aviation, for example, is mentioned as having an extensive and well-managed system of assessment. Yet, in the UAC’s review of assessment reporting for 2010-11, it was noted that the undergraduate program in Aviation had not identified meaningful assessment results or loop closing in the year’s assessment report, although the review did indicate that goals and methods were in place. However, in that same year, faculty in Aviation generated an accreditation report documenting not only a highly functional assessment plan but also a large number of assessment achievements.

Given the department-specific situations that can impact assessment reporting, it is worth noting that reports submitted to the University are an imperfect measure of assessment activity. Despite such imperfections, however, a relatively accurate understanding of assessment planning and activity, on an institution-wide basis, can be gained by looking at summaries of assessment review findings.

The reviews of departmental annual assessment reports from 2010-11, completed by the UAC in spring of 2012, serve as an example of the UAC’s work and demonstrate findings. Those reviews encompassed reports submitted in the previous fall by programs in the John D. Odegard School of Aerospace Sciences, the School of Engineering & Mines (now College of Engineering & Mines), and the College of Business & Public Administration. Summing reviews of programs from across the three colleges, 94 percent (37 out of 39) had explicitly referenced student learning goals in the previous year’s assessment reports. UAC members identified 23 of those 39 programs as having clearly articulated learning goals; 13 were described as having some clearly articulated goals but not all; and one was found not to have clearly articulated goals. Within 28 of the programs, goals were described as clearly focused on student learning, while in nine programs, some but not all goals addressed student learning appropriately.

In that same year’s review, assessment methods used were explicitly referenced in 33 of the 39 reviewed programs. Methods were clearly aligned with goals (in ways that were evident to outside readers on the UAC) in 20 of the cases, 11 programs had methods that seemed to demonstrate alignment somewhat less clearly, and alignment between goals and methods was not demonstrated in reports from five programs.

Findings from previous years’ reviews were similar. The review in spring of 2011 examined programs within the College of Arts & Sciences,
finding that 92 percent of programs (44 out of 48 programs reviewed) explicitly referenced goals while two did not. Findings for two programs were unclear or mixed. In 24 of the programs, goals were described by reviewers as well articulated; they were not found to be well-articulated in four; and in the remaining 20 programs, some goals were well articulated while others were less so. Of the 48 programs reviewed, 39 had goals that very clearly addressed student learning, five had some goals that addressed learning, and four did not.

In terms of assessment methods, the 2011 review process of Arts & Sciences programs showed 42 of the 48 programs referenced methods used and 28 programs showed the alignment between goals assessed and methods implemented. An additional 12 (totaling 40 of the 48 programs) seemed to demonstrate some alignment. In eight cases, the alignment was unclear to outside readers.

The review in spring of 2010 covered programs within the College of Education & Human Development, the College of Nursing (now the College of Nursing & Professional Disciplines), the School of Medicine & Health Sciences, and the School of Law. Of programs reviewed that year, 32 of 33 referenced learning goals in the annual reports with one program failing to do so. Of the 33 programs, 28 were judged as having goals that were well articulated, three had goals that were somewhat well articulated, and two had goals that were inadequately articulated. Programs with goals that clearly addressed student learning totaled 30, one had goals that somewhat addressed learning, and two did not address learning.

Based on reviews of methods reported by those same programs, 31 annual reports included explicit reference to methods used, one did not, and one had a somewhat less clear reference to method implemented. Most programs (23 of the 33) demonstrated clear alignment between methods used and goals assessed. Five programs did not show alignment, and five included evidence of alignment that was less than fully clear.

Another strategy for examining the institutional success in ensuring that programs have clear learning goals and effective means of assessment in place is to look at individual examples. While the summary review shows that departments generally define learning goals effectively, it also reveals that opportunities to enhance the development of learning goals still remain. The following examples demonstrate the kinds of ongoing issues with articulation of goals that are identified through
The Essential Studies course validation process requires instructors to design effective strategies for assessing student learning, at the course level, in the ES courses they teach.

UAC reviews of programs noted as in need of additional work in this area.

- Some departments and programs might benefit from reconsidering particularly complex learning goals, especially those with multiple objectives or subcomponents, with the aim of simplifying and clarifying. As an example, Nonprofit Leadership has one learning goal with 10 objectives.

- Learning goals that are future-oriented in nature or lack definition would be more readily assessed if phrased in concrete outcomes language. Learning goals that state, for example, “will appreciate” or “will achieve” are challenging to assess.

- Some departments could improve goals by articulating what students will be able to do, rather than describing knowledge to be acquired. “Do” goals are more assessable and, in many cases, align quite directly with assessment methods. The Sociology Department, on the other hand, has developed student learning goals that are skill-based and serve as examples of useful goal language.

- One-word learning goals such as “Diversity” lack definition and call for greater description; without more detail and context, it is difficult to determine whether the goal is being achieved.

- Two programs (General Studies and Social Science) administered through the College of Arts & Sciences do not have formal assessment plans posted. These programs are small, serve few students, and are, essentially, “programs of last resort” for students who complete UND’s graduation requirements but opt out of traditional, department-based majors. The institutional and Essential Studies goals have been considered as the goals for these programs. Although it is difficult to identify appropriate learning outcomes for such programs, a plan for assessment of learning in General Studies was under development at the time of this review and collection of assessment data was beginning. If learning outcomes for a program cannot be identified, it is worth considering whether the program merits continuation as a degree option.

In addition to student learning goals for programs in various majors, UND takes assessment in Essential Studies, UND’s general education program, seriously. The Essential Studies (ES) goals are clearly stated on the program website. They were written during a major general education revision process and implemented beginning in fall of 2008. The aim was to develop goals that would be clearer and more assessable than had previously been the case at UND. Furthermore, faculty worked in teams to develop rubrics with detailed criteria to further articulate intended learning outcomes and provide tools that could be used to document ES learning. Students and their advisors are encouraged to note program goals as they tailor a student’s course of study. The Essential Studies course validation process requires instructors to design effective strategies for assessing student learning, at the course level, in the ES courses they teach. Revalidation, occurring once every four years for each ES course, requires
submitting assessment results, analysis, and a loop-closing discussion. More detail on the ES program, including ES program assessment, can be found under Criterion Three.

A number of nondegree-granting programs (called “nonacademic programs” on the templates used by members of the University Assessment Committee) have been established on campus to provide learning supports to UND students and faculty but are not tied directly to academic degrees. Programs of this sort (e.g., Disability Student Services, the Writing Center), located in both the Division of Student Affairs and the Division of Academic Affairs, are also participating in this culture of assessment. The assessment plan website includes postings of plans for assessment of learning within such programs. Moreover, the annual report mechanism provides an opportunity for both academic (degree-granting) departments and other kinds of departments to report on assessment of student learning goals identified for their programs. Unit directors are then asked to explain what assessment strategies were used to document achievement of those goals, to include sample results, and to provide examples of loop closing. Annual reports for all units, academic and non-academic, for the years covered by this self-study are available on a password-protected Office of Institutional Research website. Another institutional password-protected site includes copies of all reviews completed by the UAC.

4.B.1.a – Summary

Work on developing a culture of assessment across the entire institution continues, but significant progress has been made. The regular review process used by the UAC ensures that all of those involved with assessment, from faculty and chairs to deans and directors, have access to accurate information about strengths, weaknesses, and trends in assessment work across the University.

4.B.2
The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

All academic programs are expected to engage in assessment as described in the institutional assessment plan, but assessment strategies and means of oversight differ. In some cases, accreditation requirements set standards that programs must meet; in other cases, decisions are made in accordance with college practice. Faculty for programs not subject to accreditation are free
to assess learning using methods they view as consistent with program values and organization, providing that principles of appropriate practice are followed.

UND has maintained oversight of assessment processes, as described in the sections above, through use of a website where assessment plans are posted, through the annual reporting process, and through the UAC review process. However, members of the Committee observed over a period of years that the assessment plan site was not working as intended since posted versions of plans were rarely updated on that site. Assessment reviews often demonstrated that goals and methods identified in the posted plan did not match the description in the assessment report, leading Committee members to conclude that revised plans had been developed but had not been posted. Comments in reviews often highlighted the mismatch, but follow-through, in the form of correcting an old plan or posting a new one, was sporadic.

This problem was addressed in the fall of 2012 through the implementation of a new annual reporting template: those submitting reports are now prompted to click on their posted plan and ensure that it is current prior to submitting the assessment report. More than a dozen new plans were received within the first two weeks of template availability in the fall of 2012, suggesting that the new method will be effective in improving the currency of the assessment plan website. This will be helpful during the review process while also serving as a reminder to faculty that plans should be updated as goals or methods evolve. In addition, all constituencies will have a more accurate means of examining assessment goals and practices in current use.

In the section below, assessment activities within each college or school are analyzed, drawing on information found in the assessment plans, assessment reviews, and annual reports described above. Examples from the colleges demonstrate findings drawn from study of these documents.

4.B.2.a – College of Arts & Sciences

The College of Arts & Sciences (A&S) places a high priority on program assessment and improvement, as demonstrated through departmental attention to assessment plans, annual reports, and UAC reviews. Both direct and indirect assessment methods are used within the College as means of ensuring a comprehensive assessment of student learning outcomes. Departments in A&S track the success of their assessment efforts through UAC reviews and again during seven-year program reviews. These regular processes provide departments with objective criteria for determining the effectiveness of assessment methods in relation to desired learning goals.

As noted in the section above, the UAC’s most recent cycle of review for A&S programs occurred in spring of 2011. That review was based on annual reports submitted in the fall of 2010 and describing assessment work completed in 2009-10. Assessment reports for A&S programs will be reviewed again in the spring of 2014. Out of the 48 programs (including both graduate and undergraduate) reviewed in 2011, 58 percent of programs (28 programs) reported assessment results from the previous year’s work. An additional five programs gave some indication of results but did not provide sample findings, and 15
Criterion 4

degree in Music included a report of jury ratings for a randomly selected group of students, but cited no indirect assessment. Although a number of recommendations for improvement were made to each of these departments, including comments indicating the desirability of using indirect as well as direct assessment, annual reports from these and many other programs did indicate the use of direct measures. The review of assessment activities in A&S provides evidence that faculty in most programs are assessing learning. In fact, 87 percent of programs referred in their reports to specific methods that had been used for assessment within the past year.

4.B.2.b – College of Engineering & Mines

In the College of Engineering & Mines (CEM), programs at the undergraduate level follow assessment procedures established in accordance with ABET accreditation guidelines. A dozen or so student learning goals (student “outcomes” in ABET terminology) for each program define what students are expected to know and be able to do by the time of graduation. For each learning goal, one or more specific performance indicators have been identified to gauge achievement of the learning goal, usually with associated rubrics for assessing student work. Learning goals are evaluated using measures that are both direct (e.g., faculty assessment of student work, including senior capstone design projects and reports, conducted using rubrics; Fundamentals of Engineering Exam results) and indirect (placement data, alumni surveys, co-op supervisor surveys, student course evaluations, senior exit interviews and surveys, employer/recruiter surveys, and peer assessments).
Faculty in graduate engineering programs have defined three or four student learning goals for each program, and named two, three, or four specific objectives for each goal. Assessment of these goals and objectives includes both direct and indirect measures, such as the following examples:

- Findings derived from scoring, using customized rubrics and conducted by faculty, of student research theses, dissertations, research seminar presentations, and oral defenses;
- Placement rates of program graduates;
- Publication of peer-reviewed journal articles;
- Student exit surveys;
- Student course evaluations;
- Performance on course final examinations; and
- Alumni surveys.

Collection and review of assessment data for CEM graduate programs are intended to occur annually. However, these processes have actually occurred on a less frequent basis, with departmental reviews of assessment findings typically reported to occur every two or three years and with some data being inconsistently collected. This may be partly due to the small size of some CEM graduate programs, but faculty in those departments have been encouraged to improve practice by collecting assessment information annually regardless of program size and number of annual program graduates. Review of findings might then occur on a longer cycle, allowing collection of sufficient data to justify analysis prior to faculty review and decision making.

The 14 programs within the College of Engineering & Mines were reviewed by the Assessment Committee in the spring of 2012, based on annual reports documenting activities in 2010-11. The review indicated that 12 of the 14 programs referenced specific methods implemented in the previous year, and 10 of the 14 cited both direct and indirect methods that had been used. In CEM, as in A&S, programs that do not report indirect evidence often do include direct evidence. In graduate programs within both Mechanical Engineering and Electrical Engineering, for example, the annual report noted that thesis evaluation forms and thesis defense evaluation forms were used to collect outcomes information regarding two key goals for learning, but no indirect assessment evidence was collected.

However, only six of the 14 programs included examples of results within their annual reports; two programs included information that suggested that results were available elsewhere, and six included no information about results. Closer analysis of annual reports shows that most undergraduate programs do provide specific results, but graduate programs are less likely to do so. The implication is that there is inadequate follow-through on assessment plans within CEM graduate programs, possibly due in part to the small size of many programs but perhaps also linked to the lack of professional accreditation requirements as an incentive to ensure regular and systematic assessment within those programs.
Criterion 4

of its more than 1,000 undergraduate majors, the Aviation Department has set up a special network drive to store evidence from each of its courses, along with a final annual report for each course specifying conclusions drawn from the assessment information.

Annual reports from programs within the JDo were reviewed by the Assessment Committee in the spring of 2012. Of the 10 programs reviewed, eight clearly referenced specific methodologies used in their recent assessment work and the other two programs included references that were less explicit. Six reported using both direct and indirect assessment measures during 2010-11, and the other programs included some reference to methods implemented. Departments reporting only a single category of method most often referred to direct methods. As with the other colleges, assessment in graduate programs was often less complete than in undergraduate programs.

In Aviation, undergraduate assessment occurred via both kinds of methods, while the graduate program reported only direct assessments. Similarly, the graduate program in Computer Science reported direct assessment of intended learning outcomes (via checklist scoring to indicate whether a desired competency was demonstrated) while the undergraduate degree report indicated both direct and indirect data sources, clearly aligned with goals. In Atmospheric Sciences, the graduate program reported only indirect assessment (survey findings) with small student population size indicated as one reason for failing to include direct assessment. However, the undergraduate program in Atmospheric Sciences reported both direct and indirect measures.
used, with clear alignment between methods and intended learning outcomes.

Fewer programs reported results (four out of 10 programs). However, nonreporters included the three degree-level programs in Aviation, and that department has collected significant amounts of data, analyzed to elicit results and draw conclusions. Assessment information for the Aviation programs is available through the program’s Assistant Chair for Assessment but not included in the annual report. The nonreporting programs also include the newly developed undergraduate program in Space Studies, which is just beginning to be offered and does not yet exist as a major. Although the lack of results in JDo annual reports is disappointing, it appears that the annual reporting system is not capturing the full scope of learning assessment that is occurring within JDo programs.

4.B.2.d – College of Business & Public Administration

Most College of Business & Public Administration (CoBPA) programs rely on course-embedded assessments, conducted using selected student work products completed in classes. But the assessment occurs as a process separate from grading. Some programs rely on a portfolio approach, and others use a review of theses or other final written products. However collected, assessment information is periodically reviewed by faculty to help guide course and program improvement.

Assessment of learning occurs across disciplines at the college level (for outcomes identified for the business core and for the Master of Business Administration, or MBA) as well as within individual programs and departments. The 10 undergraduate, four graduate, and one certificate program within CoBPA were reviewed by the Assessment Committee in the spring of 2012. Review findings indicated that all but one of the programs had identified goals for student learning. Measures are generally in place but do not always include plans to collect information from both direct and indirect measures annually. For example, the undergraduate degree in Accountancy reported results of direct assessment for specific program goals, but no data for indirect methods were included in the annual report. The entrepreneurship program, still relatively new, reported that portfolios have been established for use in direct assessment, but no indirect measures were cited. Programs in Finance, Marketing, and Technology reported both indirect and direct assessment measures, aligned with intended outcomes, but the MBA reported only direct measures. The MBA measures, however, were clearly aligned with the intended learning outcomes. A few programs, including, for example, Aviation and Airport Management and Information Systems and Business Education (now Communication), did not include enough information in their reports to provide a clear understanding of the quality of data being collected. In total, 11 of the 15 programs reported specific results, two gave some indication of results that were less clearly detailed, and two (both in Entrepreneurship, which very recently became available as a major in addition to as a certificate) did not report results.

However, faculty and administrators in CoBPA have concerns that the assessment plans and activities that were in place through the 2011-12 academic year have proven more cumbersome and less productive than had been intended. To
address that problem, CoBPA brought in an external assessment consultant, Dr. Karen Tarnoff, associated with their accredditor, who assisted faculty in redeveloping an assessment framework to meet college needs, department needs, program accreditor expectations, and information needs for program improvement. One early outcome of that work was the decision by the Dean to create a new position, that of Executive Director of Assessment. Dr. Mary Askim, already identified as an assessment consultant for the University and currently serving as the CoBPA representative to the Assessment Committee, was appointed to that role. She is leading efforts to strengthen the quality of assessment across the college.

4.B.2.e – College of Nursing & Professional Disciplines

The College of Nursing & Professional Disciplines (CON) houses programs in Nursing, Social Work, and Nutrition & Dietetics. The Nursing programs use a variety of data sources to determine whether learning outcomes are appropriately demonstrated by students and alumni. Methods include program outcomes assessment data, graduation rates, NCLEX-RN and certification examination pass rates, employment patterns, and alumni surveys. Due to recent program reorganization, a new assessment plan is being developed. The UAC reviewed programs within CON in the spring of 2010, based on assessment activities completed in 2009-10. At that time (pre-plan revision), both the undergraduate and graduate programs in Nursing reported engaging in direct and indirect assessment. In the undergraduate major, for example, students’ knowledge and skills were directly assessed upon entering the program, at midpoints, and near graduation.

The Departments of Social Work and Nutrition & Dietetics also collect and review assessment data regularly. The Social Work program, which was previously part of the College of Education & Human Development, recently updated its assessment plan and is currently using multiple assessment methods to document student outcomes at both an undergraduate and graduate level. The Dietetics program also updated its assessment plan recently. Measures used by Nutrition & Dietetics programs include direct methods such as standardized exams, portfolios, and preceptor scoring of relevant competencies, as well as indirect methods. Recent Nutrition & Dietetics assessment reports indicate that...
students are meeting learning outcomes and major curricular changes are not required. However, the programs also report that minor changes will be made within specific courses in order to strengthen learning related to key outcomes.

At the time of the most recent UAC review of CON, Social Work had not yet been incorporated into the College. However, reviews from that year did indicate that all three programs housed in CON (at that time) had identified learning goals that addressed student learning, had implemented specific assessment methods aligned with the goals, and had used both direct and indirect measures. Two of the three programs included clear information about results, and the third program included some information about results but was less explicit.

4.B.2.f – College of Education & Human Development

Teaching & Learning programs within the College of Education & Human Development (EHD) are required by NCATE (National Council for Accreditation of Teacher Education) and the more current CAEP (Council for the Accreditation of Education Preparation) accreditation processes to provide a conceptual framework for learning and to document student achievement of learning outcomes. Assessment activities, structures, and reporting within Teaching & Learning programs are all shaped by those accreditation requirements. The Teaching & Learning department also has its own Assessment Committee that works to enhance outcomes on an annual basis at both the graduate and undergraduate level.

Departments in EHD that are not covered by NCATE/CAEP have each developed their own procedures, consistent with departmental needs and University expectations, for annual review and reporting of student learning assessment. For example, faculty in Physical Education, Exercise Science, & Wellness (now Kinesiology & Public Health Education) rely on an internal committee to ensure oversight and review of program assessment.

During the most recent UAC review of the 13 programs in EHD (including, at that time, Social Work programs), 11 included clear reference to methods that had been used to collect assessment findings within the previous year. Only two programs (the graduate program in Educational Leadership and the graduate program in Physical Education, Exercise Science, & Wellness (PXW)) failed to include clear references to methods used. Seven of the 13 programs included clear references to both direct and indirect assessment methods implemented. The programs in Social Work and the undergraduate program in PXW did not report having collected both direct and indirect assessment information. The Educational Leadership program indicated that they were implementing an entirely new assessment plan and had not yet collected information in accordance with the plan. Undergraduate programs in both Social Work and PXW reported findings from direct assessments, demonstrating their active engagement in the assessment process, while graduate program methods appeared not to have been consistently implemented in ways that aligned findings with outcomes. However, other graduate programs in EHD, including, for example, the doctoral program in Counseling Psychology, were engaging in effective collection of both indirect and direct assessment that was well aligned with intended learning outcomes.
Findings from the UAC’s review showed that programs within EHD were quite successful in developing good assessment plans with clear learning goals (10 departments were commended for well-articulated goals, which was cited as a strength of the assessment work in those departments). However, the findings regarding reporting of results were less positive. Two reported results that were clear in terms of their relevance for attainment of identified learning goals, and three programs provided examples of results that were clear in terms of showing opportunities for improvement. Other programs either did not report results (five programs) or reported very limited results that were difficult for outside readers to connect back to goals for learning (six programs).

4.B.2.g – School of Law

Faculty within the School of Law, which has the Juris Doctor (J.D.) degree as its sole program of study, demonstrated engagement with assessment during the most recent review [link] of the School in the spring of 2010. Information had been collected from bar exams and for bar passage rates, and also through strategies such as intake questionnaires, mid-semester conferencing, and evaluations of student writing skills.

More recently, faculty continue to collect both course-level and program-level assessment information. Many outcomes are assessed at the course level for applicability to program outcomes, using tools like rubrics, case analyses, and self-assessments. This is in keeping with a program philosophy documented during a recent programmatic discussion on infusing outcomes related to writing and ethics/professionalism into all courses across the curriculum. Faculty indicated they “support the idea as long as how assessment is done is left to the individual discretion of each faculty member” (Law Minutes, Page 2). A school policy was adopted in 2012 as a result of that discussion, indicating that all faculty would be expected to implement regular and effective assessment of learning related to both ethics/professionalism and writing. The policy also cited the importance of faculty discretion regarding the methods of assessment to be used:

Toward the end of fulfilling the curricular mission of the University of North Dakota School of Law to produce well-rounded legal professionals with the necessary skill set to serve as effective, innovative and ethical leaders, each course will include an assessed ethics/professionalism and an assessed writing assignment. Assessment may take many forms and grading is not required. (Law Minutes, Page 7)

4.B.2.h – School of Medicine & Health Sciences

Assessment is in place in programs across the various branches of the School of Medicine & Health Sciences (SMHS). The Office of Medical Education, in cooperation with the Medical Curriculum Committee (MCC), maintains continuing review of learning outcomes for students in the M.D. degree program as tracked by Liaison Committee on Medical Education standards and STEP 1 exams. Annual curriculum retreats are held to discuss curricular goals and student performance. The Medical Curriculum Committee maintains the final authority over the medical curriculum.

The basic science programs in SMHS maintain individual assessment plans tailored to the needs of their fields. Assessment results are reviewed annually as part of the work of the SMHS Basic
Science Curriculum Committee. All Clinical Science and Health Science programs in SMHS have assessment plans that include learning outcomes.

The programs were last evaluated by the UAC in 2009-10 and will be reviewed again in the spring of 2013. During the spring 2010 review, all SMHS programs had well-articulated goals and all were able to refer to specific assessment information that had been collected. All except three programs indicated that they had collected both direct and indirect information about student learning. The three programs without indirect assessment include graduate studies in Biochemistry-Molecular Biology, Pharmacology/Physiology/Therapeutics, and the Physician’s Assistant program. However, in all three cases, direct assessment information had been collected and analyzed.

These UAC findings suggest that SMHS programs have been quite active in regular assessment of learning outcomes. The inclusion of results in reports was less consistent, however. Seven of the 16 programs included results clearly linked to goal achievement, seven provided some indication of results that could be linked to goals (less clearly), and two did not include information about results obtained through their assessment efforts.

4.B.2.i – UND’s co-curriculum

Programs designed to promote student learning outcomes within UND’s co-curriculum also participate in assessment to determine whether intended outcomes are appropriately achieved. Beginning in 2006-2007, co-curricular units with student learning missions have been asked to create assessment plans articulating learning goals for students, methodologies that will be used to assess learning, assessment timelines, and delineation of oversight responsibilities. These assessment plans and annual reports, like those of degree-granting programs, are reviewed by members of the University Assessment Committee on a three-year rotation. The UAC includes representation from the Division of Student Affairs and, until quite recently, the Division of Finance & Operations, in addition to representation from students and from each of the academic colleges. (Representation from the Division of Finance & Operations was recently dropped by decision of the University Senate at the request of the Division Vice President; since Housing/Dining Services, formerly in Finance & Operations, had been moved to Student Affairs, the VPFO determined that Finance & Operations representation was no longer needed on the UAC.) Nonacademic representation on the UAC signifies the importance of the co-curriculum to student learning. Nonacademic representation is also designed to ensure that UAC members are aware of the differences in learning outcomes and assessment methods that are feasible and appropriate within nondegree-granting or co-curricular units. The schedule of review for assessment plans and reports submitted by these units is included in the January 2012 update of the University Assessment Plan.

As with academic units, the level of assessment activities varies among nondegree-granting/co-curricular units. For example, the University Children’s Center and the Women’s Center provided evidence of indirect and direct methods of assessment that led to revisions in student learning experiences. The Wellness Center, which relies primarily on indirect methods, reported
Programs at UND are expected to collect assessment information annually, assess goals using multiple measures, and, in most cases, use both direct and indirect measures.

findings that indicated regular use of assessment data in order to strengthen program offerings. Other units, such as Student Health Services, are still working to develop well-articulated learning goals that can be assessed. In general, however, staff at UND are committed to assessing the learning outcomes that the institution claims for co-curricular as well as for curricular programs, and the co-curricular assessment processes have been in place, within most units, for several years.

4.B.2.j – Summary

As the review in this section demonstrates, both academic and co-curricular programs are engaged in assessing student learning outcomes claimed. Yet gaps in the work and inconsistencies in reporting remain. Efforts to address those continue, and there are many programs, at both the undergraduate and graduate level, which have exemplary assessment efforts in place and serve as models for programs that have been less successful at carrying out and documenting meaningful assessment. Programs at UND are expected to collect assessment information annually, assess goals using multiple measures, and, in most cases (not always including co-curricular units), use both direct and indirect measures. Progress toward these aims continues, and the updated assessment plans now available on the assessment website will make effective oversight easier.

4.B.3

The institution uses the information gained from assessment to improve student learning.

Departments and programs at UND collect and compile assessment results to support decision making related to curriculum and learning. Most programs rely on course-embedded assessments, using assessment of selected student work products that occurs either in conjunction with grading or through a separate analysis of the work. Some programs rely on portfolios. Many draw on artifacts produced as part of culminating experiences such as capstone projects and presentations, theses, and comprehensive exam results. Regardless of the artifacts and tools selected, periodic reviews of the assessment results by faculty are planned to serve as the basis for course and program improvement and, thus, improvement in student learning.

Though most departments and programs successfully collect and compile data, some struggle with documenting and reporting results. Because of this, it is sometimes difficult to determine whether curriculum or other related departmental changes were made as the result of assessment data or in response to some other need or concern. This problem is noted within the UAC review process. Review comments regularly address the need for results in cases where they are alluded to but not specifically reported. Advice reinforcing the importance of careful documentation and reporting is provided at the May assessment luncheon as well. In addition, help in rethinking documentation systems is available from both the assessment director and UND’s assessment consultants. Despite that emphasis and the availability of resources, departments remain uneven in the degree to which assessment activities and findings lead to regular reporting of findings and, when appropriate, loop closing.

