University of North Dakota
Progress Report Dashboards
FY 2010 (July 1, 2009- June 30, 2010)
Based on the 2005 Strategic Plan Goals
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)

<table>
<thead>
<tr>
<th>Year</th>
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<th>RU/H</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2003</td>
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<td>2005</td>
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<td>3.09</td>
</tr>
<tr>
<td>2009</td>
<td>3.17</td>
<td>3.20</td>
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</table>

Freshmen to Sophomore Retention Rates

% of First-time, Full-time Freshman by Cohort Year

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
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<tbody>
<tr>
<td>%</td>
<td>77%</td>
<td>75%</td>
<td>78%</td>
<td>77%</td>
<td>79%</td>
</tr>
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</table>

4-, 5-, 6-year Graduation Rates

% of First-time, Full-time Freshman by Cohort Year

<table>
<thead>
<tr>
<th>Year</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-yr</td>
<td>54%</td>
<td>24%</td>
<td>22%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>5-yr</td>
<td>54%</td>
<td>25%</td>
<td>22%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>4-yr</td>
<td>54%</td>
<td>24%</td>
<td>22%</td>
<td>22%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Progress and initiatives in the assessment of student learning:

Department-wide conversations about student learning continue to take place. Members of the University Assessment Committee (UAC) review assessment reports for both academic and non-academic programs yearly and written feedback is presented to the departments. The second annual Assessment Luncheon was held to discuss assessment efforts with UAC members reporting to department assessment groups and deans.

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. Capstones are now in development or in existence for most programs; they are validated and assessed for two ES goals.

Rubrics developed for the ES program are being used campus-wide for assessment activities related to ES as well as other programs and majors and are now available to all UND faculty through the ES website.

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

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.

A first year’s administration of the 2009-2010 Collegiate Learning Assessment (CLA) was completed and results are currently being analyzed.

Source: Office of Institutional Research (A0102)
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.

In 2009-2010 UND participated in the Collegiate Learning Assessment (CLA) - an open-ended test designed to measure the impact of an institution upon the learning ability of its students. Approximately 100 freshmen and 100 seniors participated in the assessment.

The CLA testing operates under a “value-added model” that takes into account the average academic ability of entering students for a given institution. In short, the model predicts the average (expected) CLA score of participating seniors and compares it to the actual (observed) test scores of seniors. Scores higher than expected are interpreted as “value added” in that the learning ability of seniors has progressed further than expected based on the model. Lower scores are interpreted as falling short of predicted added learning ability. Overall, UND senior scores resulted in positive value-added scores in every category except for the Make-an-Argument dimension of the Analytic Writing Task. However, the scores are all within + or − 1 with value-added percentile ranks hovering around 50-60°, meaning that UND performed “near expected” given the enter ability of freshmen. In the percentile ranks for the total CLA score, UND ranked higher than 57% of the other participating schools.

<table>
<thead>
<tr>
<th>CLA Task</th>
<th>Performance Level</th>
<th>Value-Added Score</th>
<th>Value-Added Percentile Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total CLA Score</td>
<td>Near</td>
<td>0.17</td>
<td>57</td>
</tr>
<tr>
<td>Performance Task</td>
<td>Near</td>
<td>0.18</td>
<td>54</td>
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<tr>
<td>Analytic Task</td>
<td>Near</td>
<td>0.16</td>
<td>52</td>
</tr>
<tr>
<td>Make-an-Argument</td>
<td>Near</td>
<td>-0.12</td>
<td>40</td>
</tr>
<tr>
<td>Critique-an-Argument</td>
<td>Near</td>
<td>0.45</td>
<td>66</td>
</tr>
</tbody>
</table>

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

NOTE: Enrollments as of End of Term
Source: sectstat_multiyear (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></th>
<th>UND</th>
<th>RU/H</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
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</table>

**Seniors**

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

<table>
<thead>
<tr>
<th></th>
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<th>RU/H</th>
</tr>
</thead>
<tbody>
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<tr>
<td>2005</td>
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<tr>
<td>2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: RU/H=Research University/High Activity

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

Source: 2008 Graduate Survey (A0204)

