University of North Dakota Mission Statement

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, 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 services 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.

Acknowledgments: American Indian Student Services, Budget Office, Center for Instructional & Learning Technologies, Continuing Education, Dean of Students Office, Energy & Environmental Research Center, Enrollment Management, Graduate School, Housing Office, Human Resources, Information Technology Systems & Services, Instructional Development, UND Police, President’s Office, Registrar’s Office, Research & Program Development, Safety & Environmental Health, School of Medicine & Health Sciences, Student Account Services, Student Health, Student Success Center, Vice President for Academic Affairs, Vice President for Fianance and Operations, Vice President for Research, Vice President for Student & Outreach Services, and Wellness Center
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G. 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........................................29-30

H. 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..................................................31-37
How would you evaluate your entire educational experience at this institution?

Freshmen

1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

Seniors

1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

Progress and initiatives in the assessment of student learning:

Departmental assessment grants continue to be awarded, providing opportunities for department-wide conversations about student learning in response to findings from departmental assessments.

All Essential Studies (ES) courses now emphasize one specific program goal, and revalidation for continued inclusion in the ES program is based on an assessment of student learning in relation to that goal.

Rubrics developed for the ES program are being used campus-wide for assessment activities related to ES as well as other programs and majors.

Assessment plans for academic programs continue to be posted on an assessment website; non-academic units with learning-related missions also have plans posted.

Members of the Assessment Committee review assessment reports for both academic and non-academic programs yearly, and feedback is presented both in writing and via a presentation to departmental chairs/heads.

Assessment Committee members review findings from campus-wide surveys and other assessment instruments as data become available; findings are also forwarded to administrators and others likely to use the information.

Initial planning for UND’s participation in the Collegiate Learning Assessment was completed.

Source: University Assessment Committee and Office of Vice President for Academic Affairs (A0202)
A. 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.

Student Enrollment in Study Abroad Programs

Percentage of Students Who Participated in High-Impact Educational Practices: Study Abroad

International Scholars at UND

Includes professors, research scholars, prof staff, and medical residents.
Source: International Programs (A0305)
University of North Dakota

To what extent has your college education contributed to your knowledge, skills, and personal development in acquiring a broad general education?

**Freshmen**
(1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much)

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>UND</td>
<td>3.04</td>
<td>3.10</td>
<td>3.03</td>
<td>3.04</td>
<td>3.16</td>
</tr>
<tr>
<td>RU/H</td>
<td>3.03</td>
<td>3.07</td>
<td>3.06</td>
<td>3.11</td>
<td>3.15</td>
</tr>
</tbody>
</table>

**Seniors**
(1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much)

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>UND</td>
<td>3.16</td>
<td>3.03</td>
<td>3.11</td>
<td>3.06</td>
<td>3.15</td>
</tr>
<tr>
<td>RU/H</td>
<td>3.26</td>
<td>3.14</td>
<td>3.21</td>
<td>3.23</td>
<td>3.23</td>
</tr>
</tbody>
</table>

Note: RU/H=Research University/High Activity

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Do you plan to or have you completed a practicum, internship, field experience, co-op experience, or clinical assignment before graduation from this institution?


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Seniors: What type of experiential learning did you participate in?

Source: 2008 Graduate Survey (A0204)
*Graduate Survey Administered Every 3 Years*
A. 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.

2008-2009 UND Athletics Department Highlights

- Amanda Kaler (golf) and Rory Manke (football) received NCAA postgraduate scholarships
- A school-record six student-athletes were named *ESPN the Magazine* Academic All-Americans
- Eleven student-athletes received *ESPN the Magazine* Academic All-District honors
- More than 80 student-athletes earned all-conference honors from the WCHA or Great West Conference
- Women’s basketball team boasted the second-highest GPA on the 2008-09 WBCA NCAA DI Academic Top 25 Team Honor Roll
- Seven student-athletes were named to the 2009 National Football Foundation & College Hall of Fame (NFF) Hampshire Honor Society
- UND student-athletes combined for a 3.085 GPA during the academic year
- 247 student-athletes were recognized at UND’s Academic Awards Night for achieving either a 3.0 GPA during the fall semester or a cumulative 3.0 GPA through the fall semester
- Men’s hockey team won its league-leading 14th WCHA regular season championship
- Men’s hockey team advanced to seventh straight NCAA postseason tournament, the second-longest active streak in the nation
- Head men’s hockey coach Dave Hakstol was named WCHA Coach of the Year
- Hakstol was a Spencer Penrose Award finalist for the fifth time in five years as national coach of the year
- Junior Chay Genoway was named an AHCA All-American and the WCHA Defensive Player of the Year
- Two incoming men’s hockey freshmen were selected in the 2009 National Hockey League draft
- Men’s hockey, football set single-season attendance records
- Men’s hockey ranked second in the NCAA in total and average attendance
- Kierah Kimbrough, Daniel Harkins (honorable mention) and O.J. Harrison (honorable mention) were named to Division I All-Independent Team
- Volleyball recorded the best winning percentage (.750) in program history after opening the season with a team-record 12 straight wins
- Volleyball set a single-game attendance record for the Betty Engelstad Sioux Center
- Jake Magner was named to the Division I Baseball All-Independent First Team
- Swimming and diving team broke 19 school records at the Conference USA meet while recording four NCAA DI ‘B’ cut qualifying times

Source: Athletic Department Annual Report FY09 (A05)
National Pass Rates PRAXIS Results
Academic Year 2007-08

<table>
<thead>
<tr>
<th>Exam Name</th>
<th>Participants</th>
<th># Passed</th>
<th>Percentage Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRAXIS I: PPST-Math</td>
<td>31</td>
<td>31</td>
<td>100%</td>
</tr>
<tr>
<td>PRAXIS I: PPST-Reading</td>
<td>61</td>
<td>56</td>
<td>92%</td>
</tr>
<tr>
<td>PRAXIS I: PPST-Writing</td>
<td>58</td>
<td>48</td>
<td>83%</td>
</tr>
<tr>
<td>PRAXIS II: Elementary Education</td>
<td>85</td>
<td>80</td>
<td>94%</td>
</tr>
<tr>
<td>PRAXIS II: Principles of Learning &amp; Teaching</td>
<td>83</td>
<td>82</td>
<td>99%</td>
</tr>
<tr>
<td>PRAXIS II: Middle School Math</td>
<td>6</td>
<td>4</td>
<td>67%</td>
</tr>
<tr>
<td>PRAXIS II: Early Childhood</td>
<td>25</td>
<td>25</td>
<td>100%</td>
</tr>
<tr>
<td>PRAXIS II: Social Studies</td>
<td>17</td>
<td>11</td>
<td>65%</td>
</tr>
<tr>
<td>PRAXIS II: English 7-12</td>
<td>8</td>
<td>7</td>
<td>88%</td>
</tr>
<tr>
<td>PRAXIS II: Math 7-12</td>
<td>13</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>PRAXIS II: Middle School Science</td>
<td>8</td>
<td>6</td>
<td>75%</td>
</tr>
</tbody>
</table>

For purposes of confidentiality, this table does not include assessments in which five or fewer students participated.

PRAXIS: The Praxis Series assessments provide tests and other services that states use as part of their teacher’s licensing certification process.