A summary of the UAC’s assessment reviews for academic programs completed in the three years from 2009-2012 indicates that, as a whole,
programs are collecting and using assessment information (Table 4.B.3-1)

As the summary demonstrates, annual reporting of results collection and loop-closing activities is variable. Patterns are analyzed by college below.

4.B.3.a – College of Arts & Sciences

The College of Arts & Sciences (A&S) is notable for having comparatively few departments subject to program-level accreditation and, therefore, experiencing somewhat diminished pressure, at least from external sources, for serious faculty engagement with assessment. Nevertheless, many examples of using assessment to improve student learning are be found in Arts & Sciences as in other colleges. Both the Departments of Communication Sciences & Disorders and English, for example, have reported making specific changes to curricular activities based on areas for improvement that were identified through assessment data. Other departments, such as the Department of Biology, have submitted assessment data indicating that student-learning goals are being met and no changes are necessary.

Some departments in A&S, such as Indian Studies, are able to demonstrate progress that has occurred in the years since the most recent UAC reviews. At the time of the previous Indian Studies review, loop-closing activity was not found to have occurred. In a more current annual report, however, the Department indicates that two learning goals were revised as a result of assessment findings. This suggests that progress is being made despite findings reported at the time of the review.

4.B.3.b – College of Engineering & Mines

Engineering courses, curricula, and programs have been changed to improve learning as a result of assessment activities within the College of Engineering & Mines. For example, beginning in 2005, Civil Engineering alumni surveys identified a need for better preparation in communication skills. Based on that information, several changes were made to the program over a period of several years, including revising laboratory course offerings to provide integrated, consistent writing instruction and greater opportunities for practice and revision; adding a required public speaking course to the curriculum; and incorporating additional oral and written communication into the capstone senior design courses. Subsequent alumni surveys have shown evidence of improvement.

Table 4.B.3 - 1
Summary of Completed Assessment Reviews from 2009–2012

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2009–2010 (n=32)</th>
<th>2010–2011 (n=48)</th>
<th>2011–2012 (n=39)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs Reference Student Learning Goals</td>
<td>31 - Yes 1 - Partial</td>
<td>40 - Yes 1 - Partial</td>
<td>37 - Yes 1 - Partial</td>
</tr>
<tr>
<td>Assessment Methods are Referenced</td>
<td>31 - Yes 1 - Partial</td>
<td>37 - Yes 1 - Partial</td>
<td>33 - Yes 3 - Partial</td>
</tr>
<tr>
<td>Assessment Results were Reported</td>
<td>19 - Yes 5 - Partial</td>
<td>22 - Yes 5 - Partial</td>
<td>21 - Yes 4 - Partial</td>
</tr>
<tr>
<td>Actions were Taken as a Result of Assessment Information</td>
<td>18 - Yes 6 - Partial</td>
<td>16 - Yes 6 - Partial</td>
<td>14 - Yes 9 - Partial</td>
</tr>
</tbody>
</table>

Source: Schill Summary Table
Similar changes have been implemented by other programs in response to assessment data collected as part of CEM’s continuous improvement process. These ongoing assessment efforts have resulted in a number of changes and improvement within the Chemical Engineering curriculum, accompanying assessment processes, and other departmental activities. Some of the more significant changes are summarized in Tables 4-1, 4-2, and 4-3 of the Department’s 2009 Self Study.

Changes include adding a lifelong learning problem to each class, standardizing software programs and increasing the number of site licenses available, developing a new course (ChE 340 – Professional Integrity in Engineering) to replace Phil 370 in the curriculum, and improvements within the assessment process itself.

As a result of the ongoing assessment activities, programs have also identified weaknesses in their assessment plans and procedures. Much of the assessment of student learning in engineering programs prior to 2009 was based on indirect measures. In ensuing years, each program has developed additional direct measures, often scored via rubrics, to allow meaningful evaluation of student work in relation to learning outcomes. In many cases, plan changes included major revisions in student learning outcomes and performance indicators. For example, the most recent annual report for Mechanical Engineering provided assessment indicators that included both direct and indirect measures, with program faculty engaged in annual review of findings. Results from these recently adopted assessment tools should provide more reliable data on student learning, thereby leading to increased use of findings by programs across the College.

4.B.3.c – John D. Odegard School of Aerospace Sciences

Within the John D. Odegard School of Aerospace Sciences, the Aviation program provides an example of successful loop closing. Faculty in the program completely revamped assessment of student learning to conform to an outcomes-based approach mandated by its program accreditor, Aviation Accreditation Board International (AABI). Several examples of curricular improvements can be traced to results gathered under the new system. During the Aviation Department’s most recent reaccreditation visit, program faculty were able to provide more than 100 loop-closing examples to the AABI visitors.

One very recent change, made based on student feedback, was the addition of two new flight specializations to the curriculum. Another recent change, prompted by findings from the program’s student completion rate data, is the transitioning of Aviation 221 to an accelerated course format. Because of the size and scope of the department, an Assistant Chair of Assessment has been in place since the fall of 2003. Designating a faculty member to manage oversight of program assessment has proven to be an effective strategy for improving regular documentation of assessment activities within the department, thereby making it likely that faculty will recognize when findings merit departmental action.

The Computer Science Department, also in JDO, has an assessment committee that reviews course-based assessment activity. During 2011-2012, the Computer Science Undergraduate Committee reviewed nine courses that are each tied to two or three different program goals. The overall assessment findings did not indicate a need
for curricular changes, so loop-closing activity did not result. On the other hand, the Department of Atmospheric Sciences identified, through direct and indirect assessment measures, a problem with writing skills demonstrated by graduating seniors. Faculty concluded that the cause was a lack of opportunities in the undergraduate curriculum to practice and improve skills in that area. As a result of those findings, the program added an upper-level advanced communication emphasis to its senior capstone course.

4.B.3.d – College of Business & Public Administration

Most programs in the College of Business & Public Administration draw on and contribute to a core curriculum, which consists of a set of courses across several disciplines that are required for all business majors in the college. Although each course is housed within a specific discipline, the regular review of data collected in core courses by a committee of faculty from across the College has helped to ensure consistency in evaluation and follow-up, resulting in the implementation of needed changes as they are identified.

For example, in the process of finalizing a new assessment plan for the core, it was noted that the curriculum provided no appropriate place for effective assessment of written communication. While opportunities existed to assess writing in the capstone course, Mgmt 475, members of the College Assessment Committee recognized a need to assess writing at more than a single point in the core curriculum and to ensure that writing skills are developed throughout the core. Members of a subcommittee explored practices used at other AACSB-accredited business schools regarding both assessment of written communication and integration of writing skill development into the curriculum. After reviewing this information, a recommendation was made to develop and include an additional course in the core curriculum in order to explicitly address writing skills.

One strategy the College is using to strengthen written communication throughout the curriculum is encouraging CoBPA departments to seek approval to offer courses counting toward fulfilling the Advanced Communication requirement in the Essential Studies program. In order to gain ES approval, courses must meet a stringent set of criteria, ensuring that communication is thoughtfully and effectively addressed within the course. Currently, two departments, Information Systems and Political Science and Public Administration, have courses with the
implemented to include increased practice with application of pharmacological principles in the four anesthesia courses. Alumni surveys indicated that knowledge and competence in health policy was an area that needed strengthening in the curriculum. As a result, the Nurs 526 (Ethical, Legal, and Health Policy) course was examined and redesigned to place more emphasis on health policy and advocacy knowledge and competency.

4.B.3.f – Essential Studies

In addition to efforts to assessment at the college and department level, assessment of the University’s Essential Studies (eS) program occurs as a campuswide effort. The eS program affects every undergraduate student and assessment of the program exists independent of and complementary to assessments of student learning in majors. The eS Committee looks at results from assessment of student learning in specific ES courses during the revalidation process. In order to be included in the ES program, courses must be validated (or certified) by the ES Committee to ensure that they provide effective learning opportunities related to the ES goal selected for the course, that they fit appropriately within a selected breadth of knowledge category (there are some exceptions, as described in criterion three, and, if designated as special emphasis, that one-third or more of the course learning, grading, and assessment reflects the appropriate special emphasis category). The ES Committee also looks closely at each application to ascertain whether the instructor has developed an appropriate assessment plan (including strategies for collecting both direct and indirect evidence of learning) that will enable the faculty member to determine how well students in the course achieve the stated ES advanced communication designation. Continued assessment of writing in capstone courses will help to determine if student performance improves as a result of the heightened emphasis.

4.B.3.e – College of Nursing & Professional Disciplines

In the College of Nursing & Professional Disciplines (CON), assessment findings have been primarily positive. However, when results suggest areas of concern, those findings have been discussed and recommendations made to improve program effectiveness. At the undergraduate level, the Nursing program is currently evaluating and revising its assessment plan as a result of recent organizational changes. At the graduate level, program assessment has led to several revisions to the master’s-level curriculum such as enhancement of opportunities to develop skills in appropriate interaction with culturally diverse clients. Graduate faculty also recently revised the independent study guidelines based on student and faculty comments regarding the current thesis and non-thesis capstone project. Students are now allowed to submit an evidence-based manuscript rather than a formal independent study. Faculty intend that the change will give them confidence that students are meeting or exceeding the four master’s program outcomes at an appropriate level of competence.

Other steps have been initiated as well. The Nursing program has begun investigating the use of a Graduate Student Portfolio as a potentially more useful method of assessing graduate student outcomes. Faculty in the Nurse Anesthesia specialization recognized a trend, based on sub-score analysis, of students scoring below the national average on pharmacology portions of the test. As a result, curriculum changes have been implemented to include increased practice with application of pharmacological principles in the four anesthesia courses. Alumni surveys indicated that knowledge and competence in health policy was an area that needed strengthening in the curriculum. As a result, the Nurs 526 (Ethical, Legal, and Health Policy) course was examined and redesigned to place more emphasis on health policy and advocacy knowledge and competency.

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students began completing degrees under ES rather than general education. The first scoring under ES occurred in 2011-12 and focused on outcomes in written communication and critical thinking. The second, in May 2013, will focus on outcomes in information literacy and diversity.

Although outcomes data for the ES program are just becoming available, the ES program will be undergoing its first-ever program review in the 2013-2014 academic year. Assessment of student learning is one of several factors considered in program review, and it is expected that the review process will examine aspects of the program which might need improvement. Furthermore, the ES program itself represents an important loop-closing activity for the whole campus. Assessment conducted for the previous general education program confirmed concerns about the program’s effectiveness and served as a significant impetus for the program reconsideration that resulted in Essential Studies.

4.B.3.g – Division of Student Affairs

Beginning in 2006-2007, staff in the Division of Student Affairs departments and in nondegree-granting units within the Division of Academic Affairs with missions related to student learning created assessment plans. Now some years into their assessment efforts, a number of those units have made evidence-based decisions. Two examples demonstrate use of assessment information within Student Affairs. The first example comes from the American Indian Student Services (AISS) program, which has a learning goal related to retention and academic achievement of its student population. Assessment data indicated that students who are part of the AISS Living & Learning Community are more academically successful than their
peers. Based on the assessment information collected, AISS increased the AISS support group opportunities. A second example comes from the Women’s Center, which used both direct and indirect measures to identify a need to add additional scenarios focused on relationship violence to its International Movement Promoting Contravention Training (IMPACT), a self-defense program offered at UND.

4.B.3.h – Summary
Despite these many program-based successes, the University’s overall success at using information gained through assessment to improve student learning is less complete than might be hoped. Some departments have struggled to develop their assessment activities to the point where results merit action. Others find that although information accumulates, they have not yet developed systems to ensure analysis and documentation that might help them discover actions that should be taken. However, a number of achievements have also accrued over the years. Every college has had departments with very successful assessment programs, culminating regularly in various kinds of loop-closing activities. Equally important, assessment has taken root institutionally, and that has an impact on the overall campus culture. New programs or projects are usually developed based on discussion of evidence and, once in place, assessed to determine their effectiveness. The University is making use of information gained from assessment to improve student learning, although success in this area is uneven across departments and programs.

4.B.4
The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

UND has a good record of encouraging appropriate assessment practice through the UAC reviews. The institution has also been quite successful in maintaining faculty ownership of assessment. Not only have faculty been responsible for assessment activities within their individual departments and programs, but they also are substantially involved in assessment of campuswide programs and oversight of assessment.

The need for what became known as UND’s Essential Studies (ES) program was documented based on a number of assessment activities completed by various faculty teams and discussed more broadly at a number of campus meetings. Among those teams were the 10 faculty interviewers for the General Education Longitudinal Study (GELS) project, the faculty scorers who reviewed student work samples from critical thinking and written communication, and the members of a faculty team that developed and carried out direct assessment of the University’s “world cultures” general education goal.

The ongoing monitoring of the program is accomplished by an ES Committee that consists of 12 faculty representatives from the various colleges housing undergraduate programs, along with three student representatives and three ex officio members representing the Provost & Vice President for Academic Affairs (voting membership), the academic deans (voting), and the Registrar (nonvoting). The Director of the ES program also serves on the Committee as a nonvoting ex officio
Direct assessment of Essential Studies occurs through annual campuswide scoring sessions conducted by teams of faculty. Student work products reviewed are, when possible, drawn from ES capstone courses so that findings from the review will constitute an outcomes assessment for the ES program and the UND undergraduate degree. Those submitting student work for scoring are faculty from across campus, and those participating in these scoring sessions are also drawn from departments across campus. Findings from the first scoring session involving ES were reported back to faculty, both via a “capstone coffee” in December of 2012 and a brief report published in On Teaching, a campus publication sent to all faculty.

Similar faculty involvement occurs in assessment practices related to other University initiatives. Faculty teaching in the new SCALE-UP classroom discussed assessment strategies at their May workshop, and some began collecting assessment information during their first semester in the new space. Scholarship of Teaching and Learning (SoTL) projects are being planned by a number of faculty teaching in the room with the aim of addressing questions about the effectiveness of the classroom and the SCALE-UP teaching strategies in enhancing learning. Since a large portion of the Biology Department’s core curriculum is taught in the room, faculty from that department have begun planning departmentwide strategies for assessing the success of SCALE-UP methodologies.

Assessment of learning goals within ES also is conducted by faculty. Those faculty who teach individual ES courses submit assessment results and analysis as part of the expectations for course revalidation. Materials submitted are reviewed by three- or four-member subcommittees of the ES Committee. Subcommittee members complete “Assessment Data Forms” on which they document their findings about the course and its suitability for continued inclusion within ES. As part of the review process, they prepare an “evaluative summary of the evidence presented to document progress toward achievement of the goal…with evaluation of the assessment methods and procedures.” Finally, the subcommittee conclusions and recommendations are read and discussed by the ES Committee as a whole and adjustments made, if necessary. Conclusions are then communicated back to the department.

The faculty members are replaced on a three-year cycle, and the committee is always chaired by one of the faculty representatives.
have articulated learning objectives that are consistent with practices in their fields and include both direct and indirect assessment techniques within program assessment plans. Faculty in many departments discuss assessment methods and learning goals either during departmental meetings or during retreats. Chemical Engineering faculty, for example, hold a yearly retreat focused on assessment. Anthropology faculty have a similar practice. At such retreats, assessment results are discussed with the aim of enabling program faculty to make collective decisions about any changes deemed necessary to improve learning.

Faculty responsibility for program assessment activities is standard at UND, although it occurs through varied departmental structures. The Department of Teaching & Learning has assessment activities as part of its annual retreat and also has an active committee that oversees assessment throughout the year. A number of other programs use similar structures, including Physical Therapy, Occupational Therapy, Medical Laboratory Science, Social Work, and Nursing. Other examples of faculty involvement in assessment activity include individual colleges with college-level assessment oversight committees. For example, the College of Business & Public Administration, the School of Law, the School of Medicine & Health Sciences, and the John D. Odegard School of Aerospace Sciences all have assessment committees that oversee program assessment within the college. Where such committees exist, they typically include faculty representatives from academic departments and advisory representatives from the dean’s office.

Departments and programs at UND generally use assessment methodologies that reflect good practice, although some variability remains. As described in sections above, most departments

Assessment was also an emphasis in the workshop held at the beginning of the First-Year Seminars (FYS). Faculty teaching in that program completed a scoring session in December of 2012 to assess the degree to which students in the program had achieved intended outcomes. That session occurred under the leadership of the faculty coordinator for the First-Year Seminars, partnered with one of the seminar faculty. Faculty teaching in the FYS program continue to meet regularly and are planning for SoTL projects and other research and assessment activities that will occur in 2013-14.

Departments and programs at UND generally use assessment methodologies that reflect good practice, although some variability remains. As described in sections above, most departments
minutes that can then be summarized within the annual report. However, informal conversations with faculty suggest that documentation of such discussions remains sporadic. This is an area where improvement in campus assessment practice is still needed. In departments where record keeping is most successful, there is often a single individual charged with responsibility for overseeing assessment activities and documenting the work. As an example, the Department of Philosophy & Religion defines assessment roles for faculty members within each program and identifies the appointed individuals as part of their annual reporting. Other departments, such as English and Sociology, also designate specific faculty members to oversee and coordinate assessment activities.

The Biology Department developed the position of Associate Chair specifically to develop, maintain, and evaluate assessment activities occurring in the department. The Aviation Department also assigns responsibility for oversight of assessment to a specific faculty member, designated as Assistant Chair of Assessment. The Assistant Chair coordinates the work of faculty across the department in collecting assessment information from each course in support of the department’s assessment plan, and is also responsible for initiating departmental conversations about findings.

On a collegewide basis, the College of Business & Public Administration recently created a new part-time leadership position, that of Executive Director for the CoBPA Office of Assessment, as a release time (quarter-time) faculty position. The position was developed because of a perceived need to strengthen oversight and coordination for assessment activities, including documentation, occurring across the college.

Assessment efforts for graduate programs are, in some cases, less well advanced than those for undergraduate programs. An exception to this occurs in programs that require national certification, particularly those in medical fields like Medicine, Physical Therapy, Occupational Therapy, and Nursing. Although members of the University Assessment Committee have reviewed assessment plans and accomplishments for both undergraduate and graduate programs since 2004-05, information about all programs housed within a particular department was tracked on a single departmental review form until recently. UAC members concluded that using a single form for the review of all programs within a single department often inadvertently obscured some information, including findings about assessment within graduate programs. For that reason, the UAC began using separate but parallel templates for review of graduate and undergraduate programs three years ago. This makes it much simpler for the UAC to send clear messages to faculty about the quality of assessment efforts occurring within specific program levels and is intended, among other benefits, to result in more consistent attention to assessment of graduate degree programs.

4.B.4.a – Summary

In total, the processes and methodologies used at the University reflect good practice, although there are areas, as described above, where improvement is needed. Among the strengths in UND’s assessment practice is the central involvement of faculty. Assessment within programs, assessment leadership within departments, assessment oversight via the
In addition to the generally sound assessment practices described in this section, the University recognizes the importance of attending to institutional and programmatic outcomes such as retention, persistence, and completion. Each of those is discussed in more detail in the sections below.

University Assessment Committee and the Essential Studies Committee, and assessment support via assessment consultancy occurs through faculty. Another strength is the pattern, now fairly well developed, of including assessment as part of planning for and evaluating the success of new academic and other initiatives. This pattern dates back to the task force that developed the Essential Studies program, but it has continued to be evident in the more recent work of the Undergraduate Learning Working Group, whose recommendations led to the creation of the First-Year Seminar program and, currently, in use of the new SCALE-UP classroom.
4.C.
THE INSTITUTION DEMONSTRATES A COMMITMENT TO EDUCATIONAL IMPROVEMENT THROUGH ONGOING ATTENTION TO ITS RETENTION, PERSISTENCE, AND COMPLETION RATES IN DEGREE AND CERTIFICATE PROGRAMS.

4.C.1
The institution has defined goals for student retention, persistence and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

The most recently published retention goals for the University were described in the 2005 Strategic Plan under "Goal Four of Priority Action Area E" (Building Excellence, Page 12). The section titled "Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission" stated that UND would achieve and hold a fall-to-fall freshman-to-sophomore retention rate of 80 percent by 2010. It continued by saying that the six-year graduation rate would exceed the national average for doctoral/research universities by 10 percent as of 2010. Over the last 10 years, actual retention rates have averaged 76.5 percent with a high posted for the 2009 cohort at 79 percent, slipping to 77 percent for the 2010 cohort and 74 percent for the 2011 freshman cohort class. Six-year graduation rates have remained relatively stable at 54 percent, which is comparable to national levels.

From 2005 when Priority Action Area E was established until 2011, limited institutional planning related to retention and enrollment management occurred. The Exceptional UND strategic vision was developed in 2010-11, and that vision has since become the basis for establishing five strategic priorities. One of those priorities is enriching the student experience, and that priority has proven to be a foundation for conversations about creating environments that help ensure learning, focus on engagement, and address timelines for completion. As a result, the University refocused its efforts on the retention, persistence, and completion rates of undergraduate students in 2011.

In a joint effort between the Divisions of Student Affairs and Academic Affairs, a consultant was brought to campus in the spring of 2012 to spearhead the University’s efforts. Through this process, a need was identified to establish an Enrollment Management Planning Committee (EMPC) and to further reinforce the importance of the Retention Committee, which was formed in the fall of 2011.

In its Year in Review 2012 Report, the Retention Committee identified five areas for focus in future retention activity:

- First-Year Experience initiatives
- Graduation/completion
- Online students/education
- Sophomore student initiatives
- Transfer students.

Since the Year in Review 2012 report was written, progress has been made in addressing those areas. A First-Year Experience Advisory Cabinet was formed in the fall of 2012 to focus efforts on weaving first-year initiatives together into a seamless set of opportunities available to entering freshman students. In addition, members
of the Retention Committee have subdivided into smaller groups to explore the needs of transfer students, opportunities for sophomore student initiatives, and strategies for improving graduation and completion rates.

During 2011-12, the University undertook an enrollment planning assessment. Through a joint effort between the Divisions of Student Affairs and Academic Affairs, external consultants met with institutional administrators and representatives from each college. The consultants provided the University with a report that included a number of recommendations, as described in the following summary:

The assessment team is heartened to see the focus that UND’s administration and school/college leadership are making to enhance and strengthen new student enrollment and student retention initiatives. It is clear that the University is committed to making strategic investments to improve the data access and analyses capabilities and to augment central services and infrastructure in support of the University’s enrollment objectives. To achieve UND’s enrollment objectives, however, it is imperative for the colleges and schools to drive this process. It is also important that the Division of Student Affairs collaborate with the academic areas and provide appropriate recruitment and retention support. Each academic unit must work with the Provost to:

• Set clear, realizable enrollment objectives that are aligned with revenue objectives;
• Develop school- and college-specific outreach and recruitment strategies to enroll the new freshmen and transfer students that they hope to welcome to UND;
• Address the vexing student retention problems by developing intervention programs to support students that cut across unit boundaries; and
• Measure and document this work in new student enrollment and retention.

To advance these goals, the consultants recommended establishing an Enrollment Management Planning Committee (EMPC). This Committee was formed in the spring of 2012 with the following charge:

• Set clear, realizable enrollment objectives based on data and strategic initiatives;
• Develop school/department- and college-specific outreach and recruitment strategies for the undergraduate population (new freshmen and transfer students) in concert/collaboration with the overall University initiatives;
• Address student retention issues by supporting intervention programs currently in place and those yet to be developed; and
• Continue to measure and assess this work to continue to improve the undergraduate student experience.

The University has used recommendations presented in the consultant’s report to develop a systematic strategy for addressing needs through collaboration among representatives from the Divisions of Academic Affairs, Student Affairs, and Finance & Operations. The EMPC and Retention Committee each have co-chairs from both Academic Affairs and Student Affairs. Since the consultant’s report was released, the EMPC and the Retention Committee have met regularly to discuss
next steps in designing campuswide initiatives and recommendations.

This new focus on enrollment management and retention across UND is occurring at a time when the North Dakota University System (NDUS) is also developing new strategies. The Chancellor has proposed a structure via the Pathways to Student Success plan, which, if adopted, will change admission criteria for UND, including both freshmen and transfer populations. Details of the system are not entirely clear at the time of this writing, but the plan is expected to be phased in over several years. The ongoing work of the EMPC and the Retention Committee may be adjusted in response to the Chancellor’s plan once details are finalized and implementation begins. Currently, the EMPC members are gathering data and facilitating departmental and college conversations, which are intended to serve as a foundation for making recommendations regarding the desired shape of future freshman and transfer cohorts. The Retention Committee, as previously noted, has divided into subcommittees to explore best practices and campus initiatives that will determine recommendations for enhancing student retention, persistence, and completion rates at the institution.

4.C.2
The institution collects and analyzes information on student retention, persistence, and completion of programs.

As entering undergraduate students enroll at the University, they are tracked within the CampusConnection system (PeopleSoft), where they are designated as first year or transfer, and as full time or part time. With this tracking mechanism in place, PeopleSoft reports can be generated and produced for such things as IPEDS reporting, UND reporting, and NDUS reporting.

In addition to the PeopleSoft tracking system, the Office of Institutional Research (OIR) compiles and retains information about these entering students in cohort groups in order to be able to produce institutional-specific breakdowns, such as retention rates by college, program, high school, and transfer college. OIR has developed interactive pivot tables for use by colleges and departments to explore retention/graduation rates of students entering specific academic units.

The University is a member of the Consortium for Student Retention Data Exchange (CSRDE), which is managed through the University of Oklahoma. UND submits annual retention/graduation data in exchange for comparative benchmarking data from peer institutions. Comparable peer data is annually summarized and provided to the University community.

Other reporting tools include membership with the National Student Clearinghouse (NSCH) in order to track nonenrolled students. For students who once enrolled at UND but did not return, data are sent to the NSCH in order to see if they transferred out or enrolled elsewhere. Findings are compiled and shared with Enrollment Management, and they are also publicly reported via the College Portrait of the Voluntary System of Accountability (VSA). The College Portrait reports additional information regarding the four- and six-year graduation rates of the 2004 freshman and transfer cohorts. For UND’s 2004 entering freshman cohort, the six-year snapshot showed that in 2010 83 percent of these students had graduated from college (51 percent at UND, 18 percent elsewhere).
including findings regarding retention, persistence, and program completion. While other University programs involve early warning and intervention strategies, robust advising, and similar techniques to promote student success, the initiatives described below are focused on cohort-based academic learning and engagement, as well as transition skills, as means to encourage more immediate and immersive engagement with university life.

The First-Year Experience (FYE) Program, an Exceptional UND initiative, was one outcome of the work of the Undergraduate Learning Working Group (ULWG). That group was convened in response to data that raised concerns about success among first-year student success. ULWG members spent more than a year collecting and reviewing data about UND students before breaking into subcommittees to investigate strategies viewed as offering promise for improvement of student retention and learning. The final report of the ULWG called for the creation of an FYE program with the purpose of helping entering students “make a successful transition to academic life at the University of North Dakota.”

One prong of the FYE program was the development of First-Year Seminars (FYSs) as a highly promising means of improving retention and completion. The FYSs were piloted beginning in the fall following completion of the work of the ULWG. FYS courses focus on content that is academically challenging while also providing an emphasis on helping students develop skills needed for academic success. FYS classes are intentionally small (no more than 25 students), making it easy for students to get to know and work individually or were still enrolled (5 percent at UND, 9 percent elsewhere), either at UND or another institution. Among transfer students, 78 percent have either graduated (59 percent at UND, 11 percent elsewhere) or show current enrollment (3 percent at UND, 5 percent elsewhere).