Graduate Survey Administered Every 3 Years

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

2009 - 2010 UND Athletics Department Highlights

- Kristi Dahlheimer (track & field/cross country) and Andrew Miller (football) received NCAA postgraduate scholarships
- Kristi Dahlheimer (track & field/cross country), Casie Hanson (softball), Brandon Hellevang (football) and Nick Nolte (football) were named ESPN the Magazine Academic All-Americans
- Ten student-athletes received ESPN the Magazine Academic All-District honors
- A school-record 111 student-athletes (one of every four) earned all-conference honors from the Great West Conference or WCHA
- Casie Hanson (softball) and Brandon Hellevang (football) were named the GWC Female and Male Scholar-Athletes of the Year
- Eight student-athletes were named to the 2009 National Football Foundation & College Hall of Fame (NFF) Hampshire Honor Society
- Freshman running back Mitch Sutton was named Great West Conference Football Rookie of the Year
- Junior linebacker Curtis Dublanko was selected by Montreal in the second round of the Canadian Football League Draft
- The women’s basketball team held the 10th-highest GPA in the 2009-10 WBCA NCAA DI Academic Top 25 Team Honor Roll
- Both the men’s and women’s track and field teams were named Division I Track & Field All-Academic Teams by the USTFCCA
- The women’s track and field team ranked sixth nationally among 151 teams in GPA
- UND’s 400-plus student-athletes combined for a 3.161 GPA during the 2009-10 academic year
- Thirteen teams had a GPA greater than 3.0
- Student-athletes also accumulated nearly 7,000 hours of community service
- Volleyball won both the Great West Conference regular season and postseason championships, the first conference titles in program history
- Ashley Hardee was named Great West Conference Volleyball Coach of the Year
- Senior Megan Langseth was named Great West Conference Volleyball Setter of the Year
- Volleyball set the program’s average attendance record (499/game)
- Set a Betty Engelstad Sioux Center single-game volleyball attendance record (1,000)
- Women’s basketball won the Great West Conference regular season championship
- Gene Roebuck was named Great West Conference Women’s Basketball Coach of the Year
- Senior Kayla Bagaason was named Great West Conference Women’s Basketball Player of the Year
- Senior Alys Seay won the Great West Conference Sixth Woman Award
- Women’s basketball led the Great West Conference in average attendance and won the GWC single-game “Pack the House Challenge”
- Softball won the Great West Conference postseason championship, the first conference title in program history
- Senior Casie Hanson was named Great West Conference Softball Player of the Year
- Lindy Sippola was named Great West Conference Softball Freshman of the Year
- Men’s hockey won the Broadmoor Trophy as WCHA Final Five champions
- Men’s hockey ranked second in the nation in average attendance and total attendance
- Freshman Danny Kristo was named WCHA Rookie of the Year
- Two incoming freshmen were selected in the first round of the National Hockey League Draft
- UND hosted the inaugural Great West Conference Tennis Championship
- Tom Wynne was named Great West Conference Tennis Coach of the Year
- Women’s hockey ranked ninth nationally in average attendance and 11th in total attendance

Source: UND Athletic Department (A05)
University of North Dakota

Instructional Rating Report
Overall Mean of Evaluated Courses by Question

<table>
<thead>
<tr>
<th>Question</th>
<th>Spring 2008</th>
<th>Spring 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked instructor for feedback</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Participated when appropriate</td>
<td>4.3</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Completed homework and reading</td>
<td>4.3</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Attended all class sessions</td>
<td>4.3</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Course was well organized</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Textbook/materials were helpful</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Readings/assignments contributed to learning</td>
<td>4.1</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>Work req appropriate for credit given</td>
<td>4.1</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>Instr communicated ideas and info clearly</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Connected assignments to course goals</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Encouraged connection to real world situations</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Found ways to keep students interested</td>
<td>4.1</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>Available during posted office hours</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Made good use of book/materials</td>
<td>4.1</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>Provided useful and timely feedback</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Treated students with respect</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Effectively used technology</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Explained grading criteria clearly</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Applied grading criteria consistently</td>
<td>4.2</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>I put forth full effort for this course</td>
<td>4.3</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Instructor effective in promoting my learning</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Course worthwhile addition to my univ experience</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
</tr>
</tbody>
</table>

Key: 5=Strongly Agree  4=Agree  3=Neutral  2=Disagree  1=Strongly Disagree

(A0103)

National Pass Rates PRAXIS Results
Academic Year 2008-09

<table>
<thead>
<tr>
<th>Exam Name</th>
<th>Participants</th>
<th># Passed</th>
<th>Percentage Passing</th>
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<tbody>
<tr>
<td>PRAXIS II: Elementary Education</td>
<td>78</td>
<td>77</td>
<td>99%</td>
</tr>
<tr>
<td>PRAXIS II: Principles of Learning &amp; Teaching</td>
<td>78</td>
<td>73</td>
<td>94%</td>
</tr>
<tr>
<td>PRAXIS II: Middle School Math</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>PRAXIS II: Early Childhood</td>
<td>29</td>
<td>29</td>
<td>100%</td>
</tr>
<tr>
<td>PRAXIS II: Social Studies</td>
<td>10</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>PRAXIS II: English 7-12</td>
<td>5</td>
<td>5</td>
<td>100%</td>
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<tr>
<td>PRAXIS II: Math 7-12</td>
<td>12</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>PRAXIS II: Middle School Science</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>PRAXIS II: Music K-12</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
</tbody>
</table>

Praxis: Teacher Education Subject Assessments
PPST: Pre-Professional Skills Test

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

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

Source: 2009 Accountability Measures Report

Completed Re-Accreditations 2009-10

Accreditation Council for Graduate Medical Education (ACGME)
Degrees and Programs: Family Medicine Residency in Minot

Accreditation Council for Graduate Medical Education (ACGME)
Degrees and Programs: School of Medicine, MD

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

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
Degrees and Programs: Physicians Assistant

Commission on Accreditation of Allied Adult Education Programs –
Accreditation Review Committee for Cytotechnology
Degrees and Programs: Cytotechnology

Source: Vice President for Academic Affairs (A0304)
In order to provide students with a high-quality educational experience, solidly grounded in the liberal arts, the University of North Dakota focuses on preparing students to lead rich, full lives, to enjoy productive careers, and to make meaningful contributions to society. This is achieved by providing a high-quality educational experience that is deeply rooted in the liberal arts.