Source: 2008 Accountability Measures Report

Completed Re-Accreditations 2008-09

Accreditation Council for Graduate Medical Education (ACGME)
Degrees and Programs: Psychiatry Residency

American Bar Association-Section of Legal Education and Admissions to the Bar
Degrees and Programs: Law

Commission on Accreditation of Athletic Training Education
Degrees and Programs: Athletic Training

Computing Accreditation Commission (CAC) of the Accreditation Board for Engr and Technology (ABET)
Degrees and Programs: Computer Science

National Council for Accreditation of Teacher Education (NCATE)
Degrees and Programs: Basic & Advanced Programs for Education
(Baccalaureate, Master, Doctorate, Specialist Diploma)

North Dakota Education Standards & Practices Board
Degrees and Programs: Basic & Advanced Programs for Education
(Baccalaureate, Master, Doctorate, Specialist Diploma)

Source: Vice President for Academic Affairs (A0304)
**First-Time Licensure Pass Rates**

**Academic Year 2007-08**

Comparison of Graduates’ Scores to National Averages on Health Related Professional Licensure & Certification Exams

<table>
<thead>
<tr>
<th>Field</th>
<th>UND Pass Rate</th>
<th>National Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anesthesia</td>
<td>100.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>40.0%</td>
<td>39.1%</td>
</tr>
<tr>
<td>(1, 2) Clin. Lab Sci-Med Tech.</td>
<td>62/61 passed</td>
<td>98.4%</td>
</tr>
<tr>
<td>Communication Science Disorders</td>
<td>11/10 passed</td>
<td>90.9%</td>
</tr>
<tr>
<td>Cytotechnology</td>
<td>5/5 passed</td>
<td>100.0%</td>
</tr>
<tr>
<td>Dietetics</td>
<td>13/12 passed</td>
<td>92.3%</td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>7/6 passed</td>
<td>71.4%</td>
</tr>
<tr>
<td>(3, 4) Medicine-UND USMLE Step 1</td>
<td>68/66 passed</td>
<td>96.6%</td>
</tr>
<tr>
<td>(3, 4) Medicine-UND USMLE Step 2- Clinical Knowledge</td>
<td>63/62 passed</td>
<td>99.1%</td>
</tr>
<tr>
<td>(3, 4) Medicine-UND USMLE Step 2- Clinical Skills</td>
<td>66/66 passed</td>
<td>100.0%</td>
</tr>
<tr>
<td>(3, 4) Medicine-UND USMLE Step 3</td>
<td>44/43 passed</td>
<td>97.7%</td>
</tr>
<tr>
<td>(3, 5) Nursing-N-CLEX-RN</td>
<td>103/92 passed</td>
<td>89.3%</td>
</tr>
<tr>
<td>(6) Occupational Therapy</td>
<td>57/55 passed</td>
<td>96.5%</td>
</tr>
<tr>
<td>(3, 7) Physical Therapy</td>
<td>40/38 passed</td>
<td>95.0%</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>33/32 passed</td>
<td>97.0%</td>
</tr>
</tbody>
</table>

Note: Rates are for 1st time examinees.
1 National Board of Registry.
2 MiSU students take this exam with UND students.
3 Slots were set aside in medicine, nursing and pharmacy for the purpose of providing access to underserved populations. Therefore, scores may be affected.
4 United States Medical Licensing Exam.
5 National Council Licensure Exam for Registered Nurses.
6 Occupational Therapy Certification Exam.
7 National Physical Therapy Exam.
Source: 2008 Accountability Measures Report (A0303)
University of North Dakota

UND and School of Medicine Total Grant and Contract Awards

(Bar chart showing the amount awarded and amount proposed for FY04 to FY09. Amounts are in millions of dollars.)

Sponsored Programs by Fiscal Year

(Bar chart showing the amount awarded and amount proposed for FY04 to FY09. Amounts are in millions of dollars.)

Number of Proposals by Fiscal Year

(Bar chart showing the number of proposals for FY04 to FY09. Amounts are in thousands.)

Number of Awards by Fiscal Year

(Bar chart showing the number of awards for FY04 to FY09. Amounts are in thousands.)

Dollar Amount of External Programs & Proposals

(Bar chart showing the dollar amount proposed and awarded for FY04 to FY09. Amounts are in millions of dollars.)

Dollar Amount of Sponsored Research Expenditures

(Bar chart showing the dollar amount awarded for FY04 to FY09. Amounts are in millions of dollars.)

Source: UND RDC(B01)
Centers of Excellence

UND has eight Centers of Excellence (COE): Unmanned Aircraft Systems (UAS) Center of Excellence; Center of Excellence in Space Technology and Operations; UND Energy & Environmental Research Center National Center for Hydrogen Technology; Petroleum Research, Education, and Entrepreneurship Center of Excellence; SUNRISE BioProducts: A Center of Excellence for Chemicals, Polymers and Composites from Crop Oils; UND Research Foundation Center of Excellence in Life Science and Advanced Technologies; UND Research Foundation Center of Excellence for Passive Therapeutics; and the Center for Innovation. These eight Centers of Excellence represent $18,900,000.00 in state COE awarded dollars to UND to partner its research facilities and infrastructure with private sector companies to generate new business opportunities.

Source: Vice President for Research (B0403)

National Resource Center on Native American Aging

The National Resource Center on Native American Aging (NRCNAA) is the foremost authority on the subject of aging issues for Native Americans in the country. Having worked directly with 340 of the 564 recognized U.S. tribes since its inception in 1994, the NRCNAA builds local capacity through a series of activities, including a participatory research methodology in which tribal organizations and members are actively involved in surveying and researching aging factors, conditions, and issues. Tribal entities use the data for planning, program development, and grant development.

The National Resource Center on Native American Aging’s mission is to identify and increase awareness of evolving Native elder health and social issues. Their vision is to empower Native people to develop community based solutions.

Source: Center for Rural Health

Making a difference. With a 2008–2009 budget of $6 million and over 50 faculty and staff, The Center for Rural Health has 37 programs and research projects underway to address a variety of rural health issues in North Dakota and across the United States. Home to five national programs, three multistate efforts, and 29 North Dakota focused projects, the Center works at the community, state, regional, and national levels to build capacity and to transmit knowledge to improve health outcomes, increase access to care, and to address health disparities.

Addressing rural community issues. The Center for Rural Health provided technical assistance and information to approximately 100 North Dakota communities in 46 of the 53 counties. The Center works with rural health organizations such as hospitals, clinics, public health, long-term care, ambulances, and other health facilities along with other rural organizations such as economic development or job development authorities, faith-based groups, local governments, and other entities. In addition, the Center has strong partnerships with a variety of statewide associations, state public agencies, and larger urban health providers.

Leveraging funding for essential rural efforts. The Center has provided direct grant dollars totaling over $2 million over the last year to rural communities. The money leverages efforts to address local health issues to sustain and stabilize vulnerable rural health care systems.

Driving the nation’s and state’s rural policy agenda. The Center works with national advocacy groups, providing research, data, and input from the community level to construct health policy that will build stronger, healthier communities.

Serving as a model for the nation’s health care. In 2009, the Center completed a major study of health in North Dakota titled, An Environmental Scan of Health and Health Care in North Dakota: Establishing the Baselines for Positive Health Transformation. Funded by the Dakota Medical Foundation of Fargo, N. Dak., the Environmental Scan served as a rapid needs assessment process and tool to provide an overview of the state’s health and health care issues, to identify key programs and organizations involved with those issues, to highlight gaps in information and resources, and to inform the development of programs and policies to advance solutions to challenges.