4.C.3
The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

The University has initiated a number of programs in response to information on student retention, persistence, and graduation. Two examples, described here, demonstrate the kind of improvements that have been made (and continue to be under way) as a result of data,
with classmates and professors. The second year of the FYS program occurred in 2012-13.

Residence Hall Living & Learning Communities, another prong of the FYE Program, offers themed housing options in select residence halls. Students are provided with the opportunity to choose to live with peers who share an interest area. The object of the program is to help those enrolled develop a stronger sense of community and experience an integrated approach to intellectual and personal growth. Some of the communities also provide a stronger connection between classroom and everyday life. Living/learning options had existed at UND prior to the work of the ULWG; however, additional interest was generated based on recommendations from the group. The Aviation Community, for example, was established in the fall of 2012 as a direct result of the ULWG’s findings. Students can currently choose from four Living/Learning Communities, as shown in the following list, and discussion about possible program expansion is continuing.

- Aviation Community
- College of Engineering & Mines Community
- Honors Community
- Wellness Community

The ULWG recommended that UND build on existing FYE programs, including long-established options like the Integrated Studies Program, Honors Program, and Introduction to University Life courses, to create a range of options that could make it possible for all entering students to participate in an FYE. Although that goal is not yet achieved, expansion of FYE programs continues to occur. Those efforts in support of additional FYE options were motivated by data demonstrating student need.

4.C.4

The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.

Since IPEDS is a federal reporting requirement, the University uses the IPEDS definitions to enable the institution to have consistent data for internal purposes as well as peer comparisons. The IPEDS retention rate is defined as follows: “A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelor’s (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall…” The IPEDS graduation rate is defined as: “The rate required for disclosure and/or reporting purposes under Student Right-to-Know Act. This rate is calculated as the total number of completers within 150 percent of normal time divided by the revised adjusted cohort.” These are the definitions used at UND to inform the institution about retention, persistence, and program completion using methods consistent with good practice.
UND has experienced visible success in ensuring that new initiatives are both assessment-driven at the outset and data-driven in terms of evaluating success.

SUMMARY OF FINDINGS REGARDING CRITERION FOUR

UND has made substantial progress in the areas of assessment and information collection over the last decade, although areas remain where additional progress is needed. Many changes were spurred by the HLC report following the comprehensive visit in 2003, but progress has continued beyond initial efforts that were focused primarily on compliance with external expectations. While areas of need remain, a stronger culture of evidence has been created and, as is especially noticeable in institution-level initiatives, is becoming an expectation. UND has experienced visible success in ensuring that new initiatives are both assessment-driven at the outset and data-driven in terms of evaluating success. This is a compelling indication of the seriousness with which assessment and evaluation are viewed at the University.

Areas of Strength

- The University has made substantial progress in the areas of assessment and information collection over the last decade, at the department and program, college or school, and institutional levels.
- At an institutional level, there is a clear recognition of the need for change to be evidence-driven and for changes to be evidence-tested.
- There is general recognition within both academic and nonacademic programs that the practice of assessment is important and aids in the improvement of student learning outcomes.
- All departments are required to engage in program assessment.
- Assessment and analysis are expected to be included in annual reports.
- Periodic review of programs, including both undergraduate and graduate, provides faculty and administrators with the long-term view.
- The University exercises appropriate oversight regarding the quality and equivalency of credits in transcripts, whether completed at UND or through transfer.
- Departments and colleges use assessment data to make decisions to improve student learning.
- Various strategic initiatives are under way to attend to retention, persistence, and completion rates, and to promote student engagement to achieve those goals.
- These strategic initiatives, including those related to enrollment planning and management, retention, First-Year Experiences, and Living-Learning Communities, are collaborative, rooted in best or emerging practices, and rely on evaluation and assessment.
Opportunities for Improvement

• Academic and nonacademic units need to collect assessment data regularly using indirect and direct methods with the goal of being able to make use of findings for program improvement.

• Use of assessment data to make program decisions is uneven across departments and colleges.

• Additional encouragement for systematic engagement in assessment continues to be necessary, especially in graduate level programs.

• Continuing emphasis on regular and systematic documentation of assessment results and findings remains essential.

• Ongoing efforts to engage additional faculty in assessment continue to be important and could be further facilitated by promotion, tenure, evaluation systems, or reward structures that more clearly articulate expectations for and place value on this kind of work.

Next Steps

• Programs, including both academic and co-curricular/nondegree-granting, need to continue improvement of assessment practice.

• Funding models should be developed that reward data-driven decisions, including at the departmental level.

• Mechanisms need to be established to encourage and assist departments and programs in which faculty, staff, and leadership have not yet made strong and consistent use of assessment.
CHAPTER 6
Criterion 5. Resources, planning, and institutional effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.
5.A
THE INSTITUTION’S RESOURCE BASE SUPPORTS ITS CURRENT EDUCATIONAL PROGRAMS AND ITS PLANS FOR MAINTAINING AND STRENGTHENING THEIR QUALITY IN THE FUTURE.

5.A.1
The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

The University operates with a strong foundation marked by financial stability, an evolving team built with the mission and the changing environment of higher education as primary considerations, and physical and technological infrastructure that address current needs with capacity to respond to future challenges and opportunities.

5.A.1.a – Fiscal Infrastructure
Over the past decade, UND has experienced a stable fiscal resource base, which has supported its operations. UND has benefited from a flourishing state economy, providing the state with capacity to continue its level of appropriations. In addition, UND has managed enrollment with steady growth leading to a predictable stream of tuition revenue, pursued new research activities to advance its core mission and increase grants and contracts revenue to keep pace with other revenue sources, generated stable levels of auxiliary revenue, and reached the goal set for an ambitious capital campaign.

**State Appropriations:** The University has experienced consistent levels of state funding. Between 2004 and 2012, state support increased by 60 percent (Table 5.A.1.a-1). That increase maintained state appropriations at 22-23 percent of total revenues between 2004 and 2012 (Figure 5.A.1.a-1 and Figure 5.A.1.a-2).

With the strong state economy and a history of conservatively prudent fiscal management, higher education in North Dakota is expected to remain financially stable. While North Dakota is one of the nation’s smallest states, it is outperforming its larger rivals economically. The 2012 second quarter report from the U.S. Bureau of Economic Analysis (BEA) indicated that North Dakota is expanding more rapidly than any other state. That assertion is based on changes between 2010 and

<table>
<thead>
<tr>
<th>Source of Revenue</th>
<th>2004</th>
<th>2012</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Tuition and Fees</td>
<td>$ 72,966,544</td>
<td>$ 117,258,603</td>
<td>61%</td>
</tr>
<tr>
<td>Grants &amp; Contracts</td>
<td>$ 78,966,544</td>
<td>$ 112,094,359</td>
<td>43%</td>
</tr>
<tr>
<td>Sales &amp; Services</td>
<td>$ 23,054,669</td>
<td>$ 39,668,199</td>
<td>72%</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>$ 25,720,318</td>
<td>$ 39,632,398</td>
<td>54%</td>
</tr>
<tr>
<td>Other</td>
<td>$ 6,155,677</td>
<td>$ 5,716,453</td>
<td>-7%</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>$ 60,402,294</td>
<td>$ 99,957,594</td>
<td>65%</td>
</tr>
<tr>
<td>Gifts</td>
<td>$ 12,838,464</td>
<td>$ 16,396,686</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 279,533,082</td>
<td>$ 430,724,292</td>
<td>54%</td>
</tr>
</tbody>
</table>

Source: Ratios Revenues by Source Expend by Function (excel worksheets).
North Dakota’s gross state product (GSP) increased by 7.6 percent in 2011. No state grew faster.

In 2011 in gross state product (GSP), the annual output of goods and services at the state level. North Dakota’s GSP increased by 7.6 percent in 2011, based on inflation-adjusted figures from BEA. No state other than North Dakota grew faster than Oregon’s 4.7 percent, and seven states suffered declines. North Dakota is now the nation’s second largest oil-producing state.

Other indicators also point to the state’s continued financial strength. The North Dakota Office of Management and Budget (OMB) Sept. 20, 2012, general fund status report to the Budget Section of the North Dakota legislature noted two significant indicators demonstrating the state’s capacity to respond to its financial obligations. Specifically, the report highlighted the low and stable unemployment rate in July 2012 at only 2.9 percent while the national average remained at 8.6 percent. Further, oil production increases coupled with increases in the price of oil continue to support a strong economic outlook.

In addition, North Dakota began the 2011-2013 legislative biennium with a $1 billion general fund balance and, as of the September 2012 report from OMB, predicted a $1.5 billion general fund balance, before any transfers to the state’s Budget Stabilization Fund, at the end of the 2011-2013 biennium. NDCC Section 54-27.2-02 provides that any end-of-biennium balance in excess of $65.0 million must be transferred to the budget stabilization fund, up to a cap of 9.5 percent of general fund appropriations. Appropriations authorized during the 2011 special session resulted in the need to increase the budget stabilization fund cap by $16.1 million. The balance in the budget stabilization fund as of September 2012 was...
$395 million. This fund reflects the growing state reserves for any future budget stabilization needs.

These statements have been affirmed through external evaluations of the University’s fiscal health. Moody’s Investors Services maintains an Aa1 general obligation rating for the state of North Dakota, with a stable outlook. Likewise, in the May 2012 affirmation of the University’s Aa3 rating on UND’s Housing and Auxiliary Facilities Revenue Bonds, Moody’s noted the state of North Dakota has shown strong and consistent support that is expected to continue as the state benefits from a natural resource boom.

**Enrollment/Tuition Revenue:** The steady growth in student enrollment indicates a strong market position and a predictable flow of tuition revenue. Head-count enrollment at the University increased from 13,034 students in the fall of 2003 to 15,250 students in the fall of 2012, a 17 percent increase. Full-time equivalent enrollment increased from 11,073 students to 12,319 students for the same period, an 11 percent increase. This growth continues even though the in-state high school population is declining. To address this population shift, the University has increasingly recruited out-of-state students. In the fall of 2003, out-of-state students were 48 percent of enrollment, and by 2012, that group had increased to 57 percent of enrollment.

The University has also adjusted tuition dollars to address expenditure increases. While the tuition and fees sticker price has increased by 67 to 71 percent since 2003-2004, the share of net tuition and fees as an overall contribution to University revenue has not varied significantly. For example, in 2004, net tuition and fees were 26 percent of total revenue sources. In 2012, net tuition and fees were 27 percent of total revenues (Table 5.A.1.a-2). Equally important, UND is priced significantly lower than its peers. In FY 2008, UND’s undergraduate tuition and fees were 84 percent of its peer institutions’ and 71 percent in FY 2012. In FY 2008, UND’s graduate tuition and fees were 81 percent of its peer institutions’ and 71 percent.

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>26%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>29%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>30%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>30%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>29%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>28%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>27%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>26%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>27%</td>
</tr>
</tbody>
</table>

**Table 5.A.1.a-3**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In–state Tuition and Fees</td>
<td>$ 4,156</td>
<td>$ 7,092</td>
<td>71%</td>
</tr>
<tr>
<td>Out–of-state Tuition and Fees</td>
<td>$ 9,902</td>
<td>$ 16,767</td>
<td>69%</td>
</tr>
<tr>
<td>Mn. Resident Tuition and Fees</td>
<td>$ 4,615</td>
<td>$ 7,716</td>
<td>67%</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$ 4,234</td>
<td>$ 6,100</td>
<td>44%</td>
</tr>
<tr>
<td>Total Yearly Cost In–state</td>
<td>$ 8,390</td>
<td>$ 13,192</td>
<td>57%</td>
</tr>
</tbody>
</table>
percent in FY 2012. Also worth noting, UND has not increased tuition and fees at the same rate as its peers (Table 5.A.1.a-4). UND maintains a lower price point than five of its six regional competitors. Put simply, the data suggest net tuition and fees as a steady revenue stream, and that position is likely to continue, especially given that UND is at a lower price point than its peers and its cost is increasing at a slower rate.

Grants and Contracts Revenue: In the last decade, UND has continued to emphasize research excellence without compromising its focus on teaching and learning. UND’s status as a Carnegie-designated High-Research Activity institution has been reflected in the steady growth in absolute dollars of externally sponsored research funding. The recent overall decline in federal funding opportunities, including the elimination of earmarks, has challenged UND, as it has other many other institutions. Although federal grants and contracts have declined at UND in the last couple of years, the University has sought opportunities from other sources with a focus on the institution’s core expertise. This strategy has made it possible for the University to generate alternative grants and contracts revenue so the category remains within approximately the same share of total revenue contribution. In FY 2004, grants and contracts revenue represented 28 percent of total revenues at $78.4 million; in FY 2012 grants and contracts revenue totaled $112.1 million, which was 26 percent of total revenues (Figure 5.A.1.a-2).

In terms of grants and contracts revenue, the major research entities on campus continue to be housed within the Energy & Environmental Research Center (EERC), the John D. Odegard

<table>
<thead>
<tr>
<th>Table 5.A.1.a-4</th>
</tr>
</thead>
</table>

**Tuition and fees increase at UND as compared to its peer institutions FY 2008 to FY 2012**

<table>
<thead>
<tr>
<th>In-state Undergraduate</th>
<th>UND</th>
<th>Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>5.8%</td>
<td>6.2%</td>
</tr>
<tr>
<td>2009</td>
<td>6.2%</td>
<td>7.0%</td>
</tr>
<tr>
<td>2010</td>
<td>3.3%</td>
<td>5.7%</td>
</tr>
<tr>
<td>2011</td>
<td>3.1%</td>
<td>6.6%</td>
</tr>
<tr>
<td>2012</td>
<td>1.8%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In-state Graduate</th>
<th>UND</th>
<th>Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>5.8%</td>
<td>6.2%</td>
</tr>
<tr>
<td>2009</td>
<td>6.2%</td>
<td>5.9%</td>
</tr>
<tr>
<td>2010</td>
<td>3.3%</td>
<td>6.6%</td>
</tr>
<tr>
<td>2011</td>
<td>3.1%</td>
<td>7.6%</td>
</tr>
<tr>
<td>2012</td>
<td>2.3%</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

Source: Financial Report FY12, Page 11-12

School of Aerospace Sciences, and the School of Medicine & Health Sciences. Although the EERC experienced reduced funding as a result of the elimination of federal earmarks, increased funding in other areas, particularly in aerospace with a focus on unmanned aircraft systems, has partially made up for the drop in funding. The UND/L-3 Unmanned Aircraft Systems (UAS) Training Center at Grand Forks Air Force Base was dedicated in August 2011. As the latest addition to UND’s growing UAS presence in the region, the UAS Training Center is an integral part of the UND Unmanned Aircraft Systems Center of Excellence program that was established in 2006 under state
The University has experienced gains of 54 percent in revenue from its Auxiliary Enterprises, largely resulting from enrollment growth and increased charges, since 2004.

**Center of Excellence** guidelines. UND’s Center for UAS Research, Education & Training provides a conduit between private industry and UAS researchers, promoting commercialization of new UAS-related products and services while bringing UAS-related business ventures to North Dakota. UND also offered the country’s first bachelor’s degree in UAS operations.

UND has succeeded in cultivating relationships and identifying research focuses that are likely to be sustainable in the near future despite the decline in federal research dollars. In addition, the University continues to explore other funding opportunities that complement its core expertise. As a result of the oil boom in the western portion of the state, promising areas include energy studies, particularly geology and geological engineering and the related field of petroleum engineering, both located in the College of Engineering & Mines.

**Auxiliary Revenue:** The University has experienced gains of 54 percent in revenue from its Auxiliary Enterprises, largely resulting from enrollment growth and increased charges, since 2004 (Table 5.A.1.a-5). UND’s Housing & Auxiliary Facilities System (H&AFS) reflect the most significant revenue source within auxiliary service areas. H&AFS comprises housing, dining, and parking. Revenues from these entities are pledged to revenue bond retirement. The H&AFS currently includes:

**Housing and Dining Facilities:** UND offers 15 residence hall facilities, with three dining facilities, for approximately 3,192 students; 836 apartment units for students (single, family and faculty); and 275 apartment-styled units for students. In FY 2003, the University purchased a motel adjacent to campus (Dakota Hall) that it converted for student housing. That facility was in service as a residence hall until 2008.

**Parking Facilities:** The parking facilities have a total capacity of 11,307 spaces for vehicles, with 36 large surface lots, 56 small surface lots, and a five-level parking garage. Of this total, 2,451 spaces serve faculty and staff; 3,015 spaces serve students living in residence halls and apartments; 3,169 serve students, faculty, and staff; and 524 serve visitors. The balance is for commuting students and miscellaneous parking options.

The data suggest that the University is in a strong position, with its Housing & Auxiliary Facilities achieving levels of occupancy that generate sufficient revenue. This is essential for the University to maintain its good debt service coverage of bonds and other financial obligations for these facilities. The University has a respectable bond rating. In August 2012, Moody’s Investors.

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### Table 5.A.1.a-5

**Housing Occupancy by Type (FY 2012 Design Capacity)**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence Halls (3,192)</td>
<td>3,405</td>
<td>3,226</td>
<td>3,004</td>
<td>2,816</td>
<td>2,473</td>
<td>2,615</td>
<td>2,771</td>
<td>2,979</td>
<td>3,110</td>
</tr>
<tr>
<td>Apartments (836)</td>
<td>801</td>
<td>798</td>
<td>687</td>
<td>697</td>
<td>714</td>
<td>729</td>
<td>779</td>
<td>842</td>
<td>828</td>
</tr>
<tr>
<td>Apartment Styled Housing (275)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>260</td>
<td>259</td>
<td>267</td>
<td>273</td>
<td>273</td>
</tr>
</tbody>
</table>
The “North Dakota Spirit/Campaign for UND,” with a goal of $300 million. As of the spring of 2013, that fundraising target was met, with several months of the campaign yet to go. The most ambitious campaign in the University’s history, the fundraising is aimed at enhancing UND’s commitment to its students, educators, programs, and physical infrastructure. These capital campaign priorities, linked to former and current strategic priorities, focus on the following areas.

- **Passionate Students**: One of UND’s highest priorities is increasing the number of private scholarships available to students.
- **Inspirational Educators**: Building endowments to support faculty will dramatically strengthen the University’s ability to retain and recruit faculty leaders.
- **Innovative Programs**: UND will strengthen programs in energy, life sciences, rural health, and more.
- **Extraordinary Places**: Building and infrastructure priorities include:
  - Enhanced laboratory spaces
  - Continued investments in technology
  - An indoor athletic training complex
  - An alumni center
  - A new College of Business & Public Administration building

More than $297 million had been pledged through December 31, 2012, and the target was met early in 2013. The campaign will conclude in October 2013, and preliminary planning by University and Association/Foundation leadership is under way for the next capital campaign.
Expenditures: Evidence of a steady and predictable revenue stream is an indicator of financial health and capacity. Expenditure allocation levels, examined by function and within each fiscal year, demonstrate institutional stability. In terms of dollar amounts, UND’s operating expenditures grew between 2004 and 2012 (Figure 5.A.1.a-3). Like revenue streams, the University’s operating expenditures by function have remained consistent in share of expenditures (Figure 5.A.1.a-4 and Figure 5.A.1.a-5). For instance, instruction has remained the primary expenditure, at 39 percent of the total in 2004 and now 40 percent in 2012. Other categories, such as academic support, student services, scholarships, physical plant, and auxiliary enterprises, have remained unchanged in share of expenditures. There were slight declines in areas such as institutional support and public service, while there was a slight uptick in research (i.e., a 2 percent increase). This steady increase reflects the University’s efforts in the last decade to emphasize and support the research enterprise as a greater priority, but at the same time, the modest changes in expenditure (rather than dramatic shifts) demonstrate the University’s incremental approach consistent both with maintaining momentum and retaining its organizational culture.

Moving Forward: There are several challenges that will face the University in future years. A degree of uncertainty and, thus, limited ability to plan pose one obstacle. The North Dakota University System office is examining new tuition models, and the North Dakota legislature is considering different budgeting models. Until these issues are resolved, uncertainty about funding streams will remain, though University leadership is aware of these challenges and therefore can take
them into account. In addition, like many other colleges and universities, UND faces the reality of increasing costs of nonsalary inflationary expenses such as utilities, employee health insurance premiums, and library resources. While the University has been able to meet these obligations, the unpredictable increases serve as an ongoing challenge.

5.A.1.b – Human Resources

The University has built its leadership team with careful consideration of mission and the changing environment. This has included managing growth while continuing a commitment to excellence in teaching, research and scholarship or creative activities, and service. The current administration has focused on developing a leadership team with a shared set of goals and priorities, and building an academic community with a focus on enhancing the campus environment.

Managing Growth: As of 2012, UND employs over 2,800 benefited faculty and staff. To further the mission of teaching, scholarship or creative activities, and service, the University has managed its growth over the past decade with a corresponding growth in and support of its human capital base. Accordingly, while student FTE enrollment has increased by approximately 12.6 percent between 2006 and 2012, the University has increased its faculty at a similar pace. UND has maintained a fairly consistent faculty-to-student ratio of approximately 17:1, as calculated using both student and instructional faculty full-time.

Table 5.A.1.b-1
Examing Student Enrollment and Faculty to Construct Student-Faculty Ratio

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>FT Enrollment</th>
<th>PT Enrollment</th>
<th>FTE Enrollment (FT + 1/3 PT)</th>
<th>Total Faculty</th>
<th>FT</th>
<th>PT</th>
<th>FTE Faculty (FT + 1/3 PT)</th>
<th>Student-Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>12,834</td>
<td>10,460</td>
<td>2,374</td>
<td>11,251</td>
<td>706</td>
<td>631</td>
<td>75</td>
<td>656</td>
<td>17:1</td>
</tr>
<tr>
<td>2007</td>
<td>12,559</td>
<td>9,976</td>
<td>2,583</td>
<td>10,837</td>
<td>705</td>
<td>628</td>
<td>77</td>
<td>654</td>
<td>17:1</td>
</tr>
<tr>
<td>2008</td>
<td>12,748</td>
<td>10,192</td>
<td>2,556</td>
<td>11,044</td>
<td>714</td>
<td>640</td>
<td>74</td>
<td>665</td>
<td>17:1</td>
</tr>
<tr>
<td>2009</td>
<td>13,172</td>
<td>10,215</td>
<td>2,957</td>
<td>11,201</td>
<td>739</td>
<td>660</td>
<td>79</td>
<td>686</td>
<td>16:1</td>
</tr>
<tr>
<td>2010</td>
<td>14,194</td>
<td>10,845</td>
<td>3,349</td>
<td>11,961</td>
<td>752</td>
<td>683</td>
<td>69</td>
<td>706</td>
<td>17:1</td>
</tr>
<tr>
<td>2011</td>
<td>14,697</td>
<td>10,992</td>
<td>3,705</td>
<td>12,227</td>
<td>772</td>
<td>699</td>
<td>73</td>
<td>723</td>
<td>17:1</td>
</tr>
<tr>
<td>2012</td>
<td>15,250</td>
<td>11,382</td>
<td>3,868</td>
<td>12,671</td>
<td>797</td>
<td>721</td>
<td>76</td>
<td>746</td>
<td>17:1</td>
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</tbody>
</table>
Criterion 5: These changes especially reflect the retirement of President Charles Kupchella (who was in office during the prior HLC reaccreditation process), subsequent retirements, and strategic changes to advance the University's mission initiated by President Robert Kelley, in office since 2008. All members of the current leadership team were hired between 2008 and the present. One position, Vice President for General Administration, was eliminated. In 2011, the Vice President for Student & Outreach Services was reconfigured as Vice President for Student Affairs. In 2012, the new position of Vice President for University & Public Affairs was created to advance the University’s ability to communicate and conduct outreach effectively. In 2012, Provost and Vice President of Academic Affairs Paul LeBel announced his intention to step down from that role and return to the faculty after more than four years in the position. A new Provost, Tom DiLorenzo, assumed that office in May of 2013.

These changes in leadership have involved significant institutional transition. For the past few years, offices and staffing have been evaluated within divisions and throughout the University to determine sufficiency and organizational alignment. To assist in evaluating alignment, the University has engaged consulting firms and continues to focus on shaping staffing in ways that reflect the University mission, vision, and culture. In addition, both consultants and members of the University community have given input on emerging professional, social, and economic factors that merit consideration in planning organizational structure and staffing. The Exceptional UND roadmap has been in place to guide development of President Kelley’s leadership team as well as provide a
foundation for decisions about organizational structure.

**New Positions Dedicated to Enhancing the Campus Environment:** Recently, the University approved the addition of two key positions, a senior leadership position as Chief Diversity & Inclusion Officer or the equivalent, and a University Ombuds. Both positions align with the strategic priority of enhancing the quality of life as outlined in Exceptional UND.

In July 2012, UND’s Diversity Advisory Council (DAC) issued a report which recommended the appointment of a senior leadership position in diversity and inclusion. President Kelley approved the creation of this new position in September 2012 as a step toward strengthening and advancing the university’s commitment to diversity and inclusion. As President Kelley remarked, “Becoming an exceptional UND means that we will create and maintain a diverse, welcoming and inclusive campus environment that values difference as a critical element of discovery and learning,” (section 1.C). It is anticipated that the position’s portfolio will be designed and a hire will occur in the 2013-14 academic year.

Discussion about the possibility of hiring an Ombuds began much earlier. The President’s Advisory Council on Women recommended the position in 2003 as a strategy to improve the campus climate for women. In the 2005 Strategic Plan II, the University listed exploration of the need for an Ombuds position among its planned action items (Building on Excellence, Page 39). With the change in University leadership, the discussion was temporarily halted. It regained traction in 2011-2012 when a University Senate Committee explored the idea further, eventually presenting a recommendation that the University create the position. In 2012, President Kelley authorized the appointment of a University Ombuds, and an ad hoc Ombuds Committee drafted and posted the position, described as a half-time, benefited position to be hired as a one-year pilot. An individual is expected to begin serving in the position by May of 2013 (University Senate Minutes) (section 2.A).

**Transition in Athletics from NCAA Division II to Division I:** In July 2007, UND started its official exploratory year for the transition from an NCAA Division II to Division I school. Division I represents the highest level of intercollegiate athletics competition. To analyze and synthesize the issues arising from the transition, the University established the Division I Commission, co-chaired by then-Vice President for Student & Outreach Services Robert Boyd and then-Director of Athletics Tom Buning. The 35-member commission included representation from the full spectrum of constituencies: faculty, staff, alumni, students, and community members. Many of these representatives had significant knowledge in specialized areas, including advancement, finance, public relations, student development, and technology.

The Division I Commission recommended an increase in athletics program staffing to address the changes in terms of growth of the programs, depth of the program leadership, and compliance with NCAA regulations and necessary support. In 2007, prior to the transition, the athletics office had 48 staff members. By 2012, the staff had grown by another 50 percent to 70 members. The increase of 24 lines included 14 administrative staff and 10 coaches (President Kupchella addresses Division I).
These increases in staffing responded to the UND Division I Commission’s general recommendations to address Division I needs.

**Commitment to Scholarship and Creative Activities:** The staffing needed to support research activities has been repeatedly identified as sufficient to meet minimum operations. Interviews with leaders within the Division for Research & Economic Development and the Division of Academic Affairs, as well as with academic deans, emphasized the need for additional staffing for administrative and technical support, such as grants/contracts staff, laboratory technicians, and research compliance experts. To illustrate current human resource limitations, the strategic plan for the Division for Research & Economic Development compares UND’s staff resources with those at a peer/aspirant institution, the University of Kentucky, demonstrating the need for additional permanent technical staff for core research facilities. “For example, the University of Kentucky has 19 staff and 35 faculty in its Chemistry Department; UND has 3.75 staff for 15 faculty in its Department of Chemistry (Strategic Plan 2010, Page 12). The lack of such administrative and technical support is an important constraint on UND’s research productivity.” While the University has made significant efforts in adding critical lines such as the addition of a new export control officer and a leader of economic development activities, UND will require more attention to this area as its research enterprise continues to expand.