Performance on Nationally Recognized Exams

### Department of Chemistry

- **General Chemistry**
  - UND Average: 54%
  - National Average: 73%
- **Organic Chemistry**
  - UND Average: 50%
  - National Average: 74%
- **General Section**
  - UND Average: 50%
  - National Average: 65%
- **Organic Section**
  - UND Average: 50%
  - National Average: 74%
- **Biochemistry Section**
  - UND Average: 50%
  - National Average: 65%
- **Thermodynamics Section**
  - UND Average: 50%
  - National Average: 76%
- **Dynamics Section**
  - UND Average: 50%
  - National Average: 89%
- **Quantum Section**
  - UND Average: 50%
  - National Average: 59%

**Note:**
1. Please note that the results for the General Chemistry exam are reported as percentages, while all other results are reported as percentiles.
2. First administration of a new assessment.

Source: 2009 Accountability Measures Report (A0303)
University of North Dakota

UND and School of Medicine Total Grant and Contract Awards

Number of Proposals by Fiscal Year

Dollar Amount of External Programs & Proposals

Sponsored Programs by Fiscal Year

Number of Awards by Fiscal Year

Dollar Amount of Sponsored Research Expenditures

(All awarded funding, both internal and external, actually spent.)

Source: UND RDC(B01)

(Amounts proposed to and awarded by external entities.)
Making a difference. With a 2009–2010 budget of $6.73 million and 58 faculty and staff, the Center for Rural Health has 47 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 100 North Dakota communities in all 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 $1 million during the last year to rural communities. The money leverages efforts to address local health issues to sustain and stabilize vulnerable rural health care systems. Rural health facilities used the funds to expand technology to improve quality of care, create new health services, and to train and educate their health workforce.

Addressing Rural Health Workforce Needs. A significant challenge facing rural North Dakota, and rural America in general, is having enough qualified health care personnel to address patient needs. In 2009, the Center received a significant infusion of state funds to begin to build a stronger health workforce infrastructure.

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.

Establishing national leadership. Center faculty and staff served on 104 national, regional, and state boards, committees, taskforces, grant and editorial review panels, and work groups in the last year.

Serving as a model for the nation’s health care. The Center for Rural Health’s service development focus is grounded in research.

Building community and rural health leadership. The Center for Rural Health hosts the annual Dakota Conference on Rural and Public Health, which is generally attended by approximately 300 health care professionals, community advocates, educators, researchers, policy makers, and others. In 2010, record attendance (over 400 participants) was achieved by the conference.

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. Applications</th>
<th>Issued Patents Reg Trademarks</th>
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<td>2</td>
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</tr>
<tr>
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<tr>
<td>2010</td>
<td>8</td>
<td>6</td>
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Source: Div of Research Annual Report of Sponsored Activity (B0402)

Source of Grant and Contract Funding Fiscal Year 2010

North Dakota EPSCoR Research
UND is the regional leader in the number of research, creative activity, and scholarship experiences available to undergraduates, graduates and faculty.

EPSCoR sponsored programs for student research...

Advanced Undergraduate Research Awards (AURA) Awards
FY03: 10 for $32,500
FY04: 10 for $35,800
FY05: 10 for $35,800
FY06: 8 for $63,312
FY07: 9 for $70,425
FY08: 8 for $62,600
FY09: 7 for $55,000
FY10: 7 for $55,825

Doctoral Dissertation Awards
FY03: 3 Grads $68,955
FY04: 4 Grads $108,888
FY05: 3 Grads $87,384
FY06: 3 Grads $105,315
FY07: 7 Grads $193,417
FY08: 5 Grads $185,790
FY09: 4 Grads $137,419
FY10: 2 Grads $67,090

New Faculty Startup Awards
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
FY10: 5 positions $680,000

Source: EPSCoR Office (B0201)
Some Research Accomplishments

- UND hit an all-time record for grants and awards received in FY10, at $127.9 million.

- A team of students from the School of Engineering and Mines made history in Australia. The team took first place in the Australian International UAV Outback search and rescue competition in Kingaroy, Queensland. UND was the first in the four-year history of competition to actually locate the target with an unmanned aerial system. The sensor system on the aircraft was developed by student researchers.

- President Barack Obama named UND scientist Jianglong Zhang as a recipient of the Presidential Early Career Award. This award is the highest honor bestowed by the U.S. government on young professionals in the early stages of their independent research careers.

- The Energy & Environmental Research Center was awarded a subcontract by Science Applications International Corporation, a Fortune 500 scientific, engineering, and technology applications company based in San Diego, California, to help produce jet fuel from algae. As an example of its potential, just one acre of algae produces between 5,000 and 15,000 gallons of fuel, compared to only 50 gallons from an acre of soybeans.

- Gretchen Mullendore, an atmospheric modeler and assistant professor of atmospheric sciences, was awarded a three-year, $355,155 research grant by the National Science Foundation to study severe storms.

- The School of Medicine and Health Sciences has received the largest grant in its history: $15.9 million over the next five years will be used for a National Institutes of Health (NIH) program aimed at increasing research opportunities, Investigators and resources in biomedical research. Half of the budget will be used to support research projects in predominantly undergraduate institutions in North Dakota.