Leading efforts on rural health technology. The Center for Rural Health’s governor-appointed representative serves as a cochair on the ND Health Information Technology Advisory Committee, which was created in 2009 by the ND Legislature. The committee, composed of representatives from both the private and public sector, provides oversight and advice to the state’s HIT director and works to facilitate the adoption and use of health information technology and exchange to improve health care quality, patient safety, and the overall efficiency of health care and public health services in North Dakota.

Source: Center for Rural Health (B03)
University of North Dakota

UND Invention Disclosures and Intellectual Property Applications
(Does not include EERC)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>IP Disclosures</th>
<th>Filed U.S. Applications¹</th>
<th>Issued Patents Reg Trademarks²</th>
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<tbody>
<tr>
<td>2002</td>
<td>0</td>
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<td>2003</td>
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<td>2008</td>
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</tr>
<tr>
<td>2009</td>
<td>9</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>

¹Includes U.S. or sole U.S. designated PCT applications and trademarks.
²Includes U.S. issued patents and registered trademarks.

Source: Div of Research Annual Report of Sponsored Activity (B0402)

Sources of Grant and Contract Funding  Fiscal Year 2009

- Federal 61.4%
- Non-Profit 1.6%
- Foundation 2.5%
- State 8.7%
- International 2.2%
- Other Government 0.7%
- Private 11.9%
- Voluntary Health 0.0%
- Multi-Sponsor 11.0%

Source: UND RDC

Percentage of Students Who Participated in High-Impact Educational Practices:
Research with Faculty

<table>
<thead>
<tr>
<th></th>
<th>UND</th>
<th>Institutional Peers</th>
<th>Carnegie Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18%</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Source: National Survey of Student Engagement (B0201)

Undergraduate Research
UND is the regional leader in the number of research, creative activity, and scholarship experiences available to undergraduates.

EPSCoR sponsored programs for student research...
Advanced Undergraduate
Research Awards (AURA)
FY02: 10 for $32,500 FY02: 5 Grads $142,727
FY03: 10 for $32,500 FY03: 3 Grads $68,955
FY04: 10 for $35,800 FY04: 4 Grads $108,888
FY05: 10 for $35,800 FY05: 3 Grads $87,384
FY06: 8 for $63,312 FY06: 3 Grads $105,315
FY07: 9 for $70,425 FY07: 7 Grads $193,417
FY08: 8 for $62,600 FY08: 5 Grads $185,790
FY09: 7 for $55,000 FY09: 4 Grads $137,419

New Faculty Startup Awards
FY02: 10 positions $414,000
FY03: 9 positions $655,000
FY04: 13 positions $815,000
FY05: 9 positions $485,000
FY06: 5 positions $371,000
FY07: 6 positions $435,000
FY08: 6 positions $551,500
FY09: 8 positions $652,900

Source: EPSCoR Office (B0201)
Some Research Accomplishments

UND's Energy & Environmental Research Center announced a $1 million project to evaluate renewable oil refining technologies for commercial production of diesel, jet, and other fuels and chemicals from North Dakota oilseed crops at Tesoro’s Mandan, North Dakota, oil refinery. The EERC has demonstrated the production of 100 percent renewable jet fuel that can directly replace petroleum-derived jet fuel through a project with Department of Defense.

REAC 1 (Research Enterprise and Commercialization), which houses UND’s Center of Excellence in Life Sciences and Advanced Technology (COELSAT), was officially dedicated and opened for public tours in February. The $16-million-plus, 50,000-square-foot structure will provide a research and development hub to increase the University’s output of innovative, creative and entrepreneurial patents and get them commercialized with private-sector partners.

Astronauts aboard the International Space Station installed the University's Agricultural Camera (AgCam), designed and built by UND students and faculty, in April. With the AgCam, farmers will be able to dynamically delineate management zones as the crop conditions change during the growing season, which may reduce negative environmental effects and operational costs.

A UND alumna, Karen Nyberg, was chosen for a second trip to the International Space Station as a crew member of space shuttle mission STS-132, targeted for launch in 2010. The mission is to deliver the Russian-built Mini Research Module (MRM1) to the International Space Station (ISS).

An interdisciplinary team of SUNRISE researchers from UND and NDSU was awarded a $1.95 million grant from the U.S. Department of Energy (DOE) and an additional $527,000 from the North Dakota EPSCoR (Experimental Program to Stimulate Competitive Research) program to study the impacts of particulate and trace element impurities on emerging advanced coal power systems.

In June, President Kelley named Phyllis Johnson Vice President for Research and Economic Development at UND. Johnson officially started Aug. 1.

President Barack Obama included UND atmospheric scientist Jianglong Zhang in his list of 100 beginning researchers receiving the Presidential Early Career Awards for Scientists and Engineers.

North Dakota will receive $15.9 million over the next five years for a National Institutes of Health (NIH) program aimed at increasing research opportunities, investigators and resources in biomedical research. The statewide network will be administered by the UND School of Medicine and Health Sciences in collaboration with North Dakota State University. The grant is the largest in the history of the School of Medicine and Health Sciences.

NASA approved funding for UND’s next-generation lunar exploration system project. The three-year, $741,109 grant comes through NASA’s Experimental Program to Stimulate Competitive Research (EPSCoR).

Three faculty members in the Department of Biology received major research grants totaling $2.1 million from the National Science Foundation (NSF). All grants have significant undergraduate and graduate training initiatives associated with them.

The U.S. Department of Energy (DOE) awarded a total of $3,467,728 in two grants to several UND scientists as part of its ongoing geothermal energy development program. The grants to UND will be used to explore electric power generation from geothermal resources in the western part of the state.

A jet fuel made from 100 percent renewable resources, developed by the EERC and the U.S. Department of Defense's Defense Advanced Research Projects Agency (DARPA), won the Best of What's New Award from Popular Science magazine in the aviation and space category.

According to a report commissioned by the UND Office of Vice President for Research and Economic Development, UND's research enterprise had a state and regional economic impact of just over $195.3 million in FY2009, an increase of $21.2 million over last year. The University’s research activity in fiscal year 2009 also funded 1,648 jobs, including 808 at UND and an additional 504 jobs in Grand Forks County, 123 elsewhere in North Dakota, and 213 additional jobs outside of the state and within the North Central Region. UND-sponsored programs created 1,435 jobs within North Dakota. UND's research-related activity also generated about $19.3 million in federal and state tax revenue.

Source: Office of University Relations
University of North Dakota

Full-Time Undergraduate Student College Costs (1)

Tuition & Fees as % of Median Household Income
Fiscal Year 2009

Source: UND Budget Office (C0203)

Undergraduate UND In-State Tuition and Fees Compared to Peer Institutions

Source: IPEDS Fall Enrollment

Source: UND Budget Office (C0203)
Continuing Education Opportunities:

**Work Force Development Enrollment**

![Chart showing Work Force Development Enrollment trends from 2004 to 2009.]

- **Actual**:
  - 2004: 1,238
  - 2005: 1,953
  - 2006: 2,112
  - 2007: 3,683
  - 2008: 2,614
  - 2009: 1,172

- **Target**:
  - 2004: 1,850
  - 2005: 1,950
  - 2006: 1,150
  - 2007: 1,200
  - 2008: 1,675
  - 2009: 1,500

**Conferences Enrollment**

![Chart showing Conferences Enrollment trends from 2004 to 2009.]