**5.A.1.c – Physical Infrastructure**

The University of North Dakota has 243 buildings on 548 acres (Financial Report FY12, Page 2). As of 2011, the campus (Progress Report FY11, Page 31) consisted of 6,381,476 square feet of building space. That figure reflects an increase of 22 percent since 2005-2006. The total campus building space includes leased apartments and Foundation-owned facilities that the University leases. Over the past decade, the University has invested significantly in its physical infrastructure. In addition, it has engaged in continuous review of physical infrastructure through assessment and planning. These efforts demonstrate that UND is maximizing existing infrastructure, but significant infrastructure needs remain and must be addressed in order for progress to continue.

Since 2003, the University has invested in upgrading its physical infrastructure. Between 2003 and 2012, the value of UND’s buildings, including new construction and improvements to
Housing and Dining: As a residential college, the consistent growth of the University’s enrollment in the last decade led to a corresponding growth in housing and dining facilities. The facilities growth was responsive in part to need and priorities, and in part to the observation made by the visiting HLC team in 2003 that UND was at maximum residential capacity. To assist in planning, UND hired two architecture and planning firms, Solomon Cordwell Buenz (SCB) and Brailsford and Dunlavey (B&D), in 2004 to complete a residential master plan encompassing the on-campus university-owned existing structures, increased by 59 percent (Table 5.A.1.c-1). Land value increased by 19 percent and the value of physical infrastructure improvements other than land (e.g., site improvements, utility systems, parking lots) increased by 13 percent (Table 5.A.1.c-1). Efforts to upgrade the University’s physical infrastructure are divided into the three areas of housing and dining, classroom and research facilities, and other facility additions and improvements.

### Table 5.A.1.c-1
**Capitalized Value of Plant Assets per Statement of Plant Assets**

<table>
<thead>
<tr>
<th></th>
<th>6/30/2003</th>
<th>6/30/2012</th>
<th>Change</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$5,469,713</td>
<td>$6,499,711</td>
<td>$1,029,998</td>
<td>19%</td>
</tr>
<tr>
<td>Improvements other than Buildings</td>
<td>$71,949,707</td>
<td>$81,058,625</td>
<td>$9,108,918</td>
<td>13%</td>
</tr>
<tr>
<td>Buildings</td>
<td>$231,102,266</td>
<td>$366,666,752</td>
<td>$135,564,486</td>
<td>59%</td>
</tr>
<tr>
<td>Leasehold Improvements</td>
<td>$2,010,028</td>
<td>$2,010,028</td>
<td>$0</td>
<td>-</td>
</tr>
<tr>
<td>Library Books</td>
<td>$43,701,173</td>
<td>$66,168,734</td>
<td>$22,467,561</td>
<td>51%</td>
</tr>
<tr>
<td>Equipment</td>
<td>$85,017,818</td>
<td>$115,350,769</td>
<td>$30,332,951</td>
<td>36%</td>
</tr>
<tr>
<td>Intangibles</td>
<td>$1,463,747</td>
<td>$1,463,747</td>
<td>$0</td>
<td>-</td>
</tr>
<tr>
<td>Construction in Progress</td>
<td>$6,183,618</td>
<td>$4,820,127</td>
<td>$-1,363,491</td>
<td>22%</td>
</tr>
<tr>
<td>Total</td>
<td>$443,424,295</td>
<td>$644,038,493</td>
<td>$200,614,198</td>
<td>45%</td>
</tr>
</tbody>
</table>

### Table 5.A.1.c-2
**Increase in Facility Values, 2003 to 2012**

<table>
<thead>
<tr>
<th></th>
<th>6/30/2003</th>
<th>6/30/2012</th>
<th>Change</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing &amp; Dining Facilities*</td>
<td>$39,680,557</td>
<td>$72,902,147</td>
<td>$33,221,590</td>
<td>+84%</td>
</tr>
<tr>
<td>Other Facilities*</td>
<td>$193,772,502</td>
<td>$301,206,519</td>
<td>$107,434,017</td>
<td>+55%</td>
</tr>
</tbody>
</table>

*Includes tunnels, skywalks, and construction in progress.*
residence halls and apartment buildings. A physical assessment, analysis, and master planning of campus housing was completed. The housing master plan called for creating living and learning programs, implementing “goal” housing in residence hall communities, and increasing the quality of campus housing. In response to that plan and aligned with the University’s priorities, UND invested in these facilities. Consequently, the capitalized value of housing and dining facilities, based on cost, increased from $39.7 million in 2003 to $72.9 million in 2012 (+84 percent) (Table 5.A.1.c-2).

Several building projects illustrate the expansion. University Place, built in 2007, is the largest housing addition, built at a cost of $19.7 million and providing 275-bed apartment-style housing (“goal” housing). University Place provides double and single bedroom units with full kitchens and living rooms. Its main floor is accessible to the public during the day and includes meeting rooms, the Stomping Grounds Coffee Shop, a convenience store, and lounge space. Apartment units have controlled access and are located on four floors. Students must have achieved sophomore status to be eligible for this housing option.

UND also added Hamline Square, a 77-unit, 203-bed apartment facility located north of the Ralph Engelstad Arena, to its housing options. Hamline Square was built by a private developer and is managed by UND. The $8 million facility has two-, three-, and four-bedroom apartment units with underground parking, washer and dryer hookups, and large square footage.

Several renovation projects designed to make the campus residential community more attractive to students were also prioritized. Bathroom renovations, undertaken in Johnstone and Fulton Halls in 2003-04, converted community baths to private bathrooms. The $1.8 million bathroom renovations provided more private and secure spaces and included ADA-compliant bathrooms. In planning renovations, the Housing Office has prioritized risk management and life safety upgrades (like fire alarm, sprinkler systems), ADA accessibility, and furniture replacements.

Squires Dining Center, one of three campus dining centers, underwent a $2.7 million renovation in 2007. The facility now offers modern décor with a variety of restaurant-style seating options and several display cooking platforms, providing students with multiple cook-to-order and fresh food concepts to increase student satisfaction and, thereby, increase the number of students using the facility. Squires Dining Center is also used for programming and as a casual study space.
As a result of an $11.2 million appropriation by the North Dakota Legislature, the 56-year-old Education & Human Development Building recently received a comprehensive renovation and addition. Emphasizing UND’s “green” initiative and good stewardship of resources, the building was constructed to Leadership in Energy and Environmental Design (LEED) standards and awarded Silver LEED certification in October 2012. Renovations and additions include 14 classrooms, two lecture halls, four seminar rooms, five conference rooms, and faculty offices. With numerous healthy-living adaptations incorporated into its design, upgrades in technology to enrich student learning, and more open spaces to promote gathering and the sharing of ideas, the new Education Building is a tangible example of the University’s “Exceptional UND” initiatives under one roof.

In 2010, UND again engaged SCB to update the 2004 housing master plan. Recommendations in the updated plan included (1) renovations and an addition to Wilkerson Dining Center, the largest dining center on campus, and (2) demolishing the West Green #2 apartments and replacing them with townhomes. UND has legislative authority for both of these projects, which would be funded with revenue bonds. The Wilkerson project, originally estimated at $14 million, has since expanded significantly as the result of recommendations from a visioning group that worked with SCB and an architect firm in the spring of 2012. Additional planning and analysis is under way for the Wilkerson project because of its size and complexity. UND is seeking legislative authority in 2013 to increase the project to $29 million. The townhome project is on hold pending completion of a campuswide comprehensive master plan.

In addition to these major projects, the University routinely updates all the residence halls by painting, carpeting, and installing new furnishings. Wireless service is available in all of the residence halls, and most apartment units have access to DSL, which is currently being upgraded.

Classroom and Research Facilities: A significant portion of UND’s physical infrastructure investment is in classroom and research facilities. Highlights of these investments include the new home of the College of Education & Human Development, the Northern Plains Center for Behavioral Research, the National Center for Hydrogen Technology, the Energy & Environmental Research Center (EERC) Office & Conference Center, the Family Medicine Centers, and the recently completed SCALE-UP classroom.

As a result of an $3.9 million appropriation by the North Dakota Legislature, the 56-year-old Education & Human Development Building recently received a comprehensive renovation and addition. Emphasizing UND’s “green” initiative and good stewardship of resources, the building was constructed to Leadership in Energy and Environmental Design (LEED) standards and awarded Silver LEED certification in October 2012. Renovations and additions include 14 classrooms, two lecture halls, four seminar rooms, five conference rooms, and faculty offices. With numerous healthy-living adaptations incorporated into its design, upgrades in technology to enrich student learning, and more open spaces to promote gathering and the sharing of ideas, the new Education Building is a tangible example of the University’s “Exceptional UND” initiatives under one roof.

The $3.9 million Northern Plains Center for Behavioral Research, dedicated in 2008, is one of the first in the nation built with National Institutes of Health funding to facilitate the work of scientists in nursing and psychology partnering with interdisciplinary colleagues in the behavioral sciences. The Center is used by multidisciplinary faculty to explore conditions such as reintegration needs of rural National Guard members and families post-deployment, nutritional effects on mood and cognitive flight performance, and cultural preservation of American Indians in the face of waterway conflicts. These research initiatives build on current studies with vulnerable populations in the state and region, including the elderly, American Indians, children, pregnant women, and their families.
The National Center for Hydrogen Technology, an EERC space, was constructed in 2008 at a cost of $3.5 million. The 15,000-square-foot facility provides researchers with state-of-the-art laboratory space and equipment needed to enhance research, development, testing, and commercialization of hydrogen and fuel cell technologies.

The EERC dedicated a $6.5 million 47,000-square-foot office and conference center addition in 2004. This project enhanced the EERC’s existing 169,000-square-foot facilities and included two three-story buildings to accommodate 90 additional staff, as well as meeting rooms to accommodate more than 300 people. In addition to the construction project, some of the EERC’s existing facilities received a $1.5 million upgrade, including interior remodeling, mechanical replacements, and new windows.

New family practice clinics in Minot and Bismarck were constructed by the School of Medicine & Health Sciences. The Minot Center for Family Medicine opened in 2004 and the Bismarck Center for Family Medicine opened in 2012.

Other significant improvements occurred with far fewer dollars, but were equally valuable in contributing to the academic and research endeavors of the UND community. For instance, Harrington Hall underwent a $1.5 million renovation. The renovated space provides refurbished laboratory space for the Chemical Engineering Department, including facilities for Sustainable Energy Research Initiative and Supporting Education (SUNRISE) researchers. SUNRISE is a multi-institutional, multidisciplinary, collaborative project addressing sustainable energy and associated technologies. The flight hangars operated by the School of Aerospace Sciences at the airport underwent a $2 million renovation in 2003 and a $1.5 million renovation in 2011.

More recently, the University has created a new academic space to further its strategic priority of enriching the student learning experience. In 2012, UND completed a $1.3 million renovation project to create a SCALE-UP classroom—the largest such classroom in the region (section 3.D.4.b). SCALE-UP stands for Student-Centered Active Learning Environment for Undergraduate Programs. The classroom is an innovative, state-of-the-art teaching space, or “learning environment.” With a capacity of 180 students, the SCALE-UP room is outfitted with computers, multiple video screens, and other technology, configured to change the way instructors teach large lecture-style classes, especially those in the sciences. Given the significance of this physical upgrade of a major instructional space, the University also provided faculty development training and summer development funding to aid faculty in making the necessary changes to their teaching strategies for courses taught in the SCALE-UP room.

Other Facility Projects: Other facility projects since 2003 have also contributed to the life and development of the UND community.

A new Student Wellness Center, state of the art in every way, opened in 2006. The $18 million project was funded through revenue bonds that are being retired by a student fee—a fee that was supported by student leadership and a vote of the student body. The Wellness Center has 107,000 square feet of space consisting of workout floor areas, offices, locker rooms,
UND. Services include recruitment, transitional support, a highly successful retention program, tutoring, study skills, ongoing encouragement, and advisement (academic, financial aid, personal, social, and cultural).

Parking is a significant component of the campus physical infrastructure, and a lack of parking was an area of concern noted in the HLC team report following the 2003 comprehensive reaccreditation visit. In 2003, prior to the 2003 visit, the University retained Walker Parking Consultants to respond to a number of concerns and objectives regarding parking, including concerns that the University was approaching its maximum assigned spaces. A primary consideration was to fairly represent the interests of all parking user groups, including students, visitors, faculty, and staff, while also considering the financial responsibility of the University. To meet current and future parking needs on campus, Walker Parking Consultants recommended construction of a parking structure to supply approximately 800 additional parking spaces in proximity to the academic core of the campus.

In accordance with the recommendation, a five-level, 750-space, $17 million parking ramp was constructed at the east end of campus. The parking ramp project also included the construction of a tunnel connecting the parking ramp stairwell tower with Swanson Hall, a residence hall, which itself connects by tunnel to the Memorial Union. A skywalk from the stairwell on the opposite side of the ramp crosses Columbia Road, providing access to the large surface-parking lot east of the parking ramp site. The skywalk allows pedestrians to safely access the campus from the parking lot via the skywalk, parking ramp, and tunnel system. There

and wellness instructional rooms. The Center offers self-conducted exercise, personal training, rock climbing, cooking lessons, meditation, and intramural sports.

Renovations to student facilities included a $5 million renovation of the Memorial Union completed in 2004. Since its renovation, student satisfaction data indicate increasing satisfaction levels with a 90.3 percent rating in 2008, up from 85 percent in 2004 and up from 73.7 percent in 2001 (pre-renovation).

UND also invested $500,000 in the construction of the American Indian Student Services (AISS) Center. The office of AISS provides culturally appropriate student support services designed to enhance the academic and personal success of American Indian students attending
With the focus on creating an Exceptional UND, the University is actively engaged in evaluating its physical infrastructure in a more strategic and developmental manner.

are four stair towers constructed as part of the project, three on the parking ramp structure and one stand-alone tower supporting the east end of the skywalk. Each tower has an elevator to make the system fully accessible. The stair towers, tunnel, skywalk, and walkway within the parking ramp are heated and air-conditioned.

In addition, the University commissioned a pavement condition assessment in 2011. The purpose of that assessment was to provide data for the University’s capital improvement plan for parking lots and roadways.

Assessments and Planning: UND continues to monitor the adequacy of the campus physical infrastructure. North Dakota State Board of Higher Education (SBHE) Policy 901 stipulates that each campus must have a master plan, updated annually, that identifies future facility requirements for anticipated changes in enrollment and in academic, research, and public service programs. These plans are to be developed consistent with guidelines set forth by the NDUS Chancellor. The master plan also is to document and substantiate the institution’s biennial capital budget priorities. A new campus master plan is to be completed every six years.

Practically speaking, the SBHE requirement functions more as an inventory and status report of physical assets than a comprehensive master plan. With the focus on creating an Exceptional UND, the University is actively engaged in evaluating its physical infrastructure in a more strategic and developmental manner. Institutional priorities serve as one of the primary guides. Further, the institution continues to consider quality issues and technology needs that must be addressed to ensure that physical resources continue to meet 21st-century demands.

UND has commissioned numerous studies and plans in the last 10 years to evaluate the state of campus infrastructure. These reports have included a space utilization study, utility master plan, boiler useful life evaluation, athletic master plan, housing master plan, and building assessments (e.g., Strinden Center, Stone House). There is an impressive collection of data; however, connecting these studies to an overarching master plan is needed.

The Vice President for Finance & Operations appointed a master planning process steering committee in July 2012. The committee was charged with development of a comprehensive campus master plan addressing facility needs (academic, research, athletic), parking, traffic, green space, recreation, infrastructure, utilities, historic preservation, residential planning, and related matters holistically. Steering committee members represent a broad range of constituent groups, and each was given the responsibility of maintaining connections and facilitating communication with their respective constituencies.

While this groundwork was laid, subsequent events altered these initial plans. The newly appointed NDUS Chancellor announced that his office intends to undertake a master planning process at the system level, and a funding request was included in the 2013-2015 biennial budget submission. To provide an opportunity for the NDUS to construct its plan, which would undoubtedly impact UND’s own planning, the system office asked UND to scale back its master planning effort in order to enable UND to participate more fully in the Chancellor’s vision.
and plans. So that UND’s progress would not be stalled in the meantime, the NDUS granted UND approval to proceed with an assessment of space utilization, particularly classrooms/labs for learning space improvement as well as student service areas, to inform development of a space utilization/management policy. As part of the space assessment, the following items are to be examined: (1) confirmation of the site location of a proposed student townhome project, (2) evaluation of appropriate academic (or other reuse) options for older space that becomes available as a result of new facilities coming on line, (3) evaluation of the area surrounding the Wilson Laird Core & Sample Library in the College of Engineering & Mines to determine options for building expansion, (4) assessment of further development of the north quadrant area (Bronson Property) for connectivity to the campus core to enhance the University/community, (5) continuation of systematic facility assessments targeted to buildings perceived to be in the greatest need of attention, and (6) definition of infrastructure needs that result from the above assessments. The intent is that, once completed, this report and existing assessments will guide the NDUS master plan and support UND’s campus development in a manner that aligns with the institution’s mission and vision.

Advancing a Socially Conscious Planning Approach: A noticeable shift in facilities planning efforts took place over the past decade. The University took steps to advance a socially conscious planning approach that includes sustainability through green technologies. In the spring of 2008, then-President Charles Kupchella signed the American College and University Presidents’ Climate Commitment (ACUPCC), pledging to reduce the institution’s carbon footprint and energy consumption. As the first institution in North Dakota to sign the AUPCC, UND demonstrated its commitment to taking a leadership role on sustainability issues that is viewed as essential to the education of students and the institution’s role in the community.

A Council on Environmental Stewardship and Sustainability was appointed and charged with developing and implementing a climate action plan to reduce the University’s carbon footprint. The council completed a Greenhouse Gas Inventory in January of 2009 and subsequently developed the Climate Action Plan.

The Climate Action Plan cites many steps the University has taken to advance its climate commitment, including construction of a LEED-complying residence hall, the silver LEED-certified Education Building, and the platinum LEED-seeking UND Alumni Association & Foundation’s Gorecki Alumni Center. The University also implemented a comprehensive energy efficiency improvement program to reduce electrical and steam usage using state bond funding which is repaid with savings generated through the efficiencies. The lighting efficiency program alone eliminated the use of the equivalent of 164,610 100-watt bulbs.

In May 2010, President Robert Kelley submitted the University’s Climate Action Plan to the AUPCC Committee. UND received an overall grade of ‘B’ on the 2011 Green Report Card, an improvement from the overall grade of ‘C+’ on the 2010 Green Report Card. UND received one subsection ‘A’, for climate change and energy. In this category, the Report Card comments that ‘the university has completed greenhouse gas emissions
Criterion 5

The primary SMHS structure on the UND campus is a retired hospital constructed in 1952 and repurposed in 1988 as the SMHS. It currently contains nearly 380,000 gross square feet with multiple additions over the years. The existing facility presents challenges for educating today’s medical and health service providers, regardless of the enrollment increase. The space study concluded that needs are significant:

- The size, shape, and configuration of most of the educational spaces are inadequate.
- Many of the classrooms, labs, Patient-Centered Learning (PCL) environments and lecture halls are overcrowded and recommended clearances are unobtainable — compromising the effectiveness of the learning environment and creating safety concerns in some instances.
- Offices are tailored around the original spacious 1952 patient care rooms, each containing their own bathroom, resulting in inefficient use of space. Major renovations are required to reduce them to sizes that more closely represent a standard for higher education needs. (Space Utilization Study, Page 2)

Illustrating the physical limitations, the study team observed that the “existing facility is at maximum capacity (and beyond) in several areas to accommodate the current student enrollment. As an example, teaching wet labs are scheduled at 173 percent of their capacity.” (Space Utilization Study, Page 3).

Given these concerns, the University is seeking, for the 2013-15 biennium, legislative approval of and state funding for a renovation and addition to the SMHS facility. The outcome of this request is unknown as of this writing.

The second area of campus with significant physical infrastructure needs is the School of Law. The UND School of Law has an urgent need for 30,000 square feet of additional space, as well...
Deferred maintenance is another significant concern. For the 2011-2013 biennium, the University received one-time funding from the legislature to address deferred maintenance items. This funding was in addition to the repairs and general maintenance funds normally received. As a result, many major projects were completed during the fiscal year, such as re-roofing projects in Twamley and O’Kelly Halls, the Medical School HVAC repairs, mechanical/electrical work in Gamble Hall and the Fargo Medical Center, and brick repairs for Odegard Hall. In addition, more minor projects, including street repairs, painting, water main replacements, and plumbing work, were completed.

While the 2011-2013 biennium funds did assist the University in addressing facilities needs, the University does not have a consistent financial source to draw upon for ongoing maintenance and no definitive schedule for renovations has been developed. In fact, the University’s 2012 Campus Master Plan notes that deferred maintenance and a practical means of servicing associated costs liability continues to be a major facilities concern. As of 2012, UND reports between $50 million and $75 million in deferred maintenance liabilities, particularly in paving, parking, and building mechanical systems.

5.A.1.d – Technological Infrastructure

The University’s information technology plans and initiatives reflect a continuous improvement process guided by three overarching goals: (1) establishing a comprehensive infrastructure that responds to the current needs of the University community, (2) building capacity in a responsive manner that adapts to new technologies and future needs, and (3) partnering with the North
Dakota University System with a shared vision and complementary services.

Establishing a Comprehensive Infrastructure: In the fall of 2008, UND initiated a review of its information technology using a five-part analysis. The review examined technology through the lens of application and service, the core and enabling infrastructure, outreach and public service, research, and teaching and learning. After a year of data collection that engaged a cross-section of campus and consisted of an iterative process allowing formulation of working plans, the Chief Information Officer (CIO) implemented a series of initiatives and action items to develop a comprehensive and responsive informational technology infrastructure intended to be adaptable to future needs and emergent technologies. For instance, the plan led to the creation of a Smart and Technology Enhanced Classroom Typology with six tiers (i.e., Basic Tech, Basic +, Smart 1 Intermediate, Smart 2 Smart, Smart 3 Enhanced, and Hybrid) along with a schedule for installing new equipment and upgrading rooms in six academic buildings that had not previously received adequate attention (Figure 5.A.1.d-1). The smart classroom typology considers current technology as well as equipment maintenance and upgrades. Beyond the physical campus, the plan identified an opportunity to support both on-campus and distance students through the creation of virtual computer labs. Beginning in 2010, the University entered into a service agreement with Citrix to host application/software, which UND users can access remotely. The application virtualization makes it possible for distance students to use high-cost, specialized software such as AMOS, ChemCAD,
and ProEngineer from their sites, rather than having to purchase the application or drive to campus. Further, the application virtualization provides greater efficiencies within the information technology unit because each terminal of the various computer labs does not require the various licenses for specialized programs or even for common applications such as those found within the Microsoft Suite. Virtualization makes upgrades and new software access easy to implement and affordable. The plan also included adopting services that provide on-demand tutorials on the uses of various software applications. Those tutorials provide training and development for UND staff and students, offer support at any time and in any place, and allow the information technology staff to place greater emphasis on other user support services.

Building Capacity: Many initiatives that emerged from the information technology (IT) planning both address current needs and build capacity in support of the educational and research mission, including direct support of student learning. Recently, the University enabled the content system within Blackboard to include among the options a file storage component and ePortfolios; UND adopted a new student email system that has greater storage capacity and calendar functions; it consolidated technical support and now offers longer hours and multiple contact points (e.g., chat, email, and phone) for assistance; it negotiated programs for uniform purchasing with greater discounts and significant software discounts for students, faculty, and staff; it conducted a major website overhaul for consistency in branding and information access; it expanded the number of entry points that operate with a single campus login feature; it created numerous collaborative workstations across campus; it upgraded the campus from 10MB to 1G to enhance participation with Internet2; and it continues to support a High Performance Computing service for research, particularly research that involves intricate numerical modeling and data-intensive simulations.

While the University has adopted such key initiatives and taken actions that build on existing technological infrastructure, UND’s IT also operates in concert with the administrative functions of the state and the North Dakota University System (NDUS). The adoption of PeopleSoft as the statewide information management system, operating under ConnectND (the name given to the state’s adoption of PeopleSoft as common system software) is a key example. With the goal of creating more seamless information exchange among state agencies, the state of North Dakota rolled out PeopleSoft as the primary solution for state data in 2005. The system includes key operational modules for UND functions such as finance, human resources, and student administration. Due to understaffing and lack of coordination and communication at the system level, campuses struggled with implementation from go-live through the next three to five years. Today, however, PeopleSoft is functional and serving the University quite well.

One challenge for the campus is regarding ConnectND governance. The two largest and only research institutions in the state, UND and North Dakota State University, enroll approximately 30,000 students while the other nine college campuses that share the PeopleSoft system enroll approximately 10,000 total students. Yet, each
Finally, the most significant shared operation between NDUS and UND is a joint facility, service, and data warehouse. Furthering the integration, in December 2012 the University entered into a service-level agreement with the NDUS, placing the system as the information technology source for networking, server administration, integrated services, enterprise services, and the CIO office. Support services involving assistance with network access, application support, email assistance, PC and Mac support, and classroom and instructional services, however, remain with the UND Tech Support team.

Moving Forward: While the technological infrastructure is strong and continuing to develop, the University may face challenges as it tries to build on its momentum. One area of concern is funding sustainability. Most of the funds used to upgrade the campus technology originated from student fees. As UND revisits its funding model, regular budget allocations for this area are necessary if the University is to continue responding to new technologies and needs. This is particularly important for addressing potential threats, such as data security breaches, and new opportunities, such as data analytics. In addition, the University will need to revisit staffing. Recently, UND entered into a Memorandum of Understanding with NDUS’s System Information Technology Services (SITS) unit through which the University reallocated 70 positions to SITS and SITS, in return, supports UND’s technology services.

of the 11 campuses is afforded a single vote in deciding priorities for enhancements and further implementation of the system. The result is underutilization of some aspects of this statewide investment that might primarily benefit the larger institutions in ways consonant with their missions. UND staff are aware of additional functionalities within PeopleSoft that would be beneficial to students and the University. However, attempts to have additional functionalities activated in PeopleSoft are sometimes prevented by competing priorities which result in a lack of consensus among institutions or delayed by other priorities across ConnectND which take precedence. These barriers to implementing new capabilities cause the loss of any strategic advantage that otherwise could be gained through operational efficiencies. In addition, campuses are experiencing continuing loss of access to ConnectND resources to address campus priorities as a result of the demand upon ConnectND staff to meet the reporting needs and priorities of the system office.

PeopleSoft has led to the introduction of new supports for students, such as increased access to their financial and academic information. Students are able to use their Campus Connection account to register, drop and add classes, review the status of their financial aid, make payments on their accounts, apply for campus housing, purchase parking permits, and maintain up-to-date address and other contact information. Campus Connection has recently gone mobile, further increasing access.