- A patent was filed on an airborne collision avoidance method that includes improvements in collision avoidance in four dimensions (3 spatial + time). Flight testing occurred during summer 2010 at Camp Grafton South. This technology is a significant contribution to the unmanned aerial systems (UAS) industry and may very well help in the integration of UAS into the National Airspace, paving the way for further UAS-related business development in the region.

- Jonathan Geiger and colleagues at the UND Medical School wrote an invited review for the Journal of Alzheimer’s Disease of the evidence, including their own research, that caffeine consumption has protective effects against the development of Alzheimer’s disease and Parkinson’s disease. It exerts this effect by protecting the barrier between the brain and blood.

- Turk Rhen and colleagues in Biology, and Jeremiah Neubert, Mechanical Engineering, received a Major Research Instrumentation grant from NSF to equip a laboratory with a high-throughput DNA sequencer and robotics to prepare and load samples for the sequencer. This is a significant award that allows UND to build critical research infrastructure which can be used by many researchers across campus. This availability of this equipment will make it possible to obtain other large research grants in biology and biomedicine.

- Holly Brown-Borg, Birgit Hans and Mary Ann Sens were named Chester Fritz Distinguished Professors, the highest honor given to faculty. Dr. Brown-Borg is an expert on the neurobiology of aging; Dr. Hans specializes in American Indian literature and oral traditions; Dr. Sens’ research is in the area of forensic science and pathology, particularly the adverse effects of dietary cadmium intake.

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 2010

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

(1) Tuition and fees are reported for full-time undergraduate students enrolled for 12 semester hours and are for both fall and spring semesters.

Source: UND Budget Office (C0203)
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)
2009-2010 Some Noteworthy Accomplishments

- The North Dakota State Board of Higher Education unanimously approved a collaboration between NDSU and UND to develop master’s program in public health. The program will partner UND’s School of Medicine and Health Sciences with NDSU’s College of Pharmacy, Nursing, and Allied Sciences.

- The School Of Law was ranked 19th on the list of top 20 Best Value Laws Schools in the nation, according to the fall issue of Prelaw Magazine.

- The University of North Dakota had a record enrollment in fall 2010 with 14,194 students. The previous record in 2004 was 13,187.

- UND celebrated the 100th anniversary of Theatre Arts on campus.

- The Era Bell Thompson Multicultural Center was rated among the 100 most active in the country by the National Association of Black Cultural Centers.

- The School of Medicine and Health Sciences is the top medical school in the nation for producing family medicine physicians, according to the rankings released by the American Academy of Family Physicians. Ranking first among the country’s 132 accredited medical schools, UND earned the Achievement Award from the AAFP, which recognizes outstanding schools that, during a three-year period, produce the highest percentage of graduates who choose family medicine.

- The Center for Innovation was selected to receive funding under the Economic Development Administration University Center Economic Development Program to provide development services to tech entrepreneurs. UND’s Center for Innovation will conduct the project in conjunction with the NDSU Research and Technology Park. The three-year, $900,000 project was approved for $100,000 per year in federal funding, matched by $200,000 in state funding per year from the North Dakota Department of Commerce.

- The UND Flying Team won its 16th national championship.

- The Center for Innovation celebrates its 25th anniversary.

- The online Master of Public Administration and MBA programs were named among the Top 10 buys nationally by GetEducated.com, an online education research company which reviews and ranks accredited online university degree programs.

Source: UND University Relations (C0301)

UND 2009-2010 Academic Requests

Listing of new programs, new or updated distance and/or online delivered programs, new degrees, new prefixes, terminations, title changes, and organizational changes that were approved by the NDUS during the 2009-10 academic year.

NEW PROGRAMS:
Certificates:
- Certificate in Indian Law
- Conflict Transformation (Undergraduate Certificate)
- Graduate Certificate in Community-Based Literacy as Applied Linguistics
- Graduate Certificate in English Language Learner (ELL) Education
- Industrial Design Technology (IDT) Graduate Certificate in e-Learning

Minors:
- None

Bachelors:
- Bachelor of Fine Arts w/a major in Musical Theatre
- Bachelor of Arts w/a major in Environmental Studies
- Bachelor of Science w/a major in Molecular and Integrative Biology
- Bachelor of Science in Petroleum Engineering

Masters:
- Master of Education - English Language Learner (ELL) Education
- Master of Engineering - Sustainable Energy Engineering
- Master of Science - Sustainable Energy Engineering

Doctorates:
- Doctor of Philosophy - Chemical Engineering
- Doctor of Philosophy - Educational Foundations and Research

DISTANCE and/or ONLINE PROGRAMS:
- Graduate Certificate in English Language Learner (ELL) Education
- Master of Education - English Language Learner (ELL) Education
- Bachelor of Science in Petroleum Engineering
- Industrial Design Technology (IDT) Graduate Certificate in e-Learning
- Minor in Geography

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 2010, the Fritz hosted 38 campus events. A total of 73 events at the CFA, brought over 46,600 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, etc.), Ralph Engelstad Arena, and the Alerus Center. The CFA Box Office is also a Ticketmaster outlet. In total, the CFA Box Office issued 19,300 tickets for 186 events in the region. UND athletic tickets issued to students and sold to the general public account for 747 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.