- **Actual**:
  - 2004: 2,664
  - 2005: 2,791
  - 2006: 1,958
  - 2007: 2,050
  - 2008: 3,015
  - 2009: 1,781

- **Target**:
  - 2004: 2,500
  - 2005: 2,600
  - 2006: 2,200
  - 2007: 2,200
  - 2008: 2,600
  - 2009: 1,750

**Certificate Programs Enrollment (Non-Credit)**

![Chart showing Certificate Programs Enrollment (Non-Credit) trends from 2004 to 2009.]

- **Actual**:
  - 2004: 6,700
  - 2005: 5,875
  - 2006: 5,365
  - 2007: 5,940
  - 2008: 5,466
  - 2009: 4,569

- **Target**:
  - 2004: 6,700
  - 2005: 6,800
  - 2006: 6,750
  - 2007: 6,750
  - 2008: 7,000
  - 2009: 7,000

**Professional Development for Educators**

![Chart showing Professional Development for Educators trends from 2004 to 2009.]

- **Actual**:
  - 2004: 3,591
  - 2005: 2,800
  - 2006: 3,694
  - 2007: 3,686
  - 2008: 2,981
  - 2009: 2,354

- **Target**:
  - 2004: 3,000
  - 2005: 3,100
  - 2006: 3,200
  - 2007: 3,450
  - 2008: 4,000
  - 2009: 4,000

C. 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.

Note: These numbers reflect course enrollment not headcount.

Source: UND Continuing Education (C02)
### 2008-2009 Some Noteworthy Accomplishments

- President Kelley was appointed to a 15-person Energy Initiative Advisory Committee by the Association of Public and Land-grant Universities (APLU) in Washington, D.C. APLU President Peter McPherson said the new national panel reflects the importance to the country of energy independence, one of the key items on the Obama Administration’s national agenda.

- UND was again named one of the best national universities by *U.S. News & World Report*. The magazine, in its “America’s Best Colleges, 2010 Edition,” put UND among the nation’s top 200 public and nonpublic colleges and universities.

- UND President Kelley approved a tuition-waiver program for all UND students and prospective students who have earned U.S. Armed Forces veteran status as defined by the North Dakota Century Code. The action allows student veterans to attend classes and be billed the same tuition as North Dakota residents, regardless of state of residency.

- The American Academy of Family Physicians ranked UND School of Medicine and Health Sciences as the top medical school in the country for producing family medicine physicians. Ranking first among the country’s 126 medical schools, UND earned the Achievement Award from the AAFP, which recognizes outstanding efforts to foster student interest in family medicine and produce graduates who enter the specialty.

- The Greek system at UND celebrated its 100th anniversary in 2009.

- The John D. Odegard School of Aerospace Sciences Department of Aviation unveiled its Bachelor of Science in Aeronautics degree with a major in unmanned aerial systems (UAS) in the fall of 2009. It is the first UAS major of its kind in the country.

- The Oshler Lifelong Learning Institute at UND, in partnership with Bismarck State College, launched a new learning opportunity for people age 50-plus in the Bismarck-Mandan area with a full slate of classes in the fall taught by local instructors.

- The College of Nursing celebrated its 100th anniversary in 2009, recognizing the impact of the college and its graduates on the world of healthcare. Nursing courses began at UND in 1909, and the college has graduated more than 4,500 nurses.

- The College of Business and Public Administration (CoBPA) received its largest gift donation ever, $10 million, from an anonymous donor. The gift is among the largest given to the University through the UND Foundation.

- The Graduate School and the School of Engineering and Mines established a new master’s degree program in Sustainable Energy Engineering (SEE). This program is designed to equip students for careers associated with sustainable energy technologies as well as to conduct research and development activities or to pursue advanced studies in technologies. UND will be the first university in the United States to offer a graduate degree in Sustainable Energy Engineering.

- Eleanor Yurkovich, professor in the UND College of Nursing and co-investigator for the Northern Plains Center for Behavioral Research, was elected a Fellow of the American Academy of Nursing (AAN), the profession’s highest national honor.

- UND was named one of the top 200 colleges and universities in the nation by Washington Monthly.

Source: UND University Relations (C0301)

### UND 2008-09 ACADEMIC REQUESTS

The following is a listing of new programs that were approved by the State Board of Higher Education during the 2008-09 academic year (As of June 30, 2009).

#### NEW PROGRAMS:

**Certificates:**
- Graduate Certificate in Middle School Science and Engineering for Teachers
- Graduate Certificate in Biology for Teachers
- Graduate Certificate in Chemistry for Teachers
- Graduate Certificate in Mathematics for Middle School Teachers
- Graduate Certificate in Physics for Teachers
- Writing and Editing (Undergrad Certificate)

**Minors:**
- Minor in Dance
- Minor in Canada Area Studies
- Minor in Linguistics
- Minor in Ethics
- Minor in Leadership

**Bachelors:**
- Bachelor of Science in Aeronautics w/ a Major in Unmanned Aircraft Systems Operations

**Masters:**
- None

**Doctorates:**
- Scientific Computing

Source: Vice President for Academic Affairs (C0207)

### Chester Fritz Auditorium

The Chester Fritz Auditorium (CFA) enhances the life of the University of North Dakota and the upper Red River Valley by sponsoring shows, hosting regional events and supporting local productions. In fiscal year 2009, the Fritz hosted 39 campus events. A total of 94 events at the CFA, brought over 65,100 people to the campus. The CFA Box Office continues to be a major ticketing source for the city of Grand Forks. The Box Office sells tickets for UND athletic events, those of many smaller arts organizations of Grand Forks (Empire Arts Center, Firehall Theatre, GGF Symphony, etc.), Ralph Engelstad Arena, and the Alerus Center. The CFA Box Office is also a Ticketmaster outlet. In total, the CFA Box Office issued 30,600 tickets for 176 events in the region. UND athletic tickets issued to students and sold to the general public account for 1,250 of these tickets.

Source: Chester Fritz Auditorium (C0103)
C. 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.
University of North Dakota

Students: Do you think there are job opportunities in ND in your primary major area of study?

* 59% of the Placement Survey respondents believe there are job opportunities for them in their area of interest in North Dakota. 41% of respondents indicated that if a job were available in their area of interest they would want employment in North Dakota.

* Respondents indicating “yes” they would want North Dakota employment frequently cited the following reasons: close to family, like the community or state, good place to raise a family, job opportunities, cost of living, and people.

* Respondents indicating “no” or “unsure” they would want North Dakota employment frequently cited the following as their reasons: proximity to family, low salaries, climate, preference for another state, preference for living in a metropolitan area, and limited career advancement opportunities.

Students: Would you be willing to accept employment in ND?

Students: If a job were available in your area of interest, would you want employment in ND?

Retention of ND High School Graduates After UND Education

Source: 2008-09 Placement Survey of 2006-07 graduates

Students: Do you believe there are job opportunities for you in your area of interest in ND?
Participated in a community-based project as part of a regular course.
(Scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often)

Mean Comparison

Currently, 39 of 57 UND undergraduate departments require experiential learning coursework as part of their program curriculum. Another 18 programs offer experiential-learning courses on an elective basis. (All students regardless of major have access to an experiential learning course through a newly created Interdisciplinary Studies course.)