The NDUS has also adopted Microsoft Office 365 as an integrated communication tool for faculty and staff, connecting email, calendar, and file sharing across the 11 campuses within the system.
The initiatives and actions described in this section continue to build the University’s technology infrastructure. They demonstrate an evolving plan that is sensitive to institutional mission, user needs, changes in technology, and trends within teaching, research, service, and administration. Further, institutional assessment data demonstrate that UND’s improvements result in progress in infrastructure and usage. Findings suggest that optimized use of IT contributes to student learning, research, and other operations of the University (Progress Report FY11, Page 26). The IT unit maintains an oversight committee, the University Technology Advisory Council, as a consultative body consisting of a cross section of the campus with continuous improvement as a primary goal. As UND maintains and builds its technological infrastructure, it will need to examine its funding mechanisms and staffing adequacy to ensure these achievements are sustained.

**5.A.2**
The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Faculty salaries, academic programs, and student services continue to be top priorities in budgeting. As noted in 5.A.1, the University has maintained the academic portion of its expenditures at more than two-thirds of total expenditures. Included as academic expenditures are costs of instruction, academic support, student services, research, and public service (Figure 5.A.1). For the last decade the University has established strategic priorities and outlined them in an institutional plan (i.e., Pathways to the Future in 2001, Building on Excellence in 2005, and Exceptional UND in 2011). These priorities have shaped the University’s direction and guided resource allocation decisions.

UND does not report to a superordinate entity to which it disburses funds. However, one area of institutional change that has raised funding concerns among some constituencies is the University’s transition from NCAA Division II to Division I Athletics. This transition has required additional resources. The 2012 annual budget submitted to the State Board of Higher Education for Athletics showed expenses exceeding revenue by $1.5 million. In preparation for the Division I transition, the University engaged consultants Carr Sports Associates, Inc. during the 2006-2007 academic year to assist in planning and implementation. Their income projections were
5.A.3
The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

UND's mission statement emphasizes its role in serving "the state, the country, and the world community through teaching, research, creative activities, and service." The University accomplishes this by recognizing its core competencies and contributions to society within the context of its distinctive traditions, cultural identity, and capacity to shape minds, discover and distribute new ideas, and give back to its community. UND fosters an academic community that offers intellectual vitality, care, and opportunity by demonstrating its commitment to excellence in teaching and research, scholarship, or creative activities pursuant to its mission.

5.A.3.a - Commitment to Teaching
UND faculty report that they dedicate time and effort to their teaching endeavors, and the evidence supports commitment to student learning. For instance, in 2011, a survey of undergraduate faculty indicated that 89 percent of the faculty respondents identify teaching as their primary responsibility. Respondents at other public universities reported approximately 66 percent of the faculty indicating teaching as the primary responsibility. The same survey reported that UND faculty teach more hours than faculty at other public universities, and also dedicate more time to course preparation and reviewing students' work. When comparing the self-reporting on faculty time spent on these instructional activities at UND in 2002 and 2011, the findings show increases in faculty time spent on these teaching duties.
Faculty also acknowledge that the institution rewards the investment of time and energy that supports student learning. For example, while the University has raised its admissions standards in 2005, undergraduate faculty reported in 2011 that the statement, “Faculty are rewarded for their efforts to work with underprepared students,” is “very descriptive” of UND’s priorities (What Faculty, Page 41). Data addressing faculty time, effort, and the rewards system all reflect a faculty ethos of teaching as a priority.

5.A.3.b - Commitment to Research

The University continues to place emphasis on its research mission in terms of valuing research, scholarship, and creative activities. Based on UCLA’s Higher Education Research Institute (HERI) Faculty Survey, the perceived importance of research has changed for UND faculty, a probable reflection of the incremental shifts in institutional priorities initiated just over a decade ago during the presidency of Charles Kupchella. In 2008, 74 percent of full-time undergraduate faculty described research as “very important” or “essential” (HERI Survey, Page 3). In 2011, the percentage of faculty viewing research “very important” or “essential” increased to 81.6 percent. The perception of importance was confirmed by the time dedicated to this activity. In 2011, UND faculty respondents reported increasing amounts of time spent on research and scholarly work when compared to survey results from 2002 and 2008 (HERI Survey, Page 6).

As UND has increased the importance of research over the past decade, a corresponding increase has been seen in the percentage of faculty reporting they have published scholarly work. The numbers of faculty reporting scholarly activity mirror those of survey respondents at public universities. While UND respondents tend to report somewhat fewer documents published than their national peers, that difference is not statistically significant.

UND has maintained a relatively stable level of sponsored research activities. For instance, while the number of external proposals submitted declined between fiscal years 2006 and 2011 following a period of rapid and significant growth in the first part of the decade, the percentage of successful proposals has not changed dramatically (Table 5.A.3-1). This achievement is significant because it signals that UND faculty efforts to seek external funding are more focused and the University is doing well despite declines in federal dollars for academic research during that time period (section 5.A.1.a). As described earlier, sponsored research activity continues to increase,

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</tr>
</thead>
<tbody>
<tr>
<td>Proposals</td>
<td>975</td>
<td>967</td>
<td>931</td>
<td>849</td>
<td>911</td>
<td>779</td>
</tr>
<tr>
<td>Awarded</td>
<td>676</td>
<td>729</td>
<td>674</td>
<td>635</td>
<td>569</td>
<td>578</td>
</tr>
<tr>
<td>% Success</td>
<td>69%</td>
<td>75%</td>
<td>72%</td>
<td>75%</td>
<td>62%</td>
<td>74%</td>
</tr>
</tbody>
</table>
In 2006, the University was accorded a spot on the first-ever U.S. President’s Higher Education Community Service Honor Roll for its consistent excellence in community engagement. UND’s service achievements have not gone unnoticed. In 2006, the University was accorded a spot on the first-ever U.S. President’s Higher Education Community Service Honor Roll for its consistent excellence in community engagement. A month later, the Carnegie Foundation for the Advancement of Teaching selected UND for inclusion in its new community engagement classification. The University was one of only 76 schools selected nationwide, and one of only nine to identified within the Outreach and Partnerships category. In 2011, the Carnegie Foundation for the Advancement of Teaching reclassified UND into the honorary community engagement classification. Today, the University is among 311 (115 newly awarded) U.S. institutions with this distinction.

Table 5.A.3-2
Invention Disclosures and Intellectual Property Applications by Fiscal Year (Does not include EERC)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>IP Disclosures</th>
<th>Filed U.S. Application</th>
<th>Issued Patents Reg Trademarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2003</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2004</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2005</td>
<td>15</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>2006</td>
<td>17</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>15</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>2008</td>
<td>12</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>2009</td>
<td>9</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>2010</td>
<td>8</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>2011</td>
<td>23</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Div. of Research Annual Report of Sponsored Activity (B0402)

Further, the University is exploring better ways to integrate teaching and research. These efforts have taken place in terms of supporting technological infrastructure and programmatic efforts (e.g., undergraduate research initiative). In addition, the University is examining more innovative approaches such as establishing a Commons for Learning & Inquiry as the central hub for intellectual development and advancement (Criterion Three).

5.A.3.c - Commitment to Service
The University community participates in and positively impacts communities at the local, regional, national, and international levels. Over the past decade, UND has highlighted many of these efforts, demonstrating several common practices through which the University serves its community. The University regularly engages in activities such as information dissemination, training, cultural programming, community assistance, and studies to discover solutions to practical problems. These service activities also demonstrate an institutional commitment to supporting underserved populations, particularly American Indians, military veterans, and rural communities; developing new methods of addressing social and environmental problems; engaging children from toddlers to high school students in learning; and inspiring the public to enact positive change within their communities.
5.A.4
The institution’s staff in all areas are appropriately qualified and trained.

The University has continued to attract, retain, and develop its staff to participate in the educational mission and operations of the institution. It has a record of investing in its people to build on its successes. Staffing for the University is overseen by the UND Office of Human Resources & Payroll Services (HR). As part of that oversight, HR conducts a job analysis for each new and revised position. Within these reviews, HR analyzes positions for correct title, job code, and salary range based on the listed duties. HR also conducts an informal job analysis prior to recruiting for a posted position. These processes have enabled the University to maintain a staff of individuals who are well qualified for their roles.

5.A.4.a - Building a Team of Faculty and Staff

The University dedicates time and thought to ensuring that it builds a team of well-qualified faculty and staff. It does so by maintaining and following well-articulated recruitment and selection processes.

The University follows a clearly delineated set of steps to recruit and select qualified individuals who meet institutional needs (Figure 5.A.4-1). To begin the search process, a justification for the position is submitted for multiple approvals within a division (e.g., department head, dean, and vice president). This form or memo presents basic information about the requested position and includes a rationale outlining alignment with the University mission and departmental/division needs. If approved, the hiring unit submits a request to recruit (teaching, research or academic professional and vice president). That document details the reporting lines, source of funds, position description (i.e., basic responsibilities), and required and preferred qualifications. The position description identifies the required duties the person hired for the position will perform, and those duties often align with descriptions used for similar positions at the institution. The document also identifies specific tasks that must be completed to carry out the key responsibilities, any physical and/or mental demands, any essential environmental demands, and any highly specialized skills or expertise required, including requirements such as licensure, certification, accreditation, or another credential. The recruitment request/position requisition documents are reviewed and approved by division leadership. In addition, the University Affirmative Action office inspects the documents to ensure fairness, compliance with UND policy, and compliance with state or federal laws.

Figure 5.A.4-1
Hiring Process
The selection process is competitive. According to University policy, positions that carry faculty rank such as Instructor, Assistant, Associate, and Professor, as well as all academic support staff, and all other support staff require a competitive recruiting process. It is the University’s policy to garner a hiring pool that is as large and competitive as possible in order to diversify its employee population.

The selection process is equally thorough. Hiring managers (and when applicable, hiring committee members) engage in applicant screenings by reviewing paper applications and conducting interviews, past employment verifications, and reference checks. Hiring managers and committee members evaluate candidates based on the essential functions of the position and other preferred qualifications. When recruiting for positions that draw primarily from a local labor market, the hiring process is conducted by the hiring manager with involvement of staff. Academic faculty, professional staff, and administrative searches typically involve the appointment of search committees to advise the hiring manager. Committees screen applicants, engage applicants in meeting other members of the University community, and evaluate the strengths and weaknesses of finalists. When applicable, applicants are vetted through media checks, employment evaluations or assessments, and background checks. Prior to issuing a Letter of Intent or an employment offer, the hiring manager submits a request to appoint. At that time, UND reviews the hiring process to ensure fairness of the process and appropriateness of qualifications.

The HR office supports hiring managers throughout this process. It offers assistance to departments as they determine qualifications that will be required or preferred, identify sites to advertise, plan interview questions, establish search committee processes, and conduct reference background checks. HR also assists in setting salaries. The NDUS has an electronic listing of all broadband job families that HR uses to categorize positions. The HR office plans to become more automated, offering services such as an electronic database of all UND positions, in order to provide hiring managers with easy access to information. The electronic database will provide data for a more systematic model of institutional assessment and improvement.

Qualifications of University employees may take a variety of forms, depending on the position. Faculty and staff often meet position requirements through special expertise accrued and demonstrated. For instance, the University Counseling Center hires staff with doctoral degrees in psychology as well as Licensed Associate Professional Counselors, who hold graduate degrees and work in a supervised setting. Positions in the Counseling Center with counseling service responsibilities require advanced degrees in counseling psychology or directly related fields. The UND Counseling Center is accredited by the International Association of Counseling Services, Inc., which ensures high professional standards in order to maintain quality service and to ensure competent and reliable support.

For faculty, one indicator of qualification in many disciplines is a terminal degree. UND has
In addition to academic degrees and other credentials, UND faculty and staff demonstrate their qualifications with regional, national, and international distinctions. These honors have recognized faculty accomplishments in teaching, scholarship and creative activities, service to the academic community, and quality performance in other support areas. Honors also reflect the achievements of highly qualified professional staff. For instance, the North Dakota Department of Health recognized UND's Student Health Services with the Providers' Choice Award for extraordinary contributions towards increasing immunization rates in the state.

5.A.4.b - Investing in its People

The University emphasizes investing in its faculty and staff. These efforts, consistent with the Exceptional UND priority of enhancing the quality of life for faculty and staff, include narrowing the salary gap with peer institutions, paying close attention to faculty/staff retention, and improving faculty/staff performance through career and personal development opportunities.

UND has made it a priority to narrow the pay gap with regional and national peers. As a result, there are five years between 2002 and 2012 when average faculty and staff salary increases exceeded the state general fund appropriation funding for salary increases. This was accomplished by internal reallocation. Further, in 2008, the NDUS examined compensation gaps within the system and among peer institutions. This study led to successful efforts at the system level to advocate for salary increases. Between 2008 and 2011, UND faculty and staff received 5 percent increases, and during the 2012 and 2013 fiscal years, faculty and staff received 3 percent increases (Table 5.A.4-1).

Generally speaking, faculty are required to have obtained at least one degree level above the degree of instruction except when the instruction is for the terminal degree or the faculty has some special expertise such as professional/clinical practice experience. Further, graduate faculty status is not automatic upon hire, even in departments offering graduate programs. Faculty seeking membership on the graduate faculty must be reviewed for proper qualifications, such as a terminal degree in the field or demonstration of the equivalent scholarly or creative accomplishment. A graduate faculty committee reviews these applications at the beginning of the fall and spring semesters.

As a whole, disciplinary accreditation reports comment positively on UND faculty qualifications. For instance, the Council on Social Work Education complimented the faculty qualifications, noting their experience in practice and consulting in addition to their academic and scholarly achievements. Similarly, disciplinary accreditations in chemistry, clinical psychology, computing technology, counseling, dietetics, engineering (particularly civil engineering and geology and geological engineering), law, music, nursing, teacher education, and theatre arts remarked favorably about the quality of faculty in the respective programs.
This focus on closing salary gaps has resulted into noticeable gains. Between 2003 and 2012, the University significantly decreased the variance in faculty salaries at UND in comparison with American Association of University Professors (AAUP) faculty compensation surveys (Progress Report FY11, Page 32). Between 2003 and 2012, the University's response led to salary gap reductions at the professor level from 42.67 percent to 26.56 percent, associate level from 19.01 percent to 4.31 percent, and assistant level from 13.46 percent to 10.49 percent.

UND has also taken steps to invest in staff salaries. The Office of Human Resources conducts reviews to determine salary standing in comparison to peers. All staff positions are matched to available College and University Professional Association for Human Resources (CUPA-HR) surveys for market value comparisons. Other job surveys used for salary comparisons are the ND
Job Service survey, Higher Education Information Technology survey, and other NDUS approved regional surveys. CUPA surveys provide the institution with peer and regional benchmark data that is used to compare staff salaries. Based on the data, salaries for University staff compare favorably related to CUPA-reported salaries.

Retention is a second aspect of the University’s investment in its people. UND has made significant strides in keeping the faculty and staff who are part of the institution’s community. Between fiscal years 2006 and 2012, the number of employee resignations has ranged between 3 percent and 8 percent of total benefited staff. Within the last four years, resignations have been between 3 percent and 5 percent of the total benefited staff (Table 5.A.4-2). The range of terminations for full-time tenured and tenure-track faculty has also remained both narrow and stable since 2006. Approximately 92 percent of faculty in this category (excluding the School of Medicine & Health Sciences, which is not part of survey documents like IPEDS) continue employment at UND (Figure 5.A.4-4).

Faculty retention efforts can be explained in large part by two significant socialization programs. As highlighted in a Change Magazine article, the University’s support of a new faculty and administrator bus tour, often followed by participation in the Alice T. Clark Scholars Mentoring Program, “fosters faculty commitments to the institution and its constituents.” In August of 2013, the University will host its 23rd Annual New Faculty & Administrator Bus Tour. Sponsored by the President’s Office, the three-day tour of North Dakota offers new faculty and administrators, along with their partners, a glimpse of North Dakota’s geography, economy, culture, and heritage. In addition, the experience provides opportunities for new faculty and administrators to come together as a cohort group, to connect with alumni and friends of the University in their home communities, and to learn about the challenges and opportunities shaping the state.

Building on that experience, the University provides a comprehensive, year-long orientation and collegial support program for faculty new to UND. Named in honor of retired Vice President for Academic Affairs Alice T. Clark and entering its 21st year in the fall of 2013, the program is administered through the Office of Instructional Development and funded by the UND Alumni

Table 5.A.4-2
Percent of Resignations of Benefited Staff
FY 2006 through FY 2012

<table>
<thead>
<tr>
<th></th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resignations</td>
<td>150</td>
<td>208</td>
<td>155</td>
<td>114</td>
<td>115</td>
<td>100</td>
<td>142</td>
</tr>
<tr>
<td>Total Benefited</td>
<td>2696</td>
<td>2752</td>
<td>2760</td>
<td>2822</td>
<td>2896</td>
<td>2884</td>
<td>2864</td>
</tr>
<tr>
<td>% of Benefited Staff Resignations</td>
<td>6%</td>
<td>8%</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
</tr>
</tbody>
</table>

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Three key professional development programs are described in detail elsewhere, and will be mentioned only briefly here. The Office of Instructional Development (OID) is widely known on campus for offering a variety of activities, programs, and resources to promote campuswide conversations about teaching, foster innovation in curriculum and instruction, recognize excellence, and encourage the development of faculty as teachers. More detail on OID is available in section 3.C.4. The Center for Instructional & Learning Technologies (sections 3.C.4 and 3.D.4.a) offers training and development related to instructional and learning technologies. The University Within the University (U2) program coordinates, plans, and delivers professional development and training for all UND faculty, staff, and graduate student employees. More information is found in section 3.C.4. However, UND offers a number of professional development opportunities in addition to those available through OID, CILT, and U2.

Established in 2006, Work Well’s mission is to promote a culture of wellness among UND staff and faculty by providing information, services, and programs to support healthy living. The vision of the Work Well program is to inspire, support, and empower UND employees to achieve well-rounded, seven-dimensional wellness. In 2012, UND set an all-time record for staff and faculty involvement in worksite wellness programs, enabling the University to apply for the American Heart Association platinum-level Fit-Friendly Company award for 2012. The Work Well program reported that 50 percent of UND’s workforce took part in at least one Work Well or related wellness activity, such as the Health Club Credit or Healthy Blues programs. UND has received
UND, the University has engaged more intentionally in efforts to enhance the quality of life for faculty and staff based on feedback generated from individuals, offices, and division leadership. These programs consider the evolving nature of higher education, best practices within the profession, and data from program reviews and other assessments.

One new program, initiated in 2012, is the Chair’s Leadership Cohort. The Office of the Provost & Vice President for Academic Affairs provides this professional development program for academic department chairs. Incoming chairs sometimes expressed concern about their preparation for the position, and chairs were among the least satisfied employees at the University in a 2010 survey (Table 5.A.4-3). Given these concerns, the Provost’s Office determined that department chairs should be provided with better preparation for the role and more access to needed information, such as advice about whom to contact with questions or for advance notice regarding possible institutional changes that might impact faculty work. Drawing on

| Tuition Waivers | A tuition waiver program is available to all benefitted employees of UND and of affiliated organizations of UND such as the various University-based foundations and staff in the System Information Technology Services. Tuition waivers provide employees with up to three free classes per calendar year, excluding courses in professional programs and extended learning courses. 

Since President Kelley announced the strategic priorities of Exceptional

<table>
<thead>
<tr>
<th>Table 5.A-3</th>
<th>Employee Satisfaction: Employees Reporting Being Satisfied or Very Satisfied</th>
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<tbody>
<tr>
<td>Supp. Class Staff</td>
<td>72%</td>
</tr>
<tr>
<td>Admin. Prof Staff</td>
<td>75%</td>
</tr>
<tr>
<td>Faculty</td>
<td>68%</td>
</tr>
<tr>
<td>Dept. Chair</td>
<td>95%</td>
</tr>
<tr>
<td>All UND</td>
<td>69%</td>
</tr>
</tbody>
</table>
best practices suggested through the University Leadership Council’s Education Advisory Board, chairs’ feedback, and the literature on department chairs, the Provost’s Office developed a series of workshops to provide support for the chairs. Sessions include webinars, panels, and active opportunities for peer-to-peer discussion.

Professional development for Student Affairs staff and graduate students is also offered, as of 2011, through the Division of Student Affairs. A committee was formed to create on-campus professional development activities for all staff in order to enhance knowledge and collaborations, and promote service and social connection across the Division. The committee recommends and implements professional development activities for all staff in the Division. This includes orientation, training, and ongoing development as well as social and service opportunities.

These efforts occurred following a needs assessment conducted by the Division in the fall of 2011 that provided data to support and guide future initiatives. Multiple professional development activities have occurred in response to findings from the needs assessment. While still in the very early stages of implementation, the professional development opportunities have already served approximately 75-120 staff members within the short time of their existence. An evaluation of progress is intended to occur to inform additional planning.

The Office of Human Resources began efforts to develop an institutionwide leadership training program in 2012, and implemented the program in spring of 2013. The program targets faculty and staff seeking to enhance their leadership skills in preparation for future career opportunities. The training is provided through blocks of courses intended to provide the tools necessary to become successful managers and leaders. The principal rationale for the program is to prepare future campus leaders who will continue to move the University from “Great to Exceptional.” The Office of Human Resources is conducting an annual evaluation of participants’ career progression to be used as the basis for recommendations regarding advanced leadership development opportunities.

5.A.4.c - Recognition and Rewards

The University recognizes and rewards commitment to the institution especially as judged by outstanding performance on the job.

Each year, the Office of Human Resources holds a Staff Recognition Luncheon at the end of the spring term. UND staff members are recognized for the major milestones of five, 10, 15, 20, 25, 30, 35, 40, and 45 years of service. Staff members recognized for 20 through 45 years of service are presented with U-Cash on their ID Card (U-Card) debit account in the amounts of $50 for 20 years, $100 for 25, 30, and 35 years, and $200 for 40 and 45 years. Staff members are able to use their award funds at the UND Bookstore, Ticketmaster (at the Chester Fritz Auditorium), Memorial Union Services and Lifetime Sports (to purchase, e.g., movie tickets, equipment rental, personal copies), Ray Richards Golf Course Season Pass, Student Health Pharmacy, and all Dining Services outlets.

In addition, the University recognizes excellence, on a competitive basis, with Meritorious Service Awards. The recipients of these awards are selected for their commitment to the University and community through a combination of job...
At the annual Founders’ Day ceremony, which commemorates the University’s founding and subsequent development since 1883, the University holds special employee and faculty recognitions and awards. Through gifts from alumni and friends, the University awards approximately $20,000 annually, drawing from funds provided by the UND Foundation and UND local funds. The awards typically presented at Founders’ Day include the Teaching, Research, and Service Award (Faculty Scholar), Undergraduate Teaching Awards, Graduate or Professional Teaching Award, Individual Award for Faculty Development or Service, Department Teaching Award, Academic Advising Award, Research Award, Department Service Award, Department Research Award, and Interdisciplinary Collaboration in Research or Creative Work Award. Since 2010, the UND Foundation also has provided an additional $100,000 for the North Dakota Spirit Faculty Achievement Awards. Initiated as part of the University’s capital campaign, the Spirit Award recognizes significant contributions by full-time faculty across all colleges and schools in teaching, research, and service. Founders’ Day also recognizes University employees with 25 years of service and retirees. Divisions and colleges or schools recognize performance distinctions as well. For instance, the Division of Finance & Operations annually selects a recipient of the Finance & Operations Employee of the Year Award. The Vice President for Finance & Operations recognizes employees within the Division who represent the Division and the University in an exemplary manner through positive attitude, courteous and responsive demeanor, and outstanding performance. Individual academic units also recognize outstanding performance, relationship with associates, and the ability to relate their work to the missions and values of the University. A total of 10 $1,000 Meritorious Service awards are given to employees from five major groups. These groups and the number of awards presented are: Executive, Administrative, and Professional (three); Technical/Paraprofessional (one); Office Support (three); Crafts/Trades (one); and Services employees (two). Further, the Ken and Toby Baker UND Proud Award, along with a gift of $1,000, is presented to a UND staff employee who, through extraordinary public service, has made lasting contributions to the external community over and above the expectations of his or her regular University position.
performance in teaching, research, service, and staff support. For instance, the School of Medicine & Health Sciences holds an annual research award reception and also recognizes employee excellence in the areas of inventions, preventive medicine and wellness, faculty enhancement, and staff recognition. In the College of Engineering & Mines, students vote to select winners of several outstanding teaching awards, which are presented at the annual E-Week Banquet.

5.A.4.d - Moving Forward

While the truism that higher education must “do more with less” does frequently reflect operations at UND, especially in terms of faculty workload, the University has made significant progress in creating an improved work environment for faculty and staff. Yet, several disciplinary accreditation teams (i.e., aviation, dietetics, social work, teacher education, and theatre arts) have noted the heavy workload and competing demands. For instance, the National Association of Schools of Theatre pointed out that expectations regarding advising, service, committees, and number of plays produced annually constitute a heavy faculty load. The Council for Social Work Education observed that high teaching loads take away from faculty research time.

Aware of competing demands and a need to improve working conditions for both faculty and staff, the University included enhancing the quality of life for faculty and staff as one of the Exceptional UND strategic priorities. UND intends to further advance this interest by providing opportunities for mid-career development, promoting a healthy work-life balance, and maintaining an environment of openness and appreciation. The University will also need to continue efforts to address faculty salaries. As noted earlier, the University has made great strides in narrowing the gap with institutions elsewhere, especially during a time of national recession from which North Dakota was largely protected due to the state’s plentiful resources. Nonetheless, the University still lags its peers on faculty salaries, creating a potential drain on recruitment and retention of the caliber of faculty it expects to maintain.

5.A.5

The institution has a well-developed process in place for budgeting and for monitoring expense.

5.A.5.a - The State’s Biennial Budget Request Process

As a state agency, the University follows the budget policies and procedures outlined by the state through the Fiscal Management Division of the Office of Management and Budget (OMB) and the State Board of Higher Education (SBHE).

At the beginning of each even-numbered year (e.g., 2012), the OMB’s Fiscal Management Division releases instructions and guidelines for state agencies to follow in preparing budget requests for the upcoming biennium (e.g., July 1, 2013- June 30, 2015). Agencies, including the SBHE, receive budget instructions in March. The Board reviews the biennial budget instructions/guidelines from OMB, adds any additional NDUS instructions and guidelines, and finalizes instructions/guidelines for institutions of higher education (2013-2015 SBHE Budget Instructions).

The NDUS office prepares schedules and guidelines for each campus. Following the schedules, UND prepares a biennial budget request on the Internet Budget Analysis and Reporting System (IBARS). This typically occurs between
April and June of even-numbered years. Also in April, preliminary information on buildings and infrastructure is due from agencies. This information is entered into the building and infrastructure formulas, then recalculated and returned to agencies to use in budget preparation. Biennial budgets can be due to the Board Office anytime between April and July. All requests need to be reviewed by the NDUS office before submission to OMB.

During campus development of biennial budget requests, OMB budget analysts visit their assigned agencies and/or campuses. These visits provide opportunities for the analysts to learn about the agencies’ programs, functions, and budgetary needs. They also provide an opportunity for agencies to ask questions and get clarification regarding the budget request presentation.

After UND completes its budget, the proposal is reviewed by the NDUS and SBHE prior to submission for OMB review. In late summer (July to October) of the year preceding a legislative session (which starts in January of an odd-numbered year), OMB holds budget meetings with agencies regarding their budget requests. After that meeting, the budget analyst, under the guidance of the director of OMB, the governor, and policy advisors for the executive branch, completes budget recommendations for each agency. In early November, the executive revenue forecast is completed and recommendations are finalized. Documentation and budget publications are prepared and printed.