American Indian Programs

- American Indian Related Programs
- American Indian Student Services (AISS)
- IDEA Networks for Biomedical Research Excellence (INBRE)
- Department of Indian Studies
- Indians Into Engineering
- Indians Into Medicine (INMED)
- Indians Into Psychology Doctoral Education (INPSYDE)
- Multicultural Scholars Into Dietetics Program (MSDP)
- Native Media Center
- North Dakota Experimental Program to Stimulate Competitive Research (EPSCoR)

Northern Plains Indian Law Center
- Native American Law Project
- Northern Plains Tribal Judicial Training Institute
- Tribal Environmental Law Project
- Institute for the Study of Tribal Gaming Law and Policy
- National Resource Center on Native American Aging
- Recruitment and Retention of American Indians into Nursing (RAIN)
- Research Experience for Undergraduates (REU)

Tribal College Transfer Recruitment Project
TRIO Programs:
- Educational Opportunity Center (EOC)
- Ronald E. McNair Post-Baccalaureate Achievement Program
- Student Support Services
- Talent Search Program
- Upward Bound Program
- UND/Turtle Mountain Community College Memorandum of Understanding for Faculty Collaboration

Source: American Indian Student Services (C0408)

Cooperative Education Student Enrollment

Summer

Fall

Spring

Note: Data as of End of Term Source: #sectstat_multiyear
University of North Dakota

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

* 64% (last year=59%) of the Placement Survey respondents believe there are job opportunities for them in their area of interest in North Dakota. 47% (last year=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, job opportunities, and cost of living.

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

Students: Would you be willing to accept employment in North Dakota?

Students: Do you think there are job opportunities in North Dakota in your area of interest?

Students: If a job were available in your area of interest, would you want employment in North Dakota?
Participated in a community-based project as part of a regular course.

(Scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often)

Mean Comparison

Of the 53 undergraduate programs, 36 have requirements for experiential learning coursework as part of their program curriculum. The remaining 17 programs offer experiential learning electives. Service learning courses were offered in 39 of the 53 programs in 2009-2010.

Source: Center for Community Engagement (C0402)

Number of Fall Courses Offered in the Evening

Number of Fall Enrollments in Evening Courses

Source: Reg438 (C0204)
University of North Dakota

Progress Report 2009-10

Staff Awards

<table>
<thead>
<tr>
<th>Years of Service Recognition Award*</th>
<th>Number Awarded</th>
<th>Total per Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006</td>
<td>2007</td>
</tr>
<tr>
<td>45 years</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>40 years</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>35 years</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>30 years</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>25 years</td>
<td>41</td>
<td>27</td>
</tr>
<tr>
<td>20 years</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>85</td>
</tr>
</tbody>
</table>

| Meritorious Service Award           | 10   | 10   | 10   | 10   | 10   | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 |

| Ken & Toby Baker UND Proud Award    | 1    | 1    | 1    | 1    | 1    | $1,000  | $1,000  | $1,000  | $1,000  | $1,000  |

*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

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten/TT</td>
<td>370</td>
<td>369</td>
<td>412</td>
<td>402</td>
<td>411</td>
<td>425</td>
<td>406</td>
<td>432</td>
<td>433</td>
<td>439</td>
</tr>
<tr>
<td>Not Returning</td>
<td>41</td>
<td>32</td>
<td>15</td>
<td>19</td>
<td>12</td>
<td>33</td>
<td>34</td>
<td>31</td>
<td>38</td>
<td>28</td>
</tr>
</tbody>
</table>

Employee Terminations 7/1/2005 - 6/30/2010

<table>
<thead>
<tr>
<th></th>
<th>FY06 (total of 216)</th>
<th>FY07 (total of 261)</th>
<th>FY08 (total of 221)</th>
<th>FY09 (total of 169)</th>
<th>FY10 (total of 182)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resigned</td>
<td>156</td>
<td>116</td>
<td>146</td>
<td>116</td>
<td>67</td>
</tr>
<tr>
<td>Retired</td>
<td>24</td>
<td>21</td>
<td>39</td>
<td>39</td>
<td>6</td>
</tr>
<tr>
<td>Discharged</td>
<td>24</td>
<td>21</td>
<td>20</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Laid Off</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Deceased</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Transferred to another ND state agency</td>
<td>182</td>
<td>172</td>
<td>133</td>
<td>120</td>
<td>104</td>
</tr>
</tbody>
</table>

Note: Excludes School of Medicine and Health Sciences Faculty
Source: UND Academic Affairs (D0205)

Source: UND Human Resources (D0205)
**Overview**

On January 29, 2008, former President Charles Kupchella signed the American College and University Presidents’ Climate Commitment (ACUPCC). Kupchella recognized that anthropogenic behaviors influence global climate change. Kupchella stated, “It is prudent that the nations of the world and, indeed, institutions like UND begin to take steps to reduce the generation of greenhouse gases.” In 2009, Robert Kelley became the 11th president of UND and his vision for UND is consistent with environmental sustainability. The Association of Public and Land-grant Universities recognized President Kelley’s commitment by appointing him to a prestigious 15-person Energy Initiative Advisory Committee.