Source: Center for Community Engagement (C0402)

UND's Continuing Education Serves North Dakota

Number of Fall Courses Offered in the Evening

Number of Fall Enrollments in Evening Courses

Source: Continuing Education (C0305)

Source: Reg438 (C0204)
University of North Dakota

Staff Awards

<table>
<thead>
<tr>
<th>Years of Service Recognition Award*</th>
<th>Number Awarded</th>
<th>Total per Category</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>40 years</td>
<td>3</td>
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<td>35 years</td>
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</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>101</td>
</tr>
</tbody>
</table>

*2002 Initial start year of Barnes & Noble gift certificates.
Source: UND Human Resources (D0205)

Fall Full-time Tenure, Tenure-track Faculty, and Non-Returning Faculty

Employee Terminations 7/1/2004 - 6/30/2009

Note: Excludes School of Medicine and Health Sciences Faculty
Source: UND Academic Affairs (D0205)
The below Campus Climate scale evaluates how the institution promotes a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of UND’s channels of communication for students. The graph represents 9 of the 17 items that make up the scale.

This graph shows the differences in mean satisfaction from 2004 to 2006 and from 2006 to 2008. (The mean is derived from the scale of 1=strongly disagree to 5=strongly agree)

- I feel a sense of pride about my campus
- The campus is safe and secure for all students
- It is an enjoyable experience to be a student on this campus
- Most students feel a sense of belonging here
- This institution has a good reputation within the community
- There is a commitment to academic excellence on this campus
- Freedom of expression is protected on campus
- I seldom get the “run-around” when seeking information on this campus
- There is a strong commitment to racial harmony on this campus

**Where are we now?** UND has fulfilled some requirements of the commitment. Immediately after signing the commitment, Kupchella appointed a core group to sit on the Council on Environmental Stewardship and Sustainability (ESS). Tangible actions were identified by this Council. Following that, many students, faculty, and staff were involved in the preparation of a Greenhouse Gas (GHG) Emissions inventory during the 2008 fall semester (step 3). Since the completion of the GHG inventory, the development of a climate action plan (step 4) has been underway throughout 2009 and is due May 15, 2010.

Source: 2008 Student Satisfaction Inventory

**UND “Green” Efforts**

In January 2008, former UND President Charles Kupchella signed the “the American College and University Presidents Climate Commitment” (ACUPCC) which committed UND to finding ways to dramatically reduce its own contributions to greenhouse gases (GHG). At the signing, he said it is important to take the step now to set into motion a process by which the university might model positive corporate behavior. In addition to the commitments required by all signatories, participants pledged to eliminate their campuses’ GHG emissions in a reasonable period of time as determined by each institution. This long-term commitment is broken into the following steps:

- Step 1 – Sign the ACUPCC
- Step 2 – Identify tangible actions
- Step 3 – Inventory GHG emissions
- Step 4 – Design climate action plan
- Step 5 – Execute climate action plan
- Step 6 – Measure and verify actions

Source: Greenhouse Gas Inventory Report 1993 to 2007, January 2009 (D03)
Students: To what extent have you been satisfied with racial harmony at UND?

Students: To what extent have you been satisfied with the overall social experience at UND?

Included diverse perspectives (by race, religion, gender, political) in class discussions or assignments.

Mean Comparison

Source: 2007 Graduate Survey (D0404)
Graduate Survey Administered Every 3 Years

Source: 2007 Graduate Survey (D0209)
Graduate Survey Administered Every 3 Years

Source: 2009 NSSE Survey (D0201)
D. Sustain a positive campus climate for living and learning.

All Student & Outreach Services departments are expected to:

1. Indicate any diversity-related events and activities that members of your unit attend and/or participate in throughout the year.
2. Indicate the ways in which your unit intentionally and consistently encourages, acknowledges and/or documents diversity activities and involvement.
3. Discuss methods your unit uses to actively seek and recruit Historically Underrepresented Populations (African, Asian, Hispanic/Latino, and American Indian) as part of your staffing or for involvement on committees or focus groups.
4. In an attempt to help our division become a more welcoming place for all people, indicate how your unit creates a welcoming environment that promotes respect for community and cultural differences.
5. SOS staff may have opportunities for professional and/or personal development at the regional or national level. Explain ways that your unit promotes and encourages staff attending and presenting at these events. Also, explain ways in which the acquired knowledge is then shared with other members of the SOS division.
6. Identify other diversity activities (not discussed previously) involving your unit.

Source: Dean of Students (D0104)

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**Counseling Center**

The Counseling Center maintains quality and timely interventions to students with traditional developmental issues as well as students with more serious problems. UCC encouraged more walk-in visits during 2008-2009 without the student being compelled at the first visit to become a client. As a result, crisis contacts increased from 213 to 325 episodes, a dramatic increase over last year. Group counseling contacts increased from 65 students to 151. This increase was the result of the greater number and variety of groups being offered. On-site testing has been expanded with UCC becoming a Prometric Test Center in May 2009.

There has been an increased demand for chemical abuse services through on-line screenings, educational classes, and individual and group interventions. Over 517 UND students completed self-assessments in the 2008-2009 academic year, a 15 percent increase from the previous year that is attributable to an increase in voluntary self-assessments. Educational programming has been successfully marketed to RecSports through the “Game Time Decisions” class. Data collected found that this class made a positive impact on students’ decisions over using alcohol. Through their efforts, the ADAPT team of peer educators made over 15,000 student contacts with the goal of promoting a healthier lifestyle. The growing NightLife@UND program is also within this office. More students were using services at the UCC and seeking a chemical-free lifestyle. Approximately 21 percent of UCC clients were seen for alcohol-related concerns that have not progressed to the level of being diagnosed as alcohol abuse or dependence. This represents an increase from last year of 19 percent.

Outcome data regarding a variety of conditions that interferes with academic performance, such as major depression, bipolar disorder, anxiety/panic disorders, trauma, etc., found that counseling interventions were assisting students with more serious emotional problems. More students (six percent versus two percent) were seen for career or academic problems than were seen last year. Finally, data collected from ROTC students using the StressEraser, a small biofeedback instrument, documented student progress in learning breathing techniques for stress management.

Source: Counseling Center (D0104)
University of North Dakota

Fall Enrollment (1883-2008)

Source: Official Report (E0101)

Average ACT Composite Scores of Entering Freshmen

Source: ACT Profile (E0101)

Important Factors For Your Decision to Enroll at UND
(Scale: 1=Not Important at all - - - 7 = Very Important)

Source: 2008 Student Satisfaction Inventory

Progress Report 2008-09
E. Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission.

**Number of Doctoral Programs**

- 2004-05: 21
- 2005-06: 23
- 2006-07: 23
- 2007-08: 24
- 2008-09: 26

Source: Graduate School

**Graduate Enrollments, by Year & Student Level**

**Fall Semester**

- 2008: 114 (Non-degree), 1,469 (Master), 552 (Doctorate)
- 2007: 104 (Non-degree), 1,333 (Master), 548 (Doctorate)
- 2006: 27 (Non-degree), 1,323 (Master), 528 (Doctorate)
- 2005: 280 (Non-degree), 1,232 (Master), 483 (Doctorate)
- 2004: 251 (Non-degree), 1,278 (Master), 516 (Doctorate)

**Graduate Completions, by Year & Student Level**

- 2008-09: 6 (Specialist), 469 (Master), 105 (Doctorate)
- 2007-08: 1 (Specialist), 471 (Master), 153 (Doctorate)
- 2006-07: 2 (Specialist), 498 (Master), 114 (Doctorate)
- 2005-06: 2 (Specialist), 497 (Master), 110 (Doctorate)
- 2004-05: 1 (Specialist), 444 (Master), 162 (Doctorate)