During the first week of December, the governor presents budget recommendation to the legislature. Following the governor’s release of budget recommendation, OMB staff present budget details for each agency and review the budget process, budget publications, and use of the budget computer system with legislators.

In January of each odd-numbered year (e.g., 2013), the state legislature convenes for a maximum of 80 days. During this time, hearings on all appropriation requests are held by the legislative appropriation committees. Prior to adjourning, the legislature passes appropriation measures for the state, including appropriations designated for each NDUS institution. Following the legislative session, OMB staff prepare and distribute a publication summarizing the state budget for the upcoming biennium. NDUS institutions then prepare annual budgets for each year of the biennium, and those are submitted to the Board Office for review and approval.

5.A.5.b - Priorities, Planning, Budgeting, and Monitoring

The University budget represents a comprehensive financial plan for the institution. While it includes state appropriations, it also includes local funds, auxiliary funds, and grant and contract funds. Thus, the budget process requires consideration of multiple sources of funding, legal guidelines such as state and federal legislation, SBHE policy and guidelines, and institutional policies and procedures.

Preparation of individual budget documents varies slightly, but generally occurs through the following steps:

1. **Planning** - Early in the budget cycle, discussions regarding the budget process and priorities occur through the Academic Cabinet (deans), the President’s Executive
Criterion 5

Graduate Assistant positions were held to a 2.5 percent increase, which was consistent with the rate of tuition increase. Faculty promotions were not considered part of the 3 percent average for faculty. All permanent employees whose documented performance level met standards were eligible for salary increases.

Allocations to departments were their FY 2012 base, plus 3 percent of salaries and the associated fringe benefits, plus any one-time allocations.

2. Submitting Pending Budget Needs – Units prepare and submit annual budget requests in accordance with the annual budget guidelines. Additional budget requests are received from various units through the respective Vice President/President on an ongoing basis. These requests are tabulated by the Budget Office in a pending needs list, which is used to identify needs as resources become available at various times during the year.

3. Reviewing Budget Proposals - Budgets are reviewed by the Budget Manager and Budget Analyst to ensure accuracy and compliance with SBHE guidelines. A comparison of proposed budget to available funding is also performed.

A distinctive feature of the University’s process is its Web-based budget application. The NDUS implemented PeopleSoft financials, human resources, and student
administration in 2005, and activated the grants administration module in December 2004. The implementation did not include a budget development module. However, UND developed its own Web-based budget application for development of the payroll and operating budgets. Implemented in FY 2006, the Web-based budget application has streamlined the budget preparation process for units and the application is enhanced each budget cycle.

Operating and personnel budgets are entered at the unit level. Detailed instructions are available on the Budget Office website and the budget application provides one year of historical operating information and personnel payroll detail by position. This active view permits units to have current views of financial data, expedites the approval process through a paper-reduced operation, and informs units of the review status.

After units have finalized their budgets through this Web-based application, the Budget Office reviews the budget for compliance with budget guidelines including ensuring that all funds within the unit are budgeted and budgets fall within available funding. The Budget Office presents a compiled, comprehensive budget document to the Vice President for Finance & Operations, who reviews it and submits to the SBHE. Following SBHE approval of the annual budget, the operating and personnel budgets are uploaded from the Web application into PeopleSoft.

Enhanced functionality has been added to the Web-based budget application during each budget cycle. Because of the success with Web-based budgeting at UND, the NDUS is considering developing its own Web-based budget application for all system institutions using UND’s application as a model.

4. Submitting for Agency Review - Upon completion of the review process, the final budget documents are assembled by the Budget Office and distributed to the appropriate board, agency, or individual.

5. Monitoring – The University also monitors its transactions. In order to meet current reporting requirements and provide a more accurate comparison of actual to planned activity, the University requires all funds in which revenue, expenditures, and/or transfers will be recorded to be budgeted in PeopleSoft. Revenue, expenditures, and transfers are controlled by the budget in PeopleSoft financials. UND uses system edits in PeopleSoft to facilitate budget checking before payments are made. This process provides an automated comparison to established budgets.

Further, a variety of inquiries, reports, and queries are available in PeopleSoft for use in reviewing actual fund activity as compared to budget and/or available cash. Examples include budget overview and budget status reports (both in commitment control) as well as general ledger summary reports, trial balances (from the general ledger), and actuals to budget reports. Units are responsible for the accuracy of transactions recorded against...
The Budget Office works on predetermined cycles with recharge centers regarding rate development, budgeting, and monitoring. Actual financial data are used in this process together with activity detail captured at the unit level. In addition to the data available at the various reporting levels, UND submits required budget reporting to the State Board of Higher Education. Current policy requires submission by Jan. 31 for activity through Dec. 31 and by July 31 for activity through June 30.

In short, the University has a clear budget process that relies on pre-identifying institutional priorities, planning, attending to pending budget needs, reviewing budgets, preparing, and monitoring. The monitoring and control systems provide proper fiscal oversight with comparisons of actual revenue and expenditures to approved budgets occurring at various levels within the University and the state.
5.B.
THE INSTITUTION’S GOVERNANCE AND ADMINISTRATIVE STRUCTURES PROMOTE EFFECTIVE LEADERSHIP AND SUPPORT COLLABORATIVE PROCESSES THAT ENABLE THE INSTITUTION TO FULFILL ITS MISSION.

UND has a set of complex and participatory mechanisms, primarily through committee structures, that engage a broad range of community members in decision making related to University policies and procedures.

5.B.1
The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

The University has policies and procedures that establish opportunities for and conditions promoting engagement in institutional governance. This section highlights the structural conditions through which multiple constituencies participate in governance at the System and institutional levels. In addition, this section highlights policies and procedures that specifically include three key internal constituencies (i.e., faculty, staff, and students) in institutional governance.

5.B.1.a - Structural Arrangements Promoting System-Level Participation

In 1938, the citizens of North Dakota initiated a measure that is now incorporated into the state constitution calling for the establishment of the State Board of Higher Education (SBHE) to serve as the governing board for higher education in the state. In 1990, the SBHE created a unified system of higher education, known as the North Dakota University System (NDUS), that the state enacted into law. The Board selects a Chancellor to serve as the chief executive officer of the NDUS Office, which interfaces with the state’s 11 public institutions of higher education.

UND complies with policies and procedures established by the NDUS and the SBHE. Through University leaders and designated representatives, the University maintains regular communication with the NDUS and the SBHE through meetings, reports, and committees delegated to update and consult with these governing entities. In addition, the policies and procedures of the NDUS and the SBHE emphasize communication between and among institution-level administrators, as well as between those administrators and other staff at their own institutions. These conversations are intended to ensure alignment among the mission, vision, and values held by the NDUS and those held by individual institutions.

Members of the UND community have an incentive to participate in the development of policies and procedures at the state level since those guidelines directly impact institution-level decisions. For instance, the NDUS recently has maintained seven councils (i.e., Academic Affairs Council, Administrative Affairs Council, Chief Information Officer’s Council, Human Resource Council, Diversity Council, Public Affairs Council, and Student Affairs Council) to define common challenges and opportunities, deliberate over issues, and recommend solutions. Faculty, staff, and student constituencies also have collective organizations representing their interests to the NDUS and the SBHE, including the Council of College Faculties (CCF), the NDUS Staff Senate,
and the North Dakota Student Association (NDSA) Assembly. UND has representation on each of these organizations.

5.B.1.b - Structural Arrangements Promoting University-Level Participation

Pursuant to the University’s Constitution, the University Council is the most broadly representative legislative body on campus (Faculty Handbook, I-5). The Council consists of the following: UND’s President; the vice presidents; associate vice presidents who concurrently hold faculty rank; the Registrar; the Director of Libraries; all deans; all department chairs; all full-time faculty of the rank of instructor; assistant professor, associate professor, and professor; program directors; coordinators; assistant and associate deans who concurrently hold faculty rank; the Director of the Counseling Center; professional librarians; and such other academic personnel and administrative officers as the Council may designate.

The Council has the legislative powers and responsibilities for the University except those assigned to the SBHE or to the President. Pursuant to the University Constitution, the Council meets at least once a semester. While meetings are typically called by the Chair of the Senate and the President of the University, a provision enables a call for a meeting through a written petition presented to the Registrar and signed by 30 Council members. Over the past decade, University Council meetings have been largely informational rather than deliberative. They have been used to brief the University community on institutional successes and challenges and to map future activities that will advance the institution’s mission and priorities. “Matters arising” is consistently included on the agenda as a placeholder that provides a forum for community dialogue.

While the Council provides a University-wide gathering for information dissemination and dialogue, the University Senate has served since 1961 as the body to which formal legislative powers are delegated (Faculty Handbook, I-5, 5.1). The Senate is authorized to exercise all the legislative powers of the Council except for such limitations as the Council may wish at some later date to impose. The Senate, therefore, has broad jurisdiction over matters involving general University policy. It determines what questions are within its scope of responsibility, exercises legislative functions concerning them, and makes such rules and regulations as it may deem advisable to promote the educational purposes of the University. The Senate, acting for the Council and the faculty, has legislative power, for example, over admission requirements, degree requirements, curricula changes, examination and class schedules, and general regulations pertaining to student affairs.

The University Constitution and the Bylaws of the University Senate outline the Senate’s roles and functions, reporting lines, organizational composition, and meetings. Members include those who serve ex officio (the President, vice presidents, Registrar, Director of Libraries, and deans), those who are elected to serve as representative of constituent groups (foremost by academic college or school), student members, and Staff Senate members. In addition to serving as a legislative body, the University Senate operates through 26 permanent committees. These committees are charged with providing guidance and oversight regarding academic operations, policies, and
The UND Faculty Handbook serves as the guiding document outlining the University's policies, regulations, and procedures for full-time and part-time faculty.

Committee membership is outlined in the University Senate Committee Manual, which typically requires that faculty, staff, and students be included as members. These committees seek a cross section of members, with bylaws often stipulating, for example, members from each of the schools or colleges of the University. Unless otherwise stated, the Committee on Committees oversees the nomination process that leads to a slate of faculty candidates. Staff appointments typically occur through ex officio status or a Staff Senate nomination and election process (Committee Manual, Page 10). The UND Student Government appoints student members to University Senate committees (Student Government Bylaws, Page 20).

In addition to the Senate committees, the University has more than 50 committees or councils that serve in an advisory capacity to the President and vice presidents. In most cases, committee or council membership consists of representatives with special knowledge who advise on specific matters, or, alternatively, representation from each of the schools and colleges of the University. Over the past decade, these committees and councils have often led change at the University, including the establishment of community-building activities, educational programming, resource allocation recommendations, and administrative process streamlining. The efficacy of a given committee in advancing its charge often depends on member engagement and the group's ability to examine a situation in depth, consult various stakeholders, and achieve broad University support for actions.

The University also maintains policies and practices that include staff voices. In March of 1998 (Faculty Handbook, I-6, 6.4), the University established the UND Staff Senate with the encouragement and approval of the President. This body represents various staff classifications, including administrative/managerial; crafts/trades; office support; professional, technical and paraprofessional; and other service employees. The Staff Senate has been an integral part of the University community through efforts in...
Government Constitution, the UND Student Government is a representative system of self-government, to ensure students of an effective role in University Government, to encourage the development of leaders and participants for the community and State of North Dakota, to stimulate an awareness of the rights and responsibilities of students in relation to the community and the world, to improve student cultural, social and physical welfare, and to promote the general welfare of this institution… (Student Government Constitution, Page 1)

Student Government operates with seven executive board members and 23 senators representing the schools, colleges, and student residences.

Besides the Student Senate itself, the Student Government includes three primary committees: the University Program Council, Student Communications Funding Committee, and Student Organization Funding Agency. These standing committees support student publications, funding of student organization events, and student programming activities for educational and community-building purposes. Further, to foster greater student involvement, the Student Government established the Student Working Advisory Group (SWAG) in 2011. SWAG facilitates student input on institutional affairs. Throughout the year, SWAG hosts open forums for all students to provide feedback and ask questions on such areas as student affairs, external affairs, and academic affairs. Student input has addressed issues including diversity on campus, online courses, Student Government-funded programs, UND’s email system, community outreach, and state government support for UND.
Student governance also occurs within specialized settings, such as the Association of Residence Halls Government for students who live in University housing, the Interfraternity Council and Panhellenic Council for UND Greek Life, and the Student Bar Association for law students. These bodies represent specific constituencies and participate in University decision making related to their respective interest areas.

5.B.2
The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The North Dakota University System (NDUS) and State Board of Higher Education (SBHE) are engaged with the policymaking and operations of the University. They do so through clear communication lines, data collection and approval processes, and active involvement with UND’s legal and financial position (section 2.C).

5.B.2.a - Clear Communication Lines
NDUS and SBHE policies and practices have established communication lines and participatory processes to ensure regular conferencing with institutions in the system. The SBHE regularly discusses campus issues. As its consent agenda categories demonstrate, the SBHE often reviews matters including academic programming, fiscal decisions, facilities, personnel, and information technology. In addition, the NDUS and SBHE manage using a periodic presence on each campus. The SBHE, for instance, rotates its meeting locations among the 11 NDUS campuses. NDUS staff and administrators visit campuses for special events and periodically hold meetings at campus sites.

Established communication lines also facilitate dialogue regarding proposed policies, campus updates, and questions about policies and processes. As noted in the previous section of this chapter (section 5.B.1), campus constituencies have opportunities to raise concerns through various NDUS-based councils and assemblies. For instance, faculty across the system organized to enable cross-institution conversations around general education and to encourage NDUS participation in Liberal Education and America’s Promise (LEAP), an initiative of the American Association of Colleges and Universities. As a result, the General Education Council now meets twice each year to collaborate on matters regarding general education across the 11 campuses. Another example is the Academic Affairs Council, composed of the chief academic officers from each institution, which reviews, comments on, and makes recommendations for new programs and program modifications within the system. The NDUS Public Affairs Council keeps the system office informed on institutional relations and is intended to ensure the delivery of consistent messages to key North Dakota stakeholders outside of the NDUS. The existence of these groups facilitates communication and serves to unify the system.

5.B.2.b - Data Collection and Approval Processes
The University is responsive to NDUS and SBHE oversight and to its responsibility to communicate information to those bodies. The NDUS maintains a comprehensive compliance program and annual audit process. A series of basic reporting requirements provides campus-level data to NDUS staff, the SBHE, and state legislators. For
The SBHE and NDUS oversee 11 institutions. The SBHE sets the guidelines for budget preparation and approves the budget, and NDUS executes follow-up actions.

The SBHE and NDUS oversee 11 institutions. The SBHE sets the guidelines for budget preparation and approves the budget, and NDUS executes follow-up actions. For most of the past decade, the SBHE and NDUS have acted in conjunction with the state to assess and evaluate campus activities using annual performance updates on predefined measures. These performance measures are based primarily on six cornerstone categories that were developed through the Roundtable on Higher Education. The Roundtable was established by the state legislature in 1999, and it is made up of state leaders from both public and private sectors. Their charge was to construct the guiding principles or cornerstones for higher education in North Dakota. Today, five of the cornerstones serve as drivers of performance measures, and the sixth cornerstone, Sustaining the Vision, functions as an overarching goal. While the performance measures have evolved over the past decade, the NDUS has used 34 measures during the last few years. Recently, the SBHE and NDUS have forwarded new guidelines to serve as the principles for institutions. These principles are based on the NDUS five-point vision: to become a premier system of higher education in the nation, to offer measurable quality education, to significantly contribute to distributed economic and social development of North Dakota, to become the best system for student success, and to improve quality and keep costs down. Accordingly, NDUS has established its Pathways to Student Success Initiatives based on access, quality, affordability, learning, and accountability.
5.B.2.c - Active Involvement with UND’s Legal and Financial Position

UND and other institutions in the system are mandated to consult with the governing board on legal and financial concerns. UND must seek approval for and provide regular updates on major operational issues, such as academic matters, challenges from external entities, and resource problems. The SBHE is responsible for approving and periodically reviewing the appropriateness and consequences of all major institutional policies and academic programs. These approvals occur for activities including program terminations, program name changes, new degree offerings, and degree modifications. The SBHE also authorizes campus construction and capital improvements with funding approval from the state legislature. The NDUS serves as the authorizing state agency to grant faculty tenure, and UND seeks annual approval from NDUS for tenure recommendations made through institutional processes.

NDUS and SBHE review these and similar requests to ensure operational integrity, which can include defending the institution, when necessary, from inappropriate intrusion by entities external to higher education. The NDUS and SBHE relation to UND is evident in a number of different kinds of issues that have arisen in recent years (section 2.C.2).

The SBHE’s and NDUS’s involvement in recent controversy over the University’s now-retired Fighting Sioux nickname and logo for athletics most clearly illustrates their exercise of authority, when available, to protect the University from the undue influence of external actors. The history surrounding the Fighting Sioux nickname and logo and its relation to American Indian tribes and people in North Dakota was extensive and fraught. In 2005, the NCAA notified UND that the Fighting Sioux nickname and logo were “hostile and abusive” representations and would lead to nonparticipation in post-season play and a prohibition on UND hosting post-season games. In June 2006, the SBHE consulted with the State Attorney General to bring action against the NCAA for penalizing UND students. In the fall of 2007, the SBHE advised and assisted UND in a settlement agreement with the NCAA. The agreement gave UND time to obtain support from the “Sioux” tribes within the state approving the use of the nickname and logo or, failing that, to retire them. Unable to gain formal support from all of the tribes, the SBHE directed the University to begin the transition away from the nickname and logo. A lawsuit was filed to prohibit the SBHE from reaffirming its nickname retirement decisions, but, after the lawsuit was thrown out, the SBHE directed the NDUS Chancellor to direct President Robert Kelley to begin the transition away from the Fighting Sioux nickname and logo.

President Kelley announced the University’s intention to follow through with the SBHE’s request. He appointed then-Vice President of Student Affairs, Dr. Robert Boyd, as chair of the transition team. At the same time, UND made headway in its quest to find a Division I conference affiliation for most of its sports teams, an effort that culminated with the announcement that the school would join the Big Sky Conference in 2012. Then, in the spring of 2011, the North Dakota legislature passed a law mandating UND to continue use of the Fighting Sioux nickname and logo and removing authority over nickname and logo decisions from UND and from the SBHE.
In August of 2011, a delegation of North Dakota leaders, including the Governor, SBHE leaders, President Kelley, and the Majority Leader of the House of Representatives, met with NCAA leadership to explain that state law now compelled UND to use the Fighting Sioux nickname and logo, and to seek changes to the 2007 settlement with the NCAA related to imagery in the Ralph Engelstad Arena, the home venue for UND hockey. The NCAA indicated it would not change its position. The Governor subsequently added the nickname and logo issue to a short list of topics to be addressed at a November 2011 special session of the legislature. In an August 2011 meeting, subsequent to the visit to the NCAA, the SBHE directed President Kelley to resume planning for a transition away from the nickname and logo, to be completed at the end of 2011. The SBHE expressly did not presume a legislative outcome; however, they directed President Kelley and the University to be ready to transition away from the nickname and logo should legislation pass allowing the transition.

During the special session, legislators repealed the law, passed earlier that year, which compelled UND to use the nickname and logo. In the wake of that action, the SBHE reaffirmed its directive to President Kelley to transition the University away from the nickname and logo by December 31, 2011. The University complied.

In February 2012, citizens filed referendum petitions with the North Dakota Secretary of State’s Office that sought to place on the ballot a provision that, if approved, would require UND to continue use of the Fighting Sioux nickname and logo. Under state law, the filing of the petitions suspended the law passed by the legislature in the November special session—that is, suspended the repeal of the prior law compelling UND to use the nickname and logo—meaning that UND had to resume use of the Fighting Sioux nickname and logo in order to be in compliance with the state law previously passed in the spring of 2011.

In the months between the filing of the petitions and the referendum election, the UND Alumni Association & Foundation, using private financing, alerted the public about the consequences of referendum passage, including its effect of prohibiting UND athletic teams from hosting post-season competitions and the impact of other universities electing not to compete against UND in events such as invitationals and multi-institutional tournaments. Concerns also were expressed about the prospects for UND to remain a member of the Big Sky Conference. Responding to these concerns, voters soundly defeated the referendum in June 2012.

Throughout the years during which these events unfolded, the NDUS and SBHE actions in support of the University were clear and consistent. Although committed to abiding by state law and working with the legislature, the SBHE was unwavering in its oversight of and support for the institution.

Another demonstration of SBHE and NDUS engagement in UND concerns occurred in a recent funding model decision. In fiscal year 2006, the Interim Legislative Higher Education Committee engaged MGT of America to review the state’s higher education finance model and recommend alternatives. In spring of 2006, the SBHE adopted the primary recommendations from the MGT report. The report led to the state
UND provides multiple levels through which stakeholders participate in institutional governance. As noted earlier, participation occurs primarily through representational bodies such as University Senate, Staff Senate, and Student Senate (section 5.B.1), as well as institution-wide committees with representation by job function or organizational unit (e.g., college or division). By examining the purpose and makeup of seven integral University committees, the opportunities that UND provides can be demonstrated. These opportunities allow members of the University community to contribute and collaborate on matters including academic requirements, personnel decisions, and the creation of new University initiatives to enhance operations.

5.B.3.a - Academic Policies and Admissions Committee

The University Senate's Academic Policies and Admissions Committee is charged with offering guidance and oversight in applying academic standards to admissions and other academic policies. The Committee consists of nine voting members: five faculty, two students, the Vice President for Academic Affairs or designee, and the Director of Admissions or designee.

The Committee may act at its own volition or at the request of another body. It conducts studies when necessary and makes recommendations to the University or the Student Senate. Issues
matters typically relate to petitions requesting a change of grade, a registration approval, an application of course credits to the degree, and transferability of undergraduate work from another institution to UND. When a student seeks such an exception to University policy, the student completes an **Administrative Procedures Petition Form** indicating the requested action and the justification. Several individuals (e.g., the academic adviser, course instructor, department chair of the course, dean of the course, and the student’s academic dean) review and comment on the petition.

The Administrative Procedures Committee evaluates these petitions and provides academic guidance and oversight of exception requests pertaining to University-wide policies. The Committee consists of two deans, five faculty, one student, and the University Registrar or designee, thus engaging representatives of the various constituencies within the University community in its decision making. The Registrar or designee serves as the non-voting chairperson of this committee. All other members of the Committee participate as voting members.

5.B.3.b - Administrative Procedures Committee

The Administrative Procedures Committee of the University Senate hears petitions regarding exceptions to University-wide policy. These within the **Committee’s purview** include policies related to general University requirements; class attendance; grading and recognition of academic achievement; adding, dropping, withdrawing, or auditing classes; extended learning courses; and credit transfer.

This Committee reviews policies in even-numbered years in preparation for any issues that may arise in the state legislative session during odd-numbered years. The Committee’s review of academic policies and admissions practices is submitted to the Senate Executive Committee and the Senate Legislative Affairs Committee.

5.B.3.c - The Student Academic Standards Committee

The University Senate’s **Student Academic Standards Committee** resolves undergraduate admission appeals and academic grievances that are not resolved at the level of the academic unit. Among its duties, the Committee advises other Senate committees regarding student academic policies, acts as an appeals board for undergraduate students in cases involving University dismissal for unsatisfactory scholarship when the student’s dean (or designee) has denied reinstatement, acts
on student academic grievances in accord with the Code of Student Life, considers exceptions to University admissions policies and appeals of admissions decisions in accordance with the policies established by the Senate Academic Policies and Admissions Committee, and reviews and approves the annual report of the Academic Policies and Admissions Committee to the Senate.

Student academic standards complaints are matters outside the administrative procedures pertaining to an academic matter and largely address substantive aspects of the academic program. These challenges normally begin within an academic department (School of Graduate Studies, School of Law (1) (2), School of Medicine & Health Science, College of Education & Human Development). When unresolved, the student may file a complaint with the college. Each academic college has a review committee of its own. However, the Student Academic Standards Committee’s composition spans several academic colleges, consisting of the Vice President for Academic Affairs or designee, six faculty, and two students. These nine members have equal voting rights. The Registrar or designee serves as a tenth member and chair with no voting rights. The chair prepares all student files for review, acts as a resource person, and prepares the annual report for the University Senate.

5.B.3.d - The Curriculum Committee

Curricular changes represent one of the most critical actions that a University engages in when setting academic requirements. The University has a multistep review process in place to provide opportunities for comment on any proposed academic change. The review process takes place initially within a college or school (or multiple colleges, if the proposal is interdisciplinary and involves more than one college). The college review includes the department, college curriculum committee, and college dean. A college curriculum committee typically includes representatives from each department within the college or a representative from each of the divisions within a college (e.g., disciplinary groupings within the college). Some colleges also include student representatives. If a proposed change involves a graduate curricular matter, the Graduate Faculty Committee and School of Graduate Studies Dean also review and comment. The Graduate Committee consists of at least 15 members. The voting membership consists of at least 15 members. The voting membership includes one representative from each of 13 academic areas including aerospace sciences, basic medical sciences, business, education, engineering, fine arts, health sciences, human development, humanities, natural sciences, nursing, social sciences, and speech and language. In addition, non-voting ex officio members of the Graduate Committee include the Dean of the School of Graduate Studies, any associate dean(s), and an appointed graduate student member.

After approval at the college or school level, the University Curriculum Committee reviews and comments on the proposal. Review by the Provost & Vice President for Academic Affairs’ Academic Cabinet, composed primarily of the academic deans, follows. Following that review, the University Curriculum Committee makes its recommendations. The Committee consists of seven faculty, one student, the Vice President for Academic Affairs (ex officio), and the Vice Chair of the University Senate (ex officio). That recommendation goes to the University Senate for a formal vote. If the approval also requires
NDUS review, the Vice President for Academic Affairs participates in a formal review, and the proposal, if approved, moves forward to the NDUS Office. At the NDUS level, the Vice Chancellor for Academic Affairs and the NDUS Academic Affairs Council, which consists of the chief academic affairs officers of the 11 NDUS institutions, evaluate and comment; then the proposal may move forward to the State Board of Higher Education for a final decision.

5.B.3.f - Assessment Committee

The Senate University Assessment Committee assists with the University’s assurance of learning across the curriculum (Committee Manual, Page 48). The Committee is charged with providing guidance and oversight in developing and implementing the University Assessment Plan, analyzing and interpreting assessment results, developing appropriate reports, and disseminating assessment results to the Office of the Provost and Vice President for Academic Affairs, the University Senate, and the broader University community. This permanent committee consists of 15 members: two representatives from the Office of the Provost & Vice President for Academic Affairs (one voting and one nonvoting), the Vice President for Student Affairs or designee, a School of Graduate Studies representative, eight faculty (i.e., one from each college), and two students. As apparent from the list of committee member qualifications, these individuals represent a broad spectrum of interested parties who help shape the University’s assessment activities and evaluate the University’s progress.

The Committee assumes significant responsibilities. It addresses all issues regarding assessment of student achievement and development; develops, reviews, and evaluates the University Assessment Plan in conjunction with the Provost’s Office and particularly with the
Faculty, staff, and students work together to inform the community about events and other progress; develop, implement, and uphold policies; and evaluate petitions regarding standards and processes.

Director of Assessment and Regional Accreditation; oversees the implementation of the University Assessment Plan, evaluates assessment activities and the interpretation of assessment results; evaluates the overall effectiveness of the plan; makes recommendations regarding addressing any deficiencies that are revealed by assessment activities; reviews the University Accreditation Report when issued and advises the Senate regarding the report and its implications; and works closely with the Office of Institutional Research to keep the outlets about the assessment reports current (e.g., maintaining the assessment website).