An important component to the University’s commitment with the ACUPCC is the documentation of current greenhouse gas emissions as well as formulation of a plan for future trajectories. UND has identified its current greenhouse gas emissions in a study published in January of 2009. Future trajectories, estimated using current investment plans, project a 7% reduction in Metric Tons of Carbon Dioxide Equivalent (MTCE) below 1990 levels by 2020 and a 51% reduction by 2050.

The Sustainability Improvement Measures (SIM), within the UND Climate Action Plan, outlines recommendations for reducing carbon emissions at UND. A sample of recommendations is as follows:

- Adopt an energy and sustainability policy for campus procedures.
- Installation of a wind turbine on campus.
- Develop and promote an education and research platform.
- CO$_2$ control of HVAC outside air.
- Establish a sustainability coordinator.
- Heat recovery from ventilation makeup air.
- Incorporate sustainability education into U-Life and Welcome Weekend.
- Promote energy efficient modes of transportation like mass transit, biking, walking, etc.

Source: University of North Dakota Climate Action Plan (last revision 5/18/2010) (D03)
Students: To what extent have you been satisfied with racial harmony at UND?

<table>
<thead>
<tr>
<th>Year</th>
<th>Satisfied/Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>56.9%</td>
<td>33.0%</td>
<td>10.1%</td>
</tr>
<tr>
<td>1998</td>
<td>64.0%</td>
<td>29.7%</td>
<td>6.3%</td>
</tr>
<tr>
<td>2001</td>
<td>55.0%</td>
<td>32.0%</td>
<td>13.0%</td>
</tr>
<tr>
<td>2004</td>
<td>65.9%</td>
<td>24.4%</td>
<td>9.7%</td>
</tr>
<tr>
<td>2007</td>
<td>74.3%</td>
<td>21.0%</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

Source: 2007 Graduating Student Survey (D0404)
Graduating Student Survey Administered Every 3 Years

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Satisfied/Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>73.2%</td>
<td>20.9%</td>
<td>5.9%</td>
</tr>
<tr>
<td>1998</td>
<td>78.8%</td>
<td>17.8%</td>
<td>3.4%</td>
</tr>
<tr>
<td>2001</td>
<td>79.7%</td>
<td>17.7%</td>
<td>2.6%</td>
</tr>
<tr>
<td>2004</td>
<td>84.0%</td>
<td>12.8%</td>
<td>3.2%</td>
</tr>
<tr>
<td>2007</td>
<td>88.0%</td>
<td>8.3%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

Source: 2007 Graduating Student Survey (D0209)
Graduating Student Survey Administered Every 3 Years

Included diverse perspectives (by race, religion, gender, political) in class discussions or assignments.
(Scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often)

Mean Comparison

Source: 2009 NSSE Survey (D0201)
The University Counseling Center’s (UCC) mission aims to facilitate student success in educational and developmental experiences.

The UCC plays a vital role in advancing student learning as a living and growing experience. Interventions were provided through various modalities:
- personal counseling (individual, couple, or group sessions) and trauma treatment
- drug and alcohol abuse evaluation, education groups and prevention
- outreach programming
- career counseling (face to face and on-line)
- Prometrics testing services
- practicum and pre-doctoral internship training programs
- psychiatric services

The UCC recognizes that common social problems including chemical abuse, serious mental illness, and stress-related conditions impede the ability of students to fully function and succeed in a highly competitive academic environment.

Three primary areas have been targeted for intervention:
1. Mitigating the widespread use of alcohol and decreasing the negative consequences that may follow alcohol abuse.
2. Clinical interventions for emotional challenges that range from college adjustment to mental illness and suicide.
3. Outreach efforts that are education-based and expose the general population to information, which may lead to more effective stress management.

Source: Counseling Center Annual Report FY10 (D0104)
University of North Dakota

Fall Enrollment (1883-2010)

Source: Third-Week 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: 2010 Student Satisfaction Inventory


Personalized attention prior to enrollment: 2002 2004 2006 2008 2010


Source: 2010 Student Satisfaction Inventory
E. Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission.

- Number of Doctoral Programs
  - 2005-06: 23
  - 2006-07: 23
  - 2007-08: 26
  - 2008-09: 24
  - 2009-10: 26
  
  Source: Graduate School

- Graduate Enrollments, by Year & Student Level
  - Fall Semester
    - 2010: 131 Non-degree, 1,830 Master, 599 Doctorate
    - 2009: 88 Non-degree, 1,596 Master, 564 Doctorate
    - 2008: 14 Non-degree, 1,469 Master, 552 Doctorate
    - 2007: 4 Non-degree, 1,333 Master, 548 Doctorate
    - 2006: 27 Non-degree, 1,323 Master, 528 Doctorate
  
  Source: Official Report

- Graduate Completions, by Year & Student Level
  - 2009-10: 2 Specialist, 548 Master, 119 Doctorate
  - 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
  
  Source: Official Report

- Percentage of Undergraduate Students and Graduate Students
  - Fall Semester
    - 2006-07: Undergraduate 80.8%, Graduate 15.4%
    - 2007-08: Undergraduate 80.3%, Graduate 15.8%
    - 2008-09: Undergraduate 79.5%, Graduate 16.7%
    - 2009-10: Undergraduate 79.3%, Graduate 17.1%
    - 2010-11: Undergraduate 78.5%, Graduate 18.0%
  
  Source: Official Report

- FTE Fall Enrollment Compared with Peer Institutions
  - Univ of Tennessee
  - University at Buffalo
  - Univ of North Carolina at Chapel...
  - 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

Source: University of North Dakota
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; in Summer 2010 SPEC awarded seven summer programs a total of $19,716. The Summer 2010 programs receiving the awards, along with a brief description of program goals, were:

- **MATLAB, Mathematics, and Engineering (MAT-ME) Camp Summer**
  The goals of this camp were to expose senior high school students to math and programming with application in engineering through hands-on real-world projects, providing a fun and exciting experience of how math can be used for engineering problem solving.