Source: Official Report

**FTE Fall Enrollment Compared with Peer Institutions**

- Univ of Tennessee
- University at Buffalo
- Univ of North Carolina at Chapel Hill
- Univ of Pittsburgh-Main Campus
- Univ of Kentucky
- Univ of Illinois at Chicago
- Univ of Utah
- Univ of Virginia-Main Campus
- Univ of Louisville
- Univ of Hawaii at Manoa
- Wright State Univ-Main Campus
- Univ of Nevada-Reno
- Univ of Alabama at Birmingham
- Univ of Vermont
- Univ of North Dakota
- Univ of Missouri-Kansas City

Source: IPEDS Fall Enrollment
Summer Activities Offered at UND

Summer Programs and Events Council (SPEC)
The Summer Programs & Events Council created a Mini-Grant program that provides funds to help cover the development, marketing and start-up costs for new, redesigned or expanded courses and programs held on the UND campus during the summer months. In Summer 2009, SPEC awarded five summer programs a total of $22,323. The programs receiving the awards were:

- **Summer Foreign Language Day Camps**
The primary goal of the Foreign Language Camp was to expose children to a foreign language, in the belief that this is advantageous, both academically and socially/culturally. The hope was to accomplish this through instruction-based, fun activities to heighten students’ awareness and interest in language studies.

- **Photography for Educators**
The goals for the Photography for Educators course were to provide participants with fundamental competencies for digital camera use and familiarity with the digital workflow. Focus was placed on the integration of photographic images and their interpretation into the curriculum of all grade levels.

- **Residential Summer Art Camp for Youth**
The goals for the Summer Art Camp were to give youth, particularly from underserved populations, the opportunity to create alongside a professional artist, using techniques and working on projects that usually cannot be done in a regular classroom. The emphasis was on the process without a necessity to have a finished product.

- **Moviemaking Camp for Adults & Moviemaking Camp for Youth**
The goals for the Moviemaking Camp were to provide participants with opportunities to write (or co-write) a screenplay, shoot it, learn about best sound practices, and editing digital movies in a state-of-the-art editing lab.

- **Summer Language Processing Camp**
The goals for the Language Processing Camp were to improve the participants language processing skills, gain an understanding of how their brain uses sensory information, and learn strategies and evaluate their learning so that they are better able to self-advocate for their learning needs in a classroom setting.

- **cScibot Advanced Lego® Robotic Camp**
The goals for the Robotic Camp were to present robots in a fun environment, to increase interest in the STEM fields and to teach the campers problem solving skills through use of the scientific method. At the advanced level the campers were able to complete increasingly advanced projects during the camp.

Source: Official Reports (E0601)
**Program Agreements**

UND continues to serve transfer students with many opportunities. UND has updated and maintained 816 program articulation agreements and 50 course-by-course articulation agreements, totaling 866 total agreements.
University of North Dakota

Optimize the use of information technology to improve student learning, research, and the administration of the University.

Selected Highlights for Fiscal Year 2009

- Identity Management (IDM) and Active Directory expansion supported by campus Activity Directory group
- Wireless networking equipment expanded to 70% of campus, with on-going work to expand to nearly all campus coverage by the end of calendar year
- ITSS supported GroupWise and U-mail systems upgraded to maintain services while future e-mail system is decided and installed
- All UND employees are set up to use U-mail for HR self service.
- Implemented a VM server environment for UND services to allow faster and more efficient implementation of applications
- Merger of 3 Blackboard campus systems into one adds clear and simpler Blackboard access
- Transitioned more than 200 independent study and correspondence online courses into semester-based online courses with plans for more
- New technology classrooms setup in 5 large classrooms with technology upgrades to 12 large classrooms
- Northern Tier Network Consortium-North Dakota 10 Gigabit to the national and international high-speed research network implemented
- Emerging technologies were introduced and expanded for faculty use through the use of Forums and workshops, such as Second Life, were expanded
- Planned the merger of CILT and Online & Distance Education staff into one department to provide one instructional technology support center for students, faculty and staff (merger completed July 24, 2009; no longer part of ITSS)
- Preparations for VoIP continued with upgrades of the Avaya telephone switch servers and software and changing out digital phones for VoIP telephone sets
- Service level agreements established to define ITSS services to NDUS campuses
- The country’s first fully accredited online Master’s of Social Welfare (MSW) degree that includes both concentration and foundation in social work graduates its first class.
- UND offers the state’s first online master’s degree in early childhood education.
- The School of Medicine and Health Sciences added a lecture-capturing system for the classrooms.
- The Center for Rural Health operates several national online information portals. The Rural Assistance Center (RAC) serves the nation as an information portal on rural health and human services. Located at the Center for Rural Health, RAC’s extensive website (www.raonline.org), which acts as a virtual library, received over 900,000 visits in the last year. Since its creation by the Center in 2002, RAC has had over 3 million visits. RAC has developed over 80 information guides on subjects pertinent to rural health. It is a major gateway to information and resources on funding sources, organizational resources, data, and specific information.
- Through national information portals such as RAC, HWIC, and the Gateway, the Center facilitates enhanced understanding and capacity building throughout the country. Through the Dakota Conference, state-focused workshops, and participation with state associations and agencies, the Center contributes to the dialogue on improving rural health. The Center employs a number of electronic mechanisms and processes to reach an expanding audience. It also works directly at the community level through site visits, workshops, meetings, and community events.

Source: ITSS Annual Report FY09, Office of University Relations, and School of Medicine and Health Sciences (F03)
F. Optimize the use of information technology to improve student learning, research, and the administration of the University.

Students: To what extent has your college education contributed to your knowledge, skills, and personal development in using computing and information technology?

Note: the numbering in red indicates UND is significantly lower than DOC-I institutions.

Source: 2009 National Survey of Student Engagement (F0501)

The Basic Sciences Imaging Center at the UND School of Medicine and Health Sciences provides advanced instrumentation for researchers interested in investigating biological processes at the cellular, sub-cellular, and molecular level.

The center consists of two facilities:

- The light microscopy core is equipped with sophisticated, laser-scanning confocal microscopes that can be used, for example, to study molecular interactions within live cells or the distribution of molecules within human tissue. Renovation of the light microscopy core and purchase of a state-of-the art Zeiss LSM 510 META confocal microscopy and fluorescence correlation spectroscopy unit was made possible with funds awarded through COBRE, a special program (Centers of Biomedical Research Excellence) that NIH designed to cultivate research expertise among junior faculty and strengthen the research infrastructure of states that do not receive as much NIH funding as some large states.

- The electron microscopy core, housing a Hitachi 7500 TEM and a Hitachi 4700 field emission SEM, provides modern and powerful scanning and transmission electron microscopy capabilities, necessary for examining the fine ultrastructure of cells and tissue down to the level of individual molecules.

Source: Center for Instructional Learning Technologies (F0501)
University of North Dakota

Chester Fritz Library

The University of North Dakota has the largest research library system in the state. It serves and educates the University of North Dakota faculty, staff and students and the broader community of learners, irrespective of location, through the identification, evaluation, acquisition, organization, preservation and provision of information in diverse formats.

- The Chester Fritz Library (CFL) acquires books and electronic resources to support the teaching and research mission. During 2008-09 35,420 titles for print and electronic resources were added to the Library’s collection.