5.B.3.g - Retention Committee
Created in the fall of 2011, the UND Retention Committee is charged with strengthening the collaboration between the Divisions of Student Affairs, Academic Affairs, and Finance & Operations to enhance undergraduate student success at the University. Current retention activities, including enhanced efforts to promote student engagement and new early warning and intervention strategies, are intended to provide direction and support to student and academic operations that are designed to increase student success both in and out of the classroom. Committee members were selected to represent a wide variety of departments and units across campus in an effort to bring together key individuals who work closely with retention initiatives. The Committee consists of 20 members: nine student affairs professionals representing a cross section from enrollment, student success, counseling, and housing; six academic affairs representatives including five faculty; three students; and two finance and operations staff with one each from finance and operations. The Committee is co-chaired by a faculty member and an Assistant Vice President of Student Affairs, who are included within the count of members.

5.B.3.h - Moving Forward
UND’s structures, policies, and processes provide for community participation and engagement in academic operations. As illustrated above, faculty, staff, and students work together to inform the community about events and other progress; develop, implement, and uphold policies; and evaluate petitions regarding standards and processes. The University establishes and evaluates academic requirements, policy, and processes in particular by using (a) a cross section of campus representatives including faculty, students, and staff; (b) an integrative approach that blends the Divisions of Academic and Student Affairs in a common mission of supporting the academic core; and (c) clear policies and processes that differentiate roles and responsibilities of committees within the various units.
5.C. THE INSTITUTION ENGAGES IN SYSTEMATIC AND INTEGRATED PLANNING.

5.C.1 The institution allocates its resources in alignment with its mission and priorities.

UND has acted thoughtfully and intentionally to allocate resources to areas that advance its mission and priorities. However, the University's approach to resource allocation has changed over the past decade.

5.C.1.a - The University Planning and Budget Committee Approach

Prior to 2009, the University Planning and Budget Committee was responsible for preparing a strategic plan and monitoring its implementation (Faculty Handbook, I-6, 6.1). The Committee also advised the President in development of the annual and biennial budgets. The Committee’s principal membership included 10 ex officio members (President, all vice presidents, Budget Director, Associate Registrar, Chief Information Officer), and at least one representative (faculty member, dean, or chair) from each of the colleges or schools, the Energy & Environmental Research Center (EERC), the Chester Fritz Library, the Council of Deans, and the academic chairs. Three student members were appointed by the Student Government President. In addition to the ex officio members, the committee included at least five staff members. When it met as a budget review committee, the group was augmented by the addition of the Chair and Vice Chair of the University Senate, the President and Vice President of Student Government, the Chair and Vice Chair of Staff Senate, and three full-time faculty designated each academic year by the Chair of the University Senate.

Under the University Planning and Budget Committee model, the University’s resources focused on several key areas aligned with NDUS priorities, including the institution’s efforts to build a stronger infrastructure for instruction and research. During these years, UND dedicated available resources toward increasing faculty and staff salaries and meeting noninflationary expenditure increases. Starting with the 2007-2008 academic year, the University began its five-year transition from NCAA Division II to Division I athletics. The transition included significant personnel changes within the Athletics Department, including, for example, moving from part-time to full-time coaches. Additional academic and scholarship support for student athletes was also needed. These changes required resources. Other priority areas over those years included improving library collections and allocating more faculty and staff lines in response to enrollment growth.

This pre-2009 period included a number of capital projects that depended on revenue from auxiliary operations. These projects included campus infrastructure, such as a new parking structure, a new apartment-style student housing complex on University Avenue, and upgrades of student learning and living facilities around the campus. Allocations to the research infrastructure also took place, although most of those funds were federal and state dollars.

5.C.1.b - The Executive Council Approach

With a new administrative team in place under President Robert Kelley, the budgeting
and resource allocation process changed in 2009. Since 2009, the President, in consultation with the Executive Council, which is composed of the vice presidents, establishes priorities and budget guidelines for resource allocation based on revenue projections from the University’s Budget Office. These plans are developed into annual and biennial budgets and a budget narrative.

The UND annual budget narratives for fiscal years 2008 through 2013 (2008, 2009, 2010, 2011, 2012) articulate resource allocations that have advanced the institution’s mission and priorities. During this time, budget narratives have consistently identified the following critical issues: faculty and staff salaries, demographics (i.e., the declining number of 18-year-olds in North Dakota), overall public funding level as compared to peers, research infrastructure and staffing, and maintaining accessibility.

The University has responded to these priorities in a variety of ways. To reduce the pay gap with national and regional peers, faculty and staff salaries have been the top funding priority every year. Between 2002 and 2012, there were five years in which faculty and staff salary increases exceeded the state general fund appropriation funding for salary increases as a result of internal reallocation (Table 5.A.4-1). Between 2003 and 2011, UND made significant progress in decreasing the variance in faculty salaries compared to the AAUP faculty compensation surveys. Salaries for University staff compare favorably to College and University Personnel Association for Human Resources (CUPA-HR) reported salaries. Further, the University has continued 100 percent funding of health insurance premiums, which have increased significantly since 2003. Beyond funding increases in salaries, health insurance premiums, and utility costs, there have been limited dollars to address other priorities.

From that limited funding, commitments were made, aligned with UND’s mission and using Exceptional UND priorities as a roadmap, to enhance academic programming. Some of these commitments were on a one-time basis and others were as additions to base budgets. For example, in the 2011 legislative session, $15.2 million was appropriated to the SBHE for equity and student affordability across the 11 institutions in the system (Legislative Appropriations, Page 45). The SBHE allocated $3.8 million to UND, of which $1.7 million went to the Division of Academic Affairs.

Then-Provost & Vice President for Academic Affairs Paul LeBel reported that he determined allocation of that funding based on two sets of requests from academic deans for initiatives, with the most current requests totaling $9.4 million. Decisions were based on (1) consistency of the requests with the mission and with the strategic priorities of Exceptional UND, (2) demonstrated return on previous investments in a program, and (3) desire to shift some ongoing expenses from local funding to appropriated funds. During fiscal years 2012 and 2013, one-time equity allocations were invested in a major in environmental studies, curriculum and program development, doctoral programs in nursing, performance enhancement initiatives, and the Chester Fritz Library. In fiscal year 2013, base funding was awarded to aerospace for developing a doctoral program, biology for a program in molecular integrated biology, music to supplement an endowed chair, chemistry for a faculty position, nursing to implement the doctorate in nursing, petroleum engineering to
support its increasing role due to the state’s oil boom, and social work for tribal college initiatives. Funding was also allocated for performance enhancement initiatives, Essential Studies, general curriculum and program development, and the Center for Community Engagement. These funds have reflected allocations used to strengthen academic areas in terms of opportunities for enrollment growth, synergies of existing academic units, diversification of the student body, and addressing the needs of the state.

5.C.1.c - Moving Forward

The University’s mission and Exceptional UND strategic vision serve as core documents to guide decisions on resource allocation and other institutional planning. This focus has led to establishing and growing academic programs, investing in faculty and staff, and other efforts to strengthen the campus environment, such as physical infrastructure, library resources, and athletics. UND tracks its progress on the mission and strategic priorities annually, demonstrating the centrality of those documents in guiding decision making (2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012).

While clear alignment of mission, strategic priorities, and resource allocations already exists, discussions about changing the state funding model for higher education have placed some efforts temporarily on hold, particularly regarding the resource allocation model within the Division of Academic Affairs. The UND 2003 Self-Study for institutional reaccreditation reported that the Provost & Vice President for Academic Affairs had appointed a committee to develop a resource allocation model to inform decisions within Academic Affairs. As of the spring of 2003, two different models were presented to the Council of Deans (now Academic Cabinet) for consideration and discussion, with the expectation that one of those would be adopted in the near future. However, the model adopted under then-Provost & Vice President for Academic Affairs Greg Weisenstein’s leadership was not utilized after his departure. Rather, the model discussed above, guided by strategic priorities and a focus on the state’s and University’s needs, was implemented by successor Paul LeBel.

Acknowledging the need for a clearly articulated and comprehensive institutional resource allocation model, LeBel introduced the idea of bringing to campus an external consultant to facilitate internal conversations. In July of 2012, the Vice Presidents for Academic Affairs and Finance & Operations solicited a proposal from a consulting firm to assist UND with a resource allocation workshop and the planning of a budget redesign initiative. Subsequent developments with the NDUS Chancellor, Governor, state legislature, and SBHE led UND to postpone the consultant’s visit. The state’s decision about a new funding model, the SBHE’s actions pertaining to the state’s decision, and input from UND’s new Provost & Vice President for Academic Affairs Tom DiLorenzo will be critical in identifying and implementing an Academic Affairs resource allocation model. In the meantime, when funds become available, the Academic Cabinet has continued its consultative model, in which deans submit requests and justifications based on mission and strategic priorities, and the Cabinet develops consensus around the allocations.
5.C.2
The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

The University has dedicated time and resources toward developing a culture that integrates (1) assessment of the student experience, (2) evaluation of operations, (3) systematic planning, (4) budgeting, and (5) institutional improvements. It has done so in a manner that is cohesive and intentionally links “learning” and “leading” within the University. Figure 5.C.2-1 was developed, based on information collected for this review, to illustrate UND’s decision-making process from assessment to institutional improvements.

5.C.2.a - Assessment of the Student Experience
Data-driven decision making has been an important part of UND’s process. The University formed its Office of Institutional Research (OIR) in 1971. That office has the primary responsibility for reporting on and analyzing the University’s performance in reaching its goals and objectives. That analysis of performance includes data on the student learning experience and perceptions of the overall student experience at the University. Since the last HLC review, OIR has assessed student experiences through inventories such as the ACT’s Withdrawing/Nonreturning Student Survey, College Student Inventory, CIRP Freshmen Survey, National Survey of Student Engagement, Sophomore Satisfaction Survey, and Student Satisfaction Inventory. The results of such surveys are reported by OIR on its website and in various dashboards that are used by University administrators as well as by working groups seeking to improve the student experience or advance University priorities. In the last couple of years, such groups have included the Undergraduate Learning Working Group, the Retention Committee, the First-Year Experience Advisory Cabinet, and the First-Year Seminar Planning Committee, all of which include both faculty and staff.

The University has also moved to a more focused and intentional approach to assessment of learning within programs. In 2003, UND created an assessment position at the Assistant Provost level. At the time, the position was a 20 percent time appointment. In 2005, turnover in that position combined with new leadership in the Office of the Provost & Vice President of Academic Affairs led to upgrading the Assistant Provost position to 50 percent time, still dedicated to assessment. In 2006, the then-Provost transitioned the position to a full-time appointment with additional administrative responsibilities for the remaining 50 percent.

Figure 5.C.2-1
Integrated Action Steps

Assessment of Student Experience
Improvements
Evaluation of Operations
Budgeting
Planning

think EXCEPTIONAL
discover UND
Criterion 5

Policy 403.1.2, existing undergraduate instructional programs are to be evaluated at least every seven years and graduate programs are to be evaluated at least every 10 years. New programs are to be evaluated within one year after the first class graduates, and general education courses are to be reviewed every five years. Adhering to SBHE policy and best practices in educational evaluation, UND’s timeline for some reviews is slightly shorter. At UND, program reviews take place for undergraduate and graduate programs every seven years. Essential Studies (general education) courses are reviewed every four years.

As described in the SBHE policy, the “purposes of instructional program evaluation shall include but need not be limited to assessments of the current level of program quality, means to improve program quality, relationship of the program to the mission of the institution, and program productivity.”

Many programs also maintain disciplinary accreditation (e.g., programs in aviation, nursing, and social work) and special service accreditation (e.g., counseling services and student health services). Accreditation reviews typically evaluate performance in terms of fulfillment of the University’s and program’s mission, including success with student learning and resource and infrastructure adequacy. As of 2013, the University is moving to obtain permission from the NDUS to synchronize external accreditation cycles with system cycles to minimize unnecessary burdens on academic units and maximize the potential positive impacts of program evaluations.
Building on the cornerstones of connections and community, an Exceptional UND is envisioned as a nationally and internationally recognized state university in which a community of dedicated teacher-scholars promote the public well-being and educate the next generations of students to be leaders in shaping a better future.

5.C.2.c - Systematic Planning and Budgeting

Since 2001, the University has engaged in systematic planning efforts (see Pathways to the Future in 2001, Building on Excellence in 2005, and Exceptional UND in 2011) (Figure 5.C.2-2). As the plans indicate, a thorough review of the external and internal environments led, in each case, to identifying University priorities. Under Pathways to the Future in 2001, preliminary efforts led to the establishment of annual progress reports demonstrating assessment, evaluation, planning, and annual reporting. Under UND Strategic Plan II, Building on Excellence, (2005), those same linkages were retained and a connection to budgeting was added.

Annual reports on alignment of NDUS goals and UND strategic priorities are submitted to the SBHE via the President. These reports indicate how UND’s strategic goals align with those of the SBHE. Reports from 2005 through 2010 align specific elements of Building on Excellence with specific SBHE goals, and document the institution’s progress toward completion.

While the Pathways to the Future in 2001 and Building on Excellence in 2005 included clearly stated objectives and measures, the Exceptional UND strategic vision functions differently. As described more fully later in this chapter (section 5.C.3), Exceptional UND is a decentralized, community-building approach to planning. Based on themes that emerged from a series of University-wide town halls in 2010, Exceptional UND articulates and outlines strategic priorities designed to help achieve a shared vision of institutional excellence. An Exceptional UND is intended to strengthen connections and nurture the potential of every member in the University community. Building on the cornerstones of connections and community, an Exceptional UND is envisioned as a nationally and internationally recognized state university in which a community of dedicated teacher-scholars promote the public well-being and educate the next generations of students to be leaders in shaping a better future.

The five Exceptional UND priorities are (1) enrich the student experience; (2) encourage gathering; (3) facilitate collaboration; (4) expand the University’s presence; and (5) enhance the quality of life (section 1.A). These priorities were distilled from dozens of themes and numerous specific ideas articulated by faculty, staff, students, administrators, and community members at the various open forums held in 2010. Using the priorities, President Kelley has asked the campus to engage in a process of careful thought and informed implementation; he has also empowered units to align their own mission and vision with those of the University.

A number of strategic initiatives across the University have already been implemented under Exceptional UND, and the University’s implementation of initiatives under these strategic priorities continues. Exceptional UND is viewed as a flexible and responsive document that grows organically out of work occurring within and across divisions, colleges and schools, and departments. Efforts within the Exceptional UND strategic priorities are intended to be adaptable to the changing environment in terms of leadership and policies in the state and NDUS. Thus, the document sets priorities and articulates a shared vision to guide the campus, rather than specifying firm performance indicators and measurable targets.
<table>
<thead>
<tr>
<th>2001 Strategic Goals</th>
<th>2005 Strategic Goals</th>
<th>2011 Strategic Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathways to the Future</strong></td>
<td><strong>Building on Excellence</strong></td>
<td><strong>Exceptional UND</strong></td>
</tr>
<tr>
<td>Provide a quality curriculum with a solid liberal arts foundation for each field of study to prepare students for rich, full lives, productive careers, and civic leadership.</td>
<td>Prepare students to lead rich, full lives, to enjoy productive careers, and to make meaningful contributions to society by providing them with a high-quality educational experience solidly grounded in the liberal arts.</td>
<td>Enrich Learning and the Student Experience.</td>
</tr>
<tr>
<td>Expand and strengthen the University’s commitment to research and creative activity, both as a means of enriching the learning environment and as a driver for economic development.</td>
<td>Expand and strengthen the University’s commitment to research and creative activity, both as a means of enriching the learning environment and as a driver for economic development.</td>
<td>Encourage Gathering.</td>
</tr>
<tr>
<td>Serve the people of North Dakota, the region, the nation, and the world more effectively through applied and basic research, cultural experiences, and economic development programs as well as through a comprehensive array of educational opportunities.</td>
<td>Serve the people of North Dakota and the world more effectively through applied and basic research, cultural programs, and economic development programs as well as through a comprehensive array of educational offerings.</td>
<td>Facilitate Collaboration.</td>
</tr>
<tr>
<td>Improve the campus climate for living and learning.</td>
<td>Sustain a positive campus climate for living and learning.</td>
<td>Expand UND’s Presence.</td>
</tr>
<tr>
<td>Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission.</td>
<td>Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission.</td>
<td>Enhance the Quality of Life for Faculty and Staff.</td>
</tr>
<tr>
<td>Optimize the use of information technology to improve student learning, research, and the administration of the University.</td>
<td>Optimize the use of information technology to improve student learning, research, and the administration of the University.</td>
<td></td>
</tr>
<tr>
<td>In support of all of the above, ensure that the University has a well-prepared, enthusiastic faculty and staff, first-rate physical facilities, an adequate financial resource base, and an appropriate, efficient organizational structure.</td>
<td>Take resource development to a new level through an enhanced cooperative approach involving the President, Vice-Presidents, Deans, and Chairs in concert with the UND Foundation and other foundations, while building greater public understanding and support of the University’s mission, distinctive qualities, and strategic agenda.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In support of all of the above, ensure that the University has a well-prepared, enthusiastic faculty and staff, first-rate physical facilities, an adequate financial resource base, and an appropriate, efficient organizational structure.</td>
<td></td>
</tr>
</tbody>
</table>
Examples spelled out throughout this self-study, including in the sections below, demonstrate that the institution is making progress toward the Exceptional UND vision. From First-Year Seminars to Living-Learning Communities, from the creation of the Enrollment Management Planning Committee and Retention Committee to the Diversity Advisory Committee, from the construction of the SCALE-UP classroom to study and outreach designed to assist the state during the recent oil boom, the University is engaged. In 2012, the University held the first Exceptional UND Showcase, providing the opportunity for many of the implementation teams to demonstrate their ongoing work and accomplishments. [Link to Exceptional UND Showcase page]

The University’s annual progress report also aligns UND’s strategic priorities with evidence of performance, and the data indicate incremental improvements such as average ACT composites for entering classes (Progress Report, Page 7), student satisfaction with the overall social experience (Progress Report, Page 7), employee satisfaction (Progress Report, Page 15), and positive student responses to diversity (Progress Report, Page 16). The report describes steps taken to integrate evaluation of planning efforts, budgeting, and institutional improvements. However, the University recognizes that more is needed in the implementation of Exceptional UND. Since 2011, “Goalshare” reports, prepared annually, document alignment of institutional and SBHE goals. The 2011-2012 Goalshare report, which is the only one completed to date, is less specific than alignment plans. Although Exceptional UND is adaptable and organically formulated, the Goalshare report reflects a lack of specific objectives. Absent a clear implementation plan with identifiable objectives, measures, and action items, the University may face challenges in maintaining its long-term, strategic outlook rather than responding to fluctuations based on single events or initiatives that could cause the University to stray from its intended path.

5.C.2.d - Institutional Improvements

Institutional improvements are elaborated on in section 5.D. However, to illustrate some of the accomplishments under Exceptional UND, the University has begun to showcase strategic priority initiatives. Other recent actions have taken place in response to student experience data. For example, over the past two years, hundreds of first-year UND students have provided input on what it
The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The University’s planning process encompasses the institution as a whole. Planning is broad and inclusive. Planning at the institutional level is demonstrated by the UND Strategic Plan II Building on Excellence, the Core Technology Plan 2008-2009, the Campus Master planning process, the Residential Master Plan, Exceptional UND, and the Athletics Master Plan.

5.C.3.a - Exceptional UND

In December 2009, efforts leading to Exceptional UND were launched when President Robert Kelley used his State of the University Address to invite the campus to join in a series of conversations about the institution’s future. Citing the previous two strategic planning exercises in the last decade, President Kelley called for a community conversation to chart the University’s course. To help facilitate the campus conversations, UND engaged Stratus Consulting. In a process led and supported by then-Provost & Vice President for Academic Affairs Paul LeBel, approximately 350 members of the campus community participated in a series of around 50 town hall meetings/breakout sessions in March and April of 2010. There were also two open forums attended by about 100 participants. A workshop involving approximately 100 faculty, students, and staff was held in early May to discuss 32 initiatives that had emerged from the meetings, and to combine and cull that list down to 18. This was followed by an open forum in which to-date findings were presented to the campus community. The 18 initiatives were outlined in detail over the summer and additional meetings.
5.C.3.b - Enhancing the Undergraduate Experience

In the fall of 2009, shortly before the efforts to craft the Exceptional UND priorities began, the Academic Affairs Division established an Undergraduate Learning Working Group (ULWG). Consisting of faculty, staff, students, and administrators with a particular interest in undergraduate education, the ULWG was charged by the Provost “to develop recommendations for improving student learning across the undergraduate curriculum to position the University of North Dakota as a premier public undergraduate education institution with the capacity to recruit, retain and graduate talented students from the region and beyond” (ULWG, Page 35). The basis for the group’s work was the national dialogue about college student under-preparedness and student disengagement in college academics. In addition, data collected at UND highlighted local concerns regarding student satisfaction, engagement, and performance. The Provost’s charge to the working group noted that UND had results that were similar to national trends in terms of students achieving course outcomes at the D/F/W/I (D or F grades, withdrawals, incompletes) levels. At UND, more than 30 classes offered in 2008-09 were found to have D/F/W/I “rates greater than one-third of student enrollees, and more than 70 classes [had] D/F/W/I rates greater than one-fourth” (ULWG, Page 35, Paragraph 4) (sections 3.B.3.c and 4.B).

After a comprehensive 18-month review of local data and national best practices, the ULWG advanced seven recommendations:

1. **Encourage the creation of first-year experience (FYE) pilot courses to be offered in 2011-2012;**
2. **Use information obtained from the FYE pilots to help plan for a long-term FYE program at UND;**
3. **Enhance UND’s current pilot early intervention system (EIS) and expand its reach;**
4. **Pilot and assess a graduate teaching assistant (GTA) teaching excellence program;**
5. **Increase the staffing of the Office of Instructional Development (OID), with a focus on expertise in student learning and teaching assistance for faculty;**
6. **Begin a Scholarship of Teaching and Learning (SoTL) initiative at UND; and**
7. **Implement a variety of institutional policies and practices to support and value faculty efforts in the area of teaching and teaching excellence.**

The Provost’s Office, in collaboration with the Division of Student Affairs, began addressing the recommendations.

As a first step, the Provost’s Office asked two faculty leaders to serve as co-coordinators of a pilot FYE program. The co-coordinators worked with members of the ULWG to develop a concept,
Course proposals judged likely to achieve those outcomes, which were written in alignment with the Exceptional UND priority of enriching the student experience, were adopted.

In addition to funding the co-coordinator and faculty positions to staff the First Year Seminars (FYSs), the Division of Academic Affairs funded faculty development workshops for the FYS instructors. The workshops placed attention on helping faculty to “understand the characteristics of recent UND freshman classes, discussions of transition activities that would help accomplish the FYE pilot project goals, and readings about successful classroom engagement activities” (ULWG, Page 11). Program coordinators also carried out an overarching assessment of FYEs at the University, drawing on data from Honors, Integrated Studies, the Engineering & Mines Living/Learning Community, and University Life for comparison. This systematic review included student input data such as ACT scores, GPAs, retention, and demographics; student perception data drawn from the College Student Inventory (CSI), the Student Information Questionnaire (SIQ), and the Beginning College Survey of Student Engagement (BCSSE); end-of-semester survey data; information from a reflective assignment completed by all students and scored by a faculty team; and instructor inputs and sample course materials.

Initial data demonstrated promising outcomes. Students in the Honors/Integrated Studies Program (ISP) cohort described having experienced more “integrated” and “engaged” learning than their fall 2011 FYS peers; they also had more positive (partial) NSSE scores than recent cohorts of UND first-year students. Students in the FYS pilot cohort were more “integrated”/“engaged” than the

and the University held an open call for course proposals. Proposed courses were expected to demonstrate the capacity to help students accomplish four outcomes:

- Facilitate successful transitions to college through self-reflection, active learning, and study effectiveness;
- Engage with the academic life of the university by sharing productive and meaningful academic experiences with faculty and peers;
- Engage in deep learning with disciplinary or interdisciplinary academic content; and
- Achieve learning outcomes related to essential studies skills in thinking and reasoning, communication, information literacy, or social-cultural diversity).
students in Introduction to University Life (Univ 101), and, like the Honors/ISP students, had better (partial) NSSE scores than recent cohorts of UND first-year students. As a whole, the differences identified, with a few small exceptions, did not depend on whether students were subcategorized according to level of high school GPA (above versus below 3.5). The FYS pilot students described their experiences as equally or more challenging than what was described by students in either the ISP/Honors or the Univ 101 cohorts.

The University is continuing the FYS program. In 2012-13, Academic Affairs again funded an FYS Coordinator to facilitate faculty development for the seminars and to lead the creation of common assessment goals, techniques, and metrics that will inform future decision making about scaling the program up to provide an FYE for all incoming first-year students. To increase the intentionality in creating a cohesive FYE program across the University, the Provost’s Office asked the second FYS co-coordinator to lead an FYE Advisory Cabinet composed of representatives across the Divisions of Academic & Student Affairs. The FYE program is seen as a showcase initiative within a menu of FYE options, with the entire menu highlighted to prospective and current students as a vehicle for engaging them in the college experience and helping them succeed.

5.C.3.c - Planning at the College and VP Levels

The University engages in planning using Exceptional UND as its roadmap. Several divisions within the University, including a few colleges, have developed comprehensive strategic plans. The Division of Research & Economic Development, School of Medicine & Health Sciences, Division of Student Affairs, and College of Engineering & Mines are among those that have presented and are in the process of implementing their plans. Recognizing the need for a comprehensive master plan, the Vice President for Finance & Operations appointed in July 2012 a master planning process steering committee charged with development of a comprehensive campus master plan that addresses facility needs (academic, research, athletic), parking, traffic, green space, recreation, infrastructure, utilities, historic preservation, and residential planning in a holistic fashion (section 5.A.1.c).

At the March 2011 Academic Leadership Forum, in which academic deans engaged in conversation with the campus community, then-Provost & Vice President for Academic Affairs Paul LeBel emphasized that the direction the institution takes under the Exceptional UND strategic priorities is now the responsibility of the campus community. LeBel described the strategic priorities as intended to a guide planning and decision making in divisions and departments across UND and to serve as a map for the direction in which President Kelley is leading the University. Academic Affairs continues to build on this vision; examples include work to improve the undergraduate experience through initiatives such as the FYE and undergraduate research, providing leadership to the recently created Diversity Advisory Council, and the implementation of a new leadership development program for department chairs.

In addition, each division has identified its own Exceptional UND initiatives. Some of those were on display at the inaugural Exceptional UND Showcase on April 30, 2012. For instance, the School of Medicine & Health Sciences (SMHS) noted its efforts to enhance state medical and health services through its patient-
Community Engagement, UND Career Services, and Greater Grand Forks Young Professionals are partnering to develop better means of connecting students with internship and co-op opportunities in the Grand Forks region. In 2012, the Center for Community Engagement offered several seminars designed to help local businesses and organizations build relationships and to present best practices and procedures in experiential learning.

A third example is in UND’s research endeavors. As a research university with a strong undergraduate base, the University is focusing on expanding undergraduate research (Criterion Three) opportunities by building on existing programs such as the Experimental Program to Stimulate Competitive Research’s Advanced Undergraduate Research (EPSCoR AURA) program. The ND EPSCoR AURA program provides undergraduate students with opportunities to experience research in the STEM (Science, Technology, Engineering and Mathematics) disciplines traditionally supported by NSF at a point when those students are still making important decisions about their career goals. This program teams undergraduates new to research with faculty mentors. Between 2005 and 2012, more than 74 students, 10 departments, and three colleges were involved. Other efforts to enhance undergraduate research include a similar program provided within SMHS, Research for Undergraduates (REU) program opportunities, and public presentation opportunities such as those provided by the Honors Program’s thesis option and conference. These research initiatives have led to original student research presented at annual conferences, including UND’s IDeA Network of Biomedical Research (INBRE) Annual Symposium.