- **Alice Computer Animation & Storytelling Camp**
  The goal was to allow the participants to learn the basic computer science concepts without the issues involved when working with a traditional programming language.

- **Summer Foreign Language Day Damps**
  The primary goal was to expose children to a foreign language, in the belief that this is advantageous, both academically and socially/culturally – to heighten students’ awareness and interest in language studies.

- **Moviemaking Camp for Adults**
  The goals for this 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.

- **Photography for Educators**
  The goals for the camp 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.

- **cScibot Advanced Lego® Robotic Camp**
  The goals for the 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.

- **Residential Summer Art Camp for Youth**
  The goals for this camp were to help children develop artistic literacy by teaching contemporary and historical techniques of art making and by incorporating discussion and problem solving and to offer art opportunities, where few exist, in rural settings with middle and high school youth.

Source: Summer Programs and Events Council (E0601)
E. Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission.

Actual & projected number of North Dakota high school graduates (includes public & non-public schools), by year


Projected Percent Change in Number of Public HS Grads from 2001-02 and 2017-18


Program Agreements
UND continues to serve transfer students with many opportunities. UND has updated and maintained 807 program articulation agreements and 52 course-by-course articulation agreements, totaling 859 total agreements.

Program Articulation Agreements
Comparative Catalog Year

Source: UND Office of Registrar (E0101)

Course Articulation Agreements
Comparative Catalog Year

Source: UND Office of Registrar (E0101)
University of North Dakota

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

Selected IT Highlights for 2009-2010

Expanded wireless service to most campus buildings and some outdoor areas.

Installed 10gb switches at Upson II and Medical School buildings as a start of rollout to campus.

Replaced all 755 outdated digital phone sets with VoIP sets and upgraded software to current release on Avaya switch.

Established a consolidated student support area in the Memorial Union.

Implemented a network authentication control solution.

Upgraded the Computational Research Center Linux and Windows High Performance Computing systems, making 280 CPU and 1920 GPU computing cores available to university faculty and graduate student researchers.

Entered pilot phase of Microsoft Business Productivity Online Suite to develop training and implementation plans for a central UND email system.

Completed the planning and testing of state Active Directory, providing the necessary framework for full implementation and integration into campus and state systems.

Consolidated the Medical School and main campus versions of Adobe Connect for unified delivery and support.

Implemented new proctor testing center in the CF Library in conjunction with ITSS.

Launched two new online undergraduate degrees: B.S. and B.A. in Psychology, and a B.A. in Communication.

Experienced an 11.8% increase in course sections of correspondence, distance, and online combined, and 37.7% overall increase in student credit hours for correspondence, distance, and online courses.

Completed a process to identify Core Technology Services. Prepared and submitted final recommendations for seven core services. President Kelley signed the recommendations in May and implementation followed.

Identified Blackboard as campus standard and created course sites for all courses including Faculty (contact), Syllabus, Grades, Content, and Help as core menu items.

Updated classroom standards document and developed a four year plan to upgrade classrooms to designated level.

Installed three new and 13 upgraded smart classrooms.

Implemented Tegrity as a lecture capture solution for campus classrooms.

Developed and hosted Teaching with Technology Online seminar for faculty teaching online and hybrid courses.

Completed merger of CILT providing instructional technology support services for students, faculty and staff with expanded evening and weekend hours for phone, chat, email and walk-in.

Upgraded Blackboard to version 9.1 which included blogs, wikis, homepage and notification tools.

Moved the SMHS multi-point conferencing Bridge to UND network. The bridge is used to connect medical and allied health students who receive their clinical training at rural hospitals and clinics in North Dakota with the School.”

Source: ITSS (F03)
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)

Educational Contributions in Using Computers and Information Technology
Mean Scores by Survey Year
(Scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

Cumulative Progress of Technology Enhancements in Classrooms

Source: Center for Instructional Learning Technologies (F0501)

F. Optimize the use of information technology to improve student learning, research, and the administration of the University.
The University of North Dakota supports the largest research library system in the state. The Chester Fritz Library 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) acquired books and electronic resources to support the teaching and research mission. 23,327 titles for print and electronic resources were added to the Library’s collection.
- The CFL supported research by acquiring and managing access to 43,394 unique electronic resources.
- The CFL is recognized as a resource for the state and region. It received 12,845 requests from other libraries to borrow materials from its collections.
- 253,750 individuals entered the Library facility. While in the building, individuals consulted with librarians, discovered information in diverse formats, and found comfortable study areas for individual and group work.
- 306,400 visits were received at the Library’s website. Once at the web, site the individual could conduct multiple searches and access thousands of resources.
- Over 7,000 UND students received instruction from librarians through the CFL’s Information Literacy Instruction Program.