- The CFL in collaboration with the English Department created a digital video collection of the 2003 UND Writers Conference. Video of readings and panel discussions from the Conference are available for viewing over the Internet. This is the first digital video collection to be developed by a North Dakota library.

- The CFL promoted the collection of regional ethnic history including the expansion of the Norwegian Bygdek Collection to over 1,700 volumes and the acquisition of regional French, French-Canadian and Metis heritage materials.

- Over 3,750 UND students received instruction through the Library’s Information Literacy Instruction Program.

- The CFL is recognized as a resource for the state and region. It loaned over 11,417 items to other libraries during the year.

- UND Student Government provided a grant to expand the Popular Reading Collection comprised of best sellers and literary award winners. This collection gives students greater choices for leisure reading.

- The CFL participates with over 50 libraries in throughout the state in the Online Dakota Information Network. ODIN provides technology support furthering the sharing of library information and resources in North Dakota.

Source: Chester Fritz Library

Rural Health Technology Highlights

Leading efforts on rural health technology (HIT). The Center for Rural Health’s governor-appointed representative serves as a co-chair on the ND Health Information Technology Advisory Committee, which was created in 2009 by the ND Legislature. The committee provides oversight and advice to the state’s HIT director and works to facilitate the adoption and use of health information technology and exchange to improve health care quality, patient safety, and the overall efficiency of health care and public health services in North Dakota.

Working with key partners to support adoption of health information technology. The Center for Rural Health works in collaboration with BlueCross BlueShield of North Dakota to administer a grant program that supports projects in hospitals across the state to utilize health information technology to improve health care delivery in rural communities. In addition, the ND HIT Advisory Committee partners with the Center for Rural Health to conduct seminars and conferences, such as the EMR Get Ready Education and Vendor Fair, which provide educational opportunities for hospital and clinic staff on effective preparation for implementing electronic medical records (EMR). This work is supported by the Health Resources and Services Administration, the Office of Rural Health Policy, and the State Office of Rural Health & Medicare Rural Hospital Flexibility Grant Programs.

Improving decision making through information dissemination. The Center for Rural Health operates several national on-line information portals. The Rural Assistance Center (RAC) serves the nation as an information portal on Rural health and human services. Located at the Center for Rural Health, RAC’s extensive web site (www.raconline.org), which acts as a virtual library, received over 900,000 visits in the last year. Since its creation by the Center in 2002, RAC has had over 3 million visits.

In February 2009, the Center launched the Health Workforce Information Center (HWIC), a new resource that provides free access to the most recent resources on the nation’s health workforce in one easy-to-use on-line location. The web portal covers 94 professions, 55 topics, and 51 states/territories, with links to over 7500 resources. The website has received over 41,000 visits and 192,000 pageviews. A monthly electronic newsletter, Health Workforce News, was established in April and is sent to over 800 subscribers across the nation.

Source: Center For Rural Health
F. Optimize the use of information technology to improve student learning, research, and the administration of the University.

Student Technology Fee

The Student Technology Fee began fall semester, 1995 at which time it was stated that “The fund will be used in our instructional program and solely for the benefit of UND students.” The fee is assessed to all enrolled students at the rate of $50 per semester for all full time students (12 credits or more) and prorated for students enrolled in less than 12 credit hours.

The funds go towards the purchase of computers for general purpose and college-based student labs; large classroom presentation equipment, network infrastructure and hardware and software needs to allow for improvements in the use of technology in instruction. The Student Technology Fee Committee solicits and reviews proposals each semester and recommends disbursement of funds to the UND Provost. Proposals are received from all academic colleges, including the Law and Medical School, and areas within Student and Outreach Services.

Student Technology Fee Proposal Funding

Degree Programs Offered Completely Online & Non-Traditional Hours

Internet Course Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Online Programs</th>
<th>Other Distance Degree Programs</th>
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</thead>
<tbody>
<tr>
<td>2009</td>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td>2008</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>2007</td>
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<td>2004</td>
<td>7</td>
<td>14</td>
</tr>
</tbody>
</table>

Source: Continuing Education (F0102)

Footnote: System changes resulted in enhanced course identification.
The UND Foundation provided $11.5 million in support during the 2008-09 fiscal year, compared to $12.8 million in 2007-08.

Source: 2008-09 University of North Dakota Foundation Report (G0104)
Development Efforts

Over half of the departments (53%) are reporting some activities toward improving and expanding their developmental efforts, according to the 2008-09 departmental annual reports. Some of the examples that departments mention are increasing publicity and marketing of faculty and student achievements, establishment of alumni/donor wall and web page, the exploration of industrial partnerships, holding telethons for fund raising, publishing regular newsletters and sending to all alumni, and holding departmental events.

The four colleges (BPA, EHD, LAW, SMHS) that submitted a FY09 annual report, reported a commitment to “vigorous and productive fund development” efforts. The majority of these colleges report an increase in the amount of gifts, even though some of the projections may be down due to the poor economy. While North Dakota has been somewhat spared in the negative economic downturn, many of the alumni reside in areas outside of North Dakota and are impacted more negatively.

Source: FY09 Departmental Annual Reports (G0103)

Marketing and Institutional Communication

Beginning with the 2007-08 academic year, the Office of University Relations (OUR) will focus its messages around the approved Brand Promise of “an environment filled with an innovative, entrepreneurial and creative spirit,” as developed by campus leadership through the branding process. OUR will look for ways to integrate these messages into the themes spelled out in the 2005 Strategic Plan.

The following are themes being used as the basis for a more integrated approach to projecting UND’s image. These statements, drawn largely from the Strategic Plan, are useful for differentiating UND from other institutions, setting priorities, selecting audiences and message content, and assessing effectiveness. Additional progress needs to be made in focusing UND’s public relations and marketing messages. The list below includes messages derived from the Strategic Plan: To portray …

- the University as creative, innovative, and entrepreneurial.
- the University as a national leading public research university.
- the University as an institution based in the liberal arts and committed to undergraduate teaching, professional and graduate education, research, faculty scholarship, and public service.
- the University’s undergraduate, graduate, and professional curricula as being of national caliber, meeting the needs of today’s students and offering a depth and rigor found only in a research university environment.
- the University as committed to further enhancing the depth and breadth of scholarship, research, and creative activity accomplished by individuals and component units of the institution.
- the University as a place of quality, in part by communicating the accomplishments of individuals and units.
- the University as an institution that takes a keen interest in the personal development of its students both in and out of the classroom.
- the University as committed to a campus climate that nurtures multicultural diversity.
- the University’s faculty as the institution’s principal asset and UND as a public research university of national stature, and to continue publicizing faculty research and scholarship on a national, regional, and local basis.
- the University as committed to serving North Dakota and as a willing partner in solving the challenges facing the city, state, and region.
- the University as committed to a proactive, flexible, and entrepreneurial approach to shaping its future and finding new resources beyond state appropriations and tuition.
- the University campus as modern, technologically advanced, safe, and attractive.

G. 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.

Source: FY08 Departmental Annual Reports - Office of University Relations (G0302)
Facility Highlights

The campus building square footage grew to 6,038,897, an increase of 5,408 square feet. This was due to the Jodsaas addition to Harrington Hall. The demolition of the old President’s Residence and the construction of the new University House resulted in a decrease of 592 square feet.

The Center of Excellence in Life Sciences and Advanced Technology (COELSAT) facility was dedicated on February 16, 2009. This 50,000 square foot building will be the anchor facility for the UND Research Foundation’s 19.5 acre Research Enterprise and Commercialization park (REAC).