As a Carnegie-classified community engaged university, UND emphasizes enriching the student learning experience through enhanced experiential learning opportunities. The UND Center for centered learning (PCL) instructional approach, interprofessional health programs, rural health care projects, the Indians Into Medicine (INMED) program, a joint Master in Public Health program with North Dakota State University, and, most recently, a joint effort with the College of Business & Public Administration to offer courses in health policy and health finance for master’s-level programs in both colleges. These initiatives align with the strategic priorities of expanding UND’s presence, facilitating collaboration, and enriching student experiences (Showcase Display one and two).
Divisions of Research & Economic Development and Academic Affairs are collaborating to find ways to further enhance undergraduate research opportunities, in part by working to create a searchable web-based clearinghouse to provide information and the opportunity to pair up interested faculty and students on particular projects.

5.C.3.d - Core Technology Planning

In addition to planning efforts conducted in support of Exceptional UND, some units within the University have engaged in systematic planning to enhance their own missions and priorities. One notable example is the 2008-09 Core Technology multiple-phase planning process, which featured a comprehensive approach that engaged a cross section of campus constituents. This process, like others at UND, was based on dialogue and feedback, allowing campuswide input on technology needs. A series of campus forums were organized around various aspects of the plan, and all stakeholders were encouraged to attend any of the sessions. Final recommendations resulting from the 2008 Technology Strategic Planning forums, 2009 Core Technology Services forums, and CIO Box Lunch Sessions were shared with campus leaders, which led to the creation of the plan’s framework. The final results of the planning process were captured in the Core Technologies recommendations (Criterion Three) that included specific goals for actions and resource allocation in the areas of:

- Faculty/Staff Unified Communication Services
- Learning Management System
- Smart and Technology-Enhanced Classrooms
- Computer Labs
- Technology Support
- Data Storage
- Research Technology.

An implementation plan for the recommendations was created in 2010. In 2011, a follow-up survey regarding the Core Technology recommendations was circulated to faculty and staff, and an update was provided via the CIO’s website.

Reorganization of the Information Technology area, in conjunction with NDUS IT, is now under review, and full implementation of the Core Technology plan, consistent with the Exceptional UND vision, is expected to occur under the leadership of the new Provost/VPAA beginning by late in 2013.

5.C.3.e - Moving Forward

Significant changes in leadership have influenced the institution’s ability to establish a fully linked planning process while at the same time energizing the campus with new ideas. In the past several years, UND has experienced considerable turnover in leadership positions, including the President and all vice presidents, as well as multiple deans (section 5.C.2). Recent hires include the Deans of Nursing & Professional Disciplines and Law. Interim deans in the last two years include those in Arts & Sciences (new hire expected to be in place for fall of 2013), Education & Human Development (with a new dean hired, who starts on July 1, 2013), and the School of Graduate Studies (search not yet conducted). As these positions are filled and the Academic Cabinet establishes its priorities, under the leadership of Provost & Vice President for
Academic Affairs Tom DiLorenzo, individual colleges and schools will be better positioned to engage in planning efforts that align with unit priorities, Exceptional UND, and the vision of new leadership.

This planning is needed. In interviews with vice presidents, deans, and department heads, many administrators indicated a desire for more coordination and clarification regarding the strategic priorities, including the development of key performance indicators (goals, objectives, and strategies) to guide and measure the impact of initiatives. A planning process that clearly articulates key directions stemming from the Exceptional UND strategic priorities would be beneficial.

A challenge in both planning and implementing a vision and strategic priorities like those established through Exceptional UND is that responsibility is decentralized and often fragmented, with reporting lines to different vice presidents and, when reporting to the same vice president, to different directors. The Exceptional UND vision needs to be addressed holistically, with all parties, no matter the reporting line, working as a team. This does not require reorganization. While it may be determined that structural changes are warranted, success can also be achieved through the oversight of a coordinating group—beyond the working groups now in place—that steers progress toward a common end.

Although planning needs remain, a key strength in UND’s planning efforts is also readily identifiable at this point: the planning processes used have generated dialogue across the campus. In addition, effective collaborations among the VPAA, VPSA, and VPFO are in place, as evidenced by achievements of the Undergraduate Learning Working Group, the College of Engineering & Mines Living & Learning Community, the Enrollment Management Planning Committee, the Retention Committee, the Honors Experience Working Group, and the Policy Development Process. These collaborations enhance the University’s ability to enact changes designed to address strategic priorities and improve operations across UND.

5.C.4
The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

The University seeks to thoroughly understand its capacity and plan for contingencies in the event of fluctuations in revenue sources and other foreseeable events. The UND Annual Budget Narratives for fiscal years 2008 through 2013 (2008, 2009, 2010, 2011, 2012) consistently identify the following critical issues: faculty and staff salaries, demographics (i.e., the declining number of 18-year-olds in North Dakota), the overall public funding level as compared to that of peer institutions, research infrastructure and staffing, and the need to maintain accessibility.

Enrollment management remains a high priority for the University. The University engaged outside consultants in 2011 and 2012 to review the University’s enrollment strategies. Following campus conversations facilitated by the consultants, a new Enrollment Management Planning Committee (EMPC) was created in 2011 with the aim of involving academic departments
While UND’s enrollment continues to increase and record enrollment growth occurred again in 2012-13, the future goal is to stabilize enrollment at around 14,000 students. More intensively in enrollment planning. The EMPC is co-chaired by the Associate Vice President for Academic Affairs and the newly created and hired Assistant Vice President for Admissions & Financial Aid, and its members are associate deans or the equivalent from all undergraduate colleges or schools. While UND’s enrollment continues to increase and record enrollment growth occurred again in 2012-13, the future goal is to stabilize enrollment at around 14,000 students, which matches the institutional capacity in terms of classrooms and on-campus living space.

The EMPC is focusing not just on numbers but on the composition of the student body, and what best aligns with the needs and desires of academic units. Taking into account both the proposed North Dakota University System’s Pathways to Student Success and University’s own priorities, UND plans ongoing strategic revisions in its efforts to increase the quality and diversity of its new students. These efforts are anticipated to improve both retention and completion. UND also plans to review its scholarship packaging with the goals of both increasing funding and strategically targeting high-ability students. In addition to recruiting students with the capacity to succeed, UND aims to support their success while they are enrolled. A Retention Committee has been created to review the University’s efforts to provide support systems for students to increase retention and four-year graduation rates.

Space utilization is another priority area. The campus master planning process will include a space utilization study to inform academic and research planning. The housing master plan, updated in 2010, guides decisions regarding residential and dining facilities. Further, the University has taken steps to prepare for declines in federal research spending, particularly in basic science. The research division’s strategic plan, the growth of the UAS program, and the addition of the petroleum engineering program serve to compensate for the decline in federal earmarks.

5.C.5 Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

The University planning process includes a thorough analysis of the external environment, including emerging factors that are forecasted. For instance, to maintain a strong technology infrastructure in an ever-changing environment, the University gathered campus users and consulted leading sources about current and future needs. After a series of data-gathering sessions and consulting with a University committee that continuously explores changes, UND constructed a Core Technology Plan that addresses current and anticipated needs of a research university’s information technology. A discussion of the comprehensive IT planning process and resource infrastructure is included above (section 5.A.1.d).

The University has also recognized and responded to changes in demographics. In evaluating UND’s financial condition, a Moody’s report states that UND recognizes that the number of graduates from North Dakota high schools will continue to decrease. From 2007 to 2011, the number of high school students (grades 9-12) enrolled statewide declined from 31,492 to 29,641, a reduction of almost 6 percent. This decline has been projected to continue. Over this same period, the total number of North Dakota
residents attending UND remained essentially steady (about 6,500 each fall), but the percentage of the student body this represents has declined from 59.6 percent (fall of 2007) to 53.1 percent (fall of 2011). The University now actively recruits in Minnesota, Washington, and Wisconsin. Today, out-of-state students outnumber in-state students. To ensure continued effectiveness in addressing demographic shifts and enrollments, the University has begun Strategic Enrollment Management planning with the assistance of an Enrollment Management Planning Committee and a new Assistant Vice President for Admissions & Financial Aid, as described earlier in this chapter (Criterion Three and Criterion Five). In short, the University evaluates its external and internal environments and responds carefully and deliberately in anticipation of likely changes.
5.D.
THE INSTITUTION WORKS SYSTEMATICALLY TO IMPROVE ITS PERFORMANCE.

The University continues to build a culture of systematic performance review of its evaluation and planning processes as well as its operations, and it responds effectively to needs for improvement within the institution.

5.D.1
The institution develops and documents evidence of performance in its operations.

UND has formal structures in place for evaluating processes and performance within individual units of the University and across the institution, much of which is overseen by the Office of Institutional Research and documented in annual reports. In addition, UND has systems in place to draw on benchmarks and special expertise to bring a national perspective.

5.D.1.a - Office of Institutional Research

Divisions and offices within the University engage in the development of systematic and evidence-based performance evaluations. The primary source for much of the institutional data is the UND Office of Institutional Research (OIR). The Office of Institutional Research serves as a resource for decision makers by providing data that can be used to assess progress toward institutional goals. OIR conducts studies, administers surveys, and maintains and reports information on topics such as enrollment, retention, degree completion, productivity, and other areas of interest.

OIR administers several institutional surveys each year and reports detailed trend analysis on the findings. Among the surveys that OIR conducts and analyzes are the following: Beginning College Survey of Student Engagement, Campus Quality Survey, College Student Inventory, Collegiate Learning Assessment, Employer Satisfaction Survey, Employment (Placement) Survey, Faculty Survey of Student Engagement, CIRP Freshman Survey, SIQ Freshman Survey, Graduating Student Survey, National Survey of Student Engagement, Sophomore Satisfaction Survey, Transfer Student Survey, and others. A complete list is available at the Institutional Research website. Using data from these tools as well as data compiled in response to ad hoc reporting requests, OIR provides support for assessment, program review, enrollment management, institutional grant applications, accreditations, and strategic planning.

Other OIR responsibilities include providing support for human resource and financial query applications, creating student cohort databases for longitudinal comparisons and analysis, conducting analysis of peer institutions, producing and disseminating the University Student Assessment of Teaching (USAT) instructor reports, and serving as a liaison on the NDUS Accountability Committee.

5.D.1.b - Annual Reports

Four annual reports illustrate the range of documentation, drawn from multiple sources, used to construct summaries of the University’s overall performance.

**NDUS Accountability Report:** In 1999, the legislative Interim Higher Education Committee established the Roundtable on Higher Education, a group of state leaders from the public and private sectors charged with defining the role of North Dakota higher education and setting expectations for the North Dakota University System (NDUS). Among the expectations was that the institutions
would play major roles in revitalizing North Dakota’s economy. The Roundtable identified six cornerstones to ensure that NDUS colleges and universities continue to serve the state by providing high-quality education. The cornerstones are: Economic Development Connection, Education Excellence, Flexible and Responsive System, Accessible System, Funding and Rewards, and Sustaining the Vision (section 5.B). For more than a decade, NDUS has required its institutions to address their performance within each of the initial five cornerstones. The sixth cornerstone, Sustaining the Vision, operates as a holistic review of performance. The University has annually reported its progress in addressing these measures to gauge its success in fulfilling the Roundtable’s commitment to enhance the economic and social vitality of North Dakota.

University Progress Reports: For more than a decade, the University has published an annual Progress Report. The Progress Report is a publication that consists of illustrated data (e.g., graphs and charts) and narrative description informing the University community and constituents about UND’s progress on its strategic priorities. As the strategic priorities have evolved over time, the Progress Report framework and contents have changed as well. Initially, the Progress Reports responded to the 2001 Strategic Goals of the Pathways to the Future Strategic Plan. In FY 2007, after a full year of work with the 2005 Strategic Goals of the Building on Excellence Strategic Plan, the Progress Reports shifted their attention to the revised goals. The latest Progress Report, for fiscal year 2012, is the first Progress Report addressing the 2011 Strategic Priorities of Exceptional UND (Progress Report FY11, Page 30).

IPEDS: The Integrated Postsecondary Education Data System (IPEDS) is the official U.S. Department of Education postsecondary education data collection and reporting system. Every institution that participates in any federal student financial aid program authorized under Title IV of the Higher Education Act of 1965 is required by law to report annual data. Today, IPEDS represents the most comprehensive data source on postsecondary schools, with information such as numbers of students enrolled, staff employed, dollars expended, degrees earned, and tuition rates. UND’s participation in the program allows it access to data from other institutions. This access enables UND to analyze trends in comparison with peer and competitor institutions for areas of interest such as tuition rates, institutional aid, and graduation rates.

Annual Financial Report: The University’s Annual Financial Report summarizes its financial activity from a fiscal year. The financial statements presented in the annual report are extracted from the single financial report of the 11 public postsecondary campuses under the NDUS. The University also reports on component units such as the UND Foundation and the Aerospace Foundation. These component units are legally separate entities with their own audit reports, but detail in their financial statements more fully describes significant financial relationships between these components and the University as well as documenting progress in matters such as development and commercialization activities. Another key section within the Annual Financial Report is Management’s Discussion and Analysis. This portion of the report contextualizes the financial data. It links key organizational concepts (e.g., mission, vision, planning, budgeting, and resource allocation), and it assesses the institution and evaluates its performance by highlighting accomplishments and identifying areas needing attention. The Annual Financial Report documents the institution’s performance both financially and in terms of institutional actions directed at fulfilling its purposes and goals.
Many other annual reports also indicate performance. For instance, the personnel who make up the University, including both faculty and staff, undergo annual performance review. Documentation of these evaluation tools can be retrieved from the Office of Human Resources, the academic policy and procedure manual for general employees, and the Faculty Handbook (section 3.A.3.c).

5.D.1.c - Other Documentation Systems

Other systems are also in place to evaluate the University's performance. Many academic units are routinely reviewed by external parties in conjunction with college, school, department, and program accreditation. As of this writing, there are 34 distinct accreditations held by colleges and schools across campus. Documentation includes accreditation reports and reviews. (Table 4.A.1.b-1).

5.D.2
The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts. UND demonstrates a pattern of review and response to the institution's operational needs and opportunities. At a basic level, financial records demonstrate a continued responsiveness to instructional and other academic needs. Research activity has grown to meet the institution's mission. Faculty and staff salaries have been increased to narrow the gaps between UND and other doctoral institutions. These activities demonstrate the University's efforts of improving, over a period of years, by balancing multiple interests.
The University has a practice of sharing progress updates across the institution to spread lessons learned and generate new ideas with the goal of improving operations. This is often accomplished through workshops and information sessions designed to enhance faculty and staff work. For instance, the Center for Instructional Learning & Technologies offers regularly scheduled events including Tech Trend Forums, as well as providing demonstrations and interactive sessions on strategies that integrate sound pedagogical practice with advanced technologies. Similarly, the Office of Instructional Development offers lunch-time seminars, colloquia, and workshops that demonstrate best practices and emerging trends in sound pedagogy using examples provided by peers.

The University recently created a forum for staff and students to share their progress toward Exceptional UND priorities and spur additional innovations. In April of 2012, the University sponsored the first Exceptional UND Showcase. This event was the first opportunity for the campus and local community to engage with many of the Exceptional UND initiatives. Students, faculty, and staff working on the various projects participated in a poster presentation session, inviting attendees to offer input on their work. The focus of the Showcase was on sharing information and obtaining feedback that could inform next steps.

As a matter of regular practice, the University administration looks to best practices at the national level when questions or opportunities arise. Their aim is to use those lessons, often provided through UND’s membership in the Education Advisory Board’s University Leadership Council, to inform the University about opportunities to improve its operations. Examples of the use of ULC reports to inform innovation and improvement at the University include the First-Year Experience, Honors Experience Working Group, Diversity Advisory Council, and other initiatives sponsored or implemented by the Division of Academic Affairs.

When matters of concern are called to the University’s attention, UND reviews the information, evaluates its situation, and takes action. Since the last HLC visit, UND has experienced three state performance audits that have been issued to address concerns about the use of student fees, charges on capital projects, and compliance matters at the UND School of Medicine & Health Sciences (SMHS). Each performance audit led to a series of discussions, reviews, and responses. The earliest of these audits, for example, involved the SMHS. Nearly all of the matters have been resolved or currently are in progress. Many of these matters have led to the Health Care Workforce Initiative (HWI), which is discussed earlier in this chapter (section 5.B).

The University has also improved its assessment of student learning since the 2003 comprehensive visit from the HLC (section 4.B). Considerable progress was made prior to the focused visit that took place to specifically examine assessments of student learning. Since then, the institution has continued efforts to institutionalize assessment across academic and administrative units. The Senate’s University Assessment Committee provides faculty guidance and oversight in developing and implementing the University Assessment Plan, analyzing and interpreting assessment results, developing appropriate reports, and distributing assessment results to the Office of the Provost & Vice President for Academic Affairs,
the Faculty Senate and the University community.”
(Committee Manual, Page 50)

UND has a comprehensive University Assessment Plan and a publicly available collection of departmental assessment plans available for review on the Assessment Committee website. In recent years, that site has expanded to include an archive of earlier versions of assessment plans as well as the most currently submitted plan for each program. The archive provides a concrete demonstration of the continuing evolution in program assessment which has resulted from institutional learning used to improve program effectiveness.

5.D.2.a - Essential Studies as an Example of Institutional Learning

The revisions to UND’s general education program, now Essential Studies, demonstrate how the institution drew on data, evaluated that data, made improvements, and planned and budgeted accordingly.

In 2006, the University completed a six-year, cohort study of its general education program. Ten faculty, in a project funded by a Bush Foundation grant, received training allowing them to develop and carry out a longitudinal study of UND’s general education program. They conducted regular interviews with a group of randomly selected students, whom they followed through the students’ careers at UND. In the interviews, students were encouraged to talk about what they had learned, and how and where they learned the skills described in the University’s general education goals. A report on the study, including results and recommendations, was submitted to the Provost & Vice President for Academic Affairs. The study team’s work, as well as direct assessments that followed, became the impetus for formation of the General Education Task Force in 2005. The work of the task force, in turn, culminated in a major reform of the general education program, with the new Essential Studies program implemented for entering first-year students in 2008 (section 3.B).

A number of major revisions to general education resulted, including changes in goals and breadth requirements, and also program additions, including special emphasis courses, definitions and rubrics developed for each goal, and implementation of a capstone requirement. At the recommendation of the task force, an Essential Studies office was established and a Director appointed, with ongoing funding from the Provost’s Office.

Progress has continued since the program’s initial rollout. The Essential Studies program has completed a cycle of students taking their general education under the program, culminating in capstone experiences, and ES is now undergoing formal program review. Accomplishments related to the development of ES were recognized by the Association of General and Liberal Studies, which honored UND with its Improvement in General Education Award in 2008.

All of these changes and revisions represent progress that occurred as a result of UND’s ability to learn from its experiences and apply that learning to improve institutional effectiveness.

5.D.2.b - Improving Service to Students as an Example of Institutional Learning
In the fall of 2011, the University established the Cooperation Collaboration One-Stop Shop (CCOSS). This group evolved from discussions of the Student Administration Production Team (SA Prod). SA Prod has been meeting regularly since ConnectUND implementation (section 5.A.1.d) and serves to facilitate communication among offices regarding Campus Solutions modules and related student services. SA Prod members agreed to devote one of their two regularly scheduled monthly meetings to the identification of ways to improve and enhance services to students. The SA Prod CCOSS team is composed of the SA Prod Team (staff from Admissions, Student Account Services, Student Financial Aid, Registrar’s Office, School of Graduate Studies, Dean of Students, Student Success Center) and other staff who either volunteered or were recruited. CCOSS is committed to (1) eliminate the “Twamley Shuffle” (a student term describing the experience of being referred from office to office in the central University administration building in search of needed information or services), (2) improve self-service for students, (3) develop a comprehensive communication plan for students, (4) identify and address operational issues, and (5) assess student needs and satisfaction. To date, CCOSS has:

- Submitted a proposal to the Vice Presidents for Finance & Operations, Student Services, and Academic Affairs for a One-Stop Shop in Twamley Hall. Action has not yet been taken pending a space utilization study and organizational review.
- Developed the format for a Virtual One-Stop Shop Web page for students to facilitate access to critical information regarding registration, financial aid, student accounts, and related links.
- Implemented electronic forms and processes for:
  - Campus Connection Charge Appeal
  - Residency Tuition Application
  - FERPA Release
  - Application for Certificate
  - Application for Undergraduate Degree
  - Cancellation/Withdrawal
  - Collaborative Agreement
  - Request to Add / Drop Collaborative Class
  - Undergraduate Request for Re-Enrollment
Other forms and processes are under development.
- Established GroUND Breaking News, a once-weekly notification to students that consolidates communications from the student services offices into one email.
The University has many projects under way which can help improve its operations, such as current plans to create a senior leadership position in diversity and inclusion, and its recent creation of an Ombuds position. In addition, initiatives are currently in progress to address enrollment management, student retention, and undergraduate student research. The challenge is ensuring that recommendations derived from studies and initiatives are periodically reviewed and updated so they can serve as an ongoing guide for institutional decision making.

Another challenge is keeping all the data together. While the Office of Institutional Research serves as the primary repository for many pieces of data that inform the University about its performance, some reports (e.g., consultant reports or reports on various initiatives) are not currently archived in that office. Establishing a central clearinghouse for such documents could improve coordination and information dissemination.

Adding to these challenges, the University is in a legislative year when new policies and budgets resulting from the work of both the state legislature and the State Board of Higher Education will shape institution-level decisions. One key factor will be the evolving structure within the system office under the recently hired Chancellor of Higher Education in North Dakota. Greater accountability is inevitable during a time when the public questions higher education more than ever. However, the University has demonstrated its adaptability and responsiveness, and it is well situated to continue that progress.

5.D.2.c - Moving Forward

- Developed a **comprehensive checklist** for students with critical dates, reminders, instructions, and contact information from Student Account Services and Student Financial Aid.
- Developed a comprehensive list of **dates and deadlines**.
- Developed clear language regarding the impact of dropping part-term courses on financial aid and refunds that faculty who teach those courses now include in the course syllabi.
- Implemented a new Twamley Hall Help Desk (first and second floor) staffed by professional staff from Student Account Services, Student Financial Aid, and the Registrar’s Office to assist students with questions from the Friday before the term starts through Wednesday of the first week of school, including Saturday and Sunday. Help Desk staff greet students entering the building, accept forms, and have forms and information available, as well as campus maps, and directories.
- The Student Account Services’ Student Relations Manager is attending academic department faculty meetings to inform faculty of the financial implications of the advice they give to students so faculty advisors are better able to help students avoid negative financial impacts.

The Cooperation Collaboration One-Stop Shop reflects a concerted effort to enhance the student experience and respond to data barriers. Using a goal-oriented, collaborative approach, the University evaluated its service delivery, planned improvements, budgeted, and began rolling out new ways of delivering services and information to students.
SUMMARY OF FINDINGS REGARDING CRITERION FIVE

Areas of Strength

- The University has a strong foundation of resources and stable streams of revenue, which reflects careful fiscal stewardship.
- The University has made fiscal choices that prioritize investing in the key resource of faculty and staff.
- UND has conducted planned capital improvements, including construction projects, and is elevating its technological infrastructure.
- UND uses a decision-making process that is inclusive, participative, and functional.
- The University has a strategic vision generated by campus conversations, Exceptional UND, with priorities that have generated initiatives to enrich the student experience, encourage gathering, facilitate collaboration, expand UND’s presence, and enhance the quality of life.
- Exceptional UND has guided strategic decision making under the current administration and encouraged intentional collaboration across the Divisions of Academic Affairs, Finance & Operations, and Student Affairs, while facilitating innovation at the college or school and unit level.
- The University has an organizational culture that values continuous improvement.

Opportunities for Improvement

- While campus planning processes have led to thoughtfulness about planning, they require more deliberate and cohesive action steps to fulfill the Exceptional UND vision.
- There is a need for a campus space management policy and a more detailed master plan to address deferred maintenance and related funding needs.
- With the reorganization of the campus technology support needs nearing completion, UND should refocus on regaining and maintaining momentum towards implementation of the Core Technology Plan.

Next Steps

- Continue building on strengths of the University’s new senior leadership team.
- Continue moving forward to advance University priorities following the resolution of the Fighting Sioux nickname and logo controversies.
- Adapt quickly and appropriately to changes emanating from the North Dakota University System and the State Board of Higher Education’s evolving vision and revised policies.
- Continue to emphasize activities that bridge the Divisions of Student Affairs and Academic Affairs in an effort to improve the student learning environment and experiences, and facilitate student success in meaningful and measurable ways.
CHAPTER 7
Conclusion

The University of North Dakota’s next steps.
Aims of Self-Study

When members of the University community started the self-study process, they were assured that the aim was to complete a study that would inform institutional planning of an “Exceptional UND” future as well as meeting the needs of the reaccreditation process. It was with that promise that criterion co-chairs were asked to serve and that members of the community were invited to express their willingness to serve on a criterion team. It was with that understanding that teams completed the research and embarked on the writing. And it is with that intention that we approach this final phase of the reaffirmation of accreditation process.

A number of changes have occurred during the writing of the self-study, some of which are reflected in the self-study itself and others that will be described in an addendum submitted prior to the visit from the Higher Learning Commission team. The institutional commitment to a meaningful self-study, however, has remained constant throughout the three-year process.

We are anticipating that conversations about the University's Exceptional UND future, scheduled to begin this fall and continue over the next year and beyond, will result in a number of concrete goals and plans for reaching those goals. This self-study will provide much of the information, including summaries of both strengths and needs, required to inform continued planning. In fact, discussions about alignments between the accreditation criteria and the Exceptional UND vision, the institution’s five strategic priorities, and unit missions are already beginning in programs and units around campus. These actions are a result of continuing administrative commitment to the institutional mission and vision, to meaningful planning, and to maximizing self-study value.

Request for Reaffirmation of Accreditation

The promise of real value for the University was a compelling motivation for all who contributed to the self-study. Those at UND who compiled the evidence and reviewed the various chapters were also pleased to see evidence of significant institutional strengths related to each of the five accreditation criteria. In this self-study, we note those strengths with the aim of building on them in the future. We also identify weaknesses and areas of need that will become the focus of “next steps” in 2013-14 and beyond.

In sum, the self-study describes an institution that:

- Takes mission seriously, developing, through an intensive and extensive campus-wide process, a vision and strategic priorities designed to enact that mission;
- Aims to act with integrity and transparency in ways consistent with high ethical standards as well as requirements of North Dakota state law and expectations of the Higher Learning Commission;
- Recognizes the centrality of high-quality teaching and learning in all its courses and programs;
- Has made significant progress on assessment of learning and is committed to evidence-based practice as well as systematic institutional improvement;
- Has the benefit of a stable and increasing resource base, managed under sound administrative leadership and used to support appropriate institutional priorities.

Within this document and the associated links, readers will find the evidence used to draw these conclusions. We look forward to conversations about our findings and opportunities to continue learning through the team review process.

On the basis of this self-study and in accordance with the Commission’s processes, we respectfully request reaccreditation.