FY09 saw a large increase in the number of non-capital projects. A total of 708 non-capital requests were processed representing a 63% increase from FY08. Completed projects requiring design or estimating totaled over $4.8 million. In addition to these, approximately $2 million in projects not requiring estimates or design were completed. This $6.8 million total represents a 55% increase in total value of projects completed from the previous fiscal year.

After 32 years of service, the walk bridge south of Smith Hall was replaced. The bridge was beginning to show signs of structural concern so it was decided to replace it before it became unsafe. The new bridge is a couple feet wider and an improved walking surface for heavy pedestrian traffic. It also has a concrete deck making it easier for snow removal.

Many of the buildings on campus received external face lifts. Witmer Hall, Leonard Hall, Chester Fritz Library and Wilkerson Hall received painting of the wood trim and windows. In addition, Leonard Hall, Abbott Hall, Witmer Hall, Starcher Hall, Gamble Hall, Armory, Merrifield Hall, Montgomery Hall, Hyslop, Education Building, and Williamsburg Apartments have had masonry restoration work done in the past year. This restoration not only enhances the look of the buildings by cleaning up and repairing old bricks but also helps maintain the structure for many more years. The Edna Twamley Room on 4th floor of Twamley Hall received a complete remodel and modernization. This room serves the campus as a meeting/conference room and the remodeling has not only enhanced the appearance of the room but has made it more functional.

The President’s office was remodeled in Twamley Hall. The office area had not received any major updates for over 20 years. The newly remodel area presents a modern look and functional for the performance of the President’s duties.

New exterior building signs were installed for the Housing Office and Community Center on Stanford Road. The project to install interior directional signs identifying the restrooms and elevators has been completed in the following buildings: Abbott Hall, Babcock Hall, Chester Fritz Library, Education, Gamble Hall, Gillette Hall, Hughes Fine Arts, Montgomery Hall, Odegard (John D.) Hall, O’Kelly Hall, Starcher Hall, Twamley Hall, and Witmer Hall.

Source: FY2009 Finance and Operations Annual Report

Source: Facilities
H. 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.
University of North Dakota

Overall Student Satisfaction and Expectations
UND compared to National and NDUS Means

Satisfaction Mean: Rate your overall satisfaction with your experience here thus far
(Scale: 1=Not satisfied at all - - - 7=Very Satisfied)

Expectation Mean: So far, how has your college experience met your expectations
(Scale: 1=Much worse than I expected - - - 7=Much better than expected)

Campus Quality Survey Employee Satisfaction

Overall Satisfaction with Employment

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<tr>
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<tbody>
<tr>
<td>Very satisfied</td>
<td>18%</td>
<td>29%</td>
<td>28%</td>
<td>25%</td>
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<tr>
<td>Satisfied</td>
<td>51%</td>
<td>47%</td>
<td>46%</td>
<td>51%</td>
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<tr>
<td>Neutral</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
<td>11%</td>
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<tr>
<td>Somewhat dissatisfied</td>
<td>16%</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Not satisfied at all</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Overall</td>
<td>69%</td>
<td>76%</td>
<td>74%</td>
<td>76%</td>
</tr>
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Overall Impression of Quality

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>18%</td>
<td>26%</td>
<td>25%</td>
<td>22%</td>
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<tr>
<td>Good</td>
<td>54%</td>
<td>52%</td>
<td>51%</td>
<td>52%</td>
</tr>
<tr>
<td>Average</td>
<td>21%</td>
<td>19%</td>
<td>20%</td>
<td>20%</td>
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<tr>
<td>Below average</td>
<td>5%</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
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<tr>
<td>Inadequate</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Overall</td>
<td>72%</td>
<td>78%</td>
<td>76%</td>
<td>74%</td>
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</tbody>
</table>


Hourly Salary Market Comparison for Staff, By Job Band
Percentage Differences between UND and Regional Salaries

Source: UND Human Resources (H0102)

Employees Utilizing the Tuition Waiver Incentive
Fall Semester

Source: Student Account Services
Students (Senior Sophomores): To what extent have you been satisfied with the attitude of non-teaching staff toward students?

Students (Graduates): To what extent have you been satisfied with the academic experience at UND?

Students: How satisfied are you with your experiences at UND?

Students: To what extent have you been satisfied with the attitude of non-teaching staff toward students?

Students: To what extent have you been satisfied with the academic experience at UND?

Students: In general, how satisfied are you with your experiences at UND?

H. 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.
University of North Dakota

State Appropriations and Net Tuition and Fees per FTE Student
UND and Peer Institutions

Source: IPEDS Finance (H0301 - Updated annually in the Fall)

Revenues by Source

Expenditures by Function

Note: Includes expenditures greater than $5,000/item
Source: UND Budget Office
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.

Source: IPEDS Finance (H0405 Updated annually in the Fall)
Campus Health and Wellness Programs

- UND Student Health provided in excess of 27,859 patient contacts during FY09, resulting in slightly less than 47% of students being seen for at least one office visit during that time. The typical student, who accesses UND SHS, does so at an average of 2.3 visits per year. The Student Health Laboratory processed 15,511 tests while Pharmacy filled 12,532 new prescriptions. 500 patients were seen in SHS Radiology Department. SHS is committed to holistic student development that integrates students’ clinical needs with public/common health. The staff in SHS have administered the National College Health Assessment biannually since 2000. That data is shared and contributes to the strategic planning efforts to assist students in achieving their academic goals.

- The Student Wellness Center offers 107,000 square feet of space for pursuing wellness in all seven dimensions. The Center is 100% accessible to all persons. The facility has been used by many campus and off-campus groups for a variety of events, and facility rentals bring in needed revenue. Over the last three years, the Wellness Center has seen a gradual increase in students’ use of the facility. Due to the cyclical nature of the campus environment, the beginning of each semester continues to draw the largest facility usage numbers. The “New Year’s Resolution” season continues to show the largest utilization, averaging over 2,000 visits per day.

- In addition to the programming offered at the Wellness Center, the ongoing partnership with Residence Life and the Wellness Living Learning Community (WLLC) was an important partnership for the Wellness Center. This dedicated area of Bek Hall brings together residents who have a commitment to incorporating the seven dimensions into their lives.

- Partnership between Student Health Services, Counseling Center and the Wellness Center focused on addressing the impact of stress on academic success. U-life classes were revamped and delivered. Presentations were also delivered to graduate students, medical students, and other on and off campus groups. The Wellness Center is also used as a showcase facility for open house recruitment events for UND. This highlights the importance of health and wellness at UND for all prospective students.

- The Work Well program provides activities and services for staff and faculty in the following areas: physical exercise, nutrition, tobacco cessation, stress management, multi-dimensional wellness, and preventative health. Some programs also extend to non-benefited employees, spouses, families, and retirees. The Work Well program helped UND receive national recognition for employee wellness efforts. The Gold-Level Fit Friendly recognition was awarded by the American Heart Association. It is based on offering comprehensive wellness programs in physical activity, nutrition, and establishing a culture of wellness. The second award was the CEO Cancer Gold Standard Accreditation for offering a series of cancer-related programs in the five critical areas referred to as the pillars of good health: 1) tobacco cessation, 2) diet and nutrition, 3) physical activity, 4) prevention, screening and early detection, and 5) access to quality treatment and clinical trials.

![Student Wellness Center Yearly Check In Numbers](chart.png)

Source: Wellness Center & Student Health Services (H0109)