The CFL participated in the UND Digital and New Media Works Group. The Group was awarded funding from the President’s Office to further digital scholarship and teaching on campus. The Library has created a series of digital collections which are available at the following web site: http://www.library.und.edu/digital/.

- The CFL promoted genealogy through the collection of ethnic history resources including Norwegian Bygdeboks (place histories) and regional French, French-Canadian and Metis heritage materials. Library staff members provide research assistance to people throughout the United States as well as the University community.
- The CFL participated with over 100 libraries within North Dakota in the Online Dakota Information Network (ODIN). ODIN provides technology support which furthers sharing of library information and resources throughout North Dakota.

Sharing valuable rural health information worldwide. 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.

Leading efforts on rural health technology. The Center for Rural Health’s governor-appointed representative serves as vice chair 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.

Collaborating with key partners to address health technology. The Center for Rural Health engaged in a new partnership in 2010 through a multi-state Health Information Technology (HIT) collaborative. REACH (Regional Extension Assistance Center for HIT) is a new federally supported endeavor is dedicated to helping providers in clinics, small hospitals, and other settings in North Dakota and Minnesota to implement and effectively use electronic health records (EHR).

Building rural capacity. The State Office of Rural Health (SORH) coordinates statewide rural health activities, provides technical assistance, addresses information dissemination, and connects resources, providing 368 technical assistance activities to rural communities over the last year.

Improving decision making through information dissemination. 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.

Improving conditions for rural hospitals. The Medicare Rural Hospital Flexibility program (Flex) provided over $280,000 in grants to 21 critical access hospitals (CAHs) to support health information technology, quality improvement, patient safety, program development, board training, EMS and trauma improvements, and other development activities. The Flex program provided over 900 technical assistance activities such as program and grant development, performance and quality improvement initiatives, network development, planning and assessment, and information.
F. Optimize the use of information technology to improve student learning, research, and the administration of the University.

The Student Technology Fee (STF) 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.

In 2009-2010 the STF process was under review. During UND’s Core Technology planning process STF funds were held until recommendations were completed. President Kelley approved and signed the Core Technology final recommendations in May 2010 and STF funds were used in combination with other funds to implement core technology services during summer and fall 2010.
University of North Dakota

UND Foundation - Value of Total Assets (In Millions)

Source: UND Alumni Association (G0101)

2009-10 UND Foundation Program Support to UND

Source: UND Alumni Association (G0104)

The UND Foundation provided $14.5 million in support during the 2009-10, compared to $11.5 million in 2008-09.

Source: UND Alumni Association (G0104)

Gift Revenue (In Millions): Five Year Comparison

Source: UND Alumni Association (G0201)

Giving Comparison: FY09 vs. FY10

Source: UND Alumni Association (G0103)
Development Efforts

UND and the UND Foundation launched the public phase of a comprehensive fundraising campaign. As reported in the Winter 2010 Alumni Review, the pinnacle came on Friday, October 8, with the announcement of the $300 million, campus-wide fundraising effort which will bring UND to new levels of excellence. To date, in the silent phase encompassing the prior four fiscal years, alumni, friends, corporations, and other foundations have contributed more than $201 million toward the $300 million goal. During the silent phase, 26,942 donors contributed a total of $201,346,147 for the benefit of the University of North Dakota. The below charts track dollars contributed and donor participation by fiscal year.

Dollars Contributed by Fiscal Year (July 1 - June 30)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Dollars Contributed (Million)</th>
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<tbody>
<tr>
<td>FY06</td>
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<td>FY07</td>
<td>$45.9</td>
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<td>$43.4</td>
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<tr>
<td>FY10</td>
<td>$27.9</td>
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<tr>
<td>FY11*</td>
<td>$25.7</td>
</tr>
<tr>
<td>Cumulative</td>
<td></td>
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</tbody>
</table>
| $201.3      |$22.5 $45.9 $35.3 $43.4 $27.9 $25.7

Donor Participation by Fiscal Year (July 1 - June 30)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Donor Participation</th>
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</thead>
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<td>FY06</td>
<td>12,841</td>
</tr>
<tr>
<td>FY07</td>
<td>12,998</td>
</tr>
<tr>
<td>FY08</td>
<td>13,266</td>
</tr>
<tr>
<td>FY09</td>
<td>13,504</td>
</tr>
<tr>
<td>FY10</td>
<td>13,643</td>
</tr>
<tr>
<td>FY11*</td>
<td>3,329</td>
</tr>
</tbody>
</table>

* FY11 July 1, 2010 - October 8, 2010
Source: Winter 2010 Alumni Review (G0103)

Marketing and Institutional Communication

Using UND’s brand platform, the Office of University Relations (OUR) focused its messages around the approved brand promise of “an environment filled with an innovative, entrepreneurial and creative spirit.” OUR found 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.

Print advertisements were developed using these messages, and placed in Time, U.S. News and World Report, Newsweek, The Week, Sports Illustrated, N.D. Living, Prairie Business, and other venues. OUR also tailored the messages for the Web, viewbooks, and all publications.

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.

Source: Annual Report FY10 - Office of University Relations (G0302)
Facility Highlights

In a continual effort to provide better classroom settings with enhanced technology, classrooms in O’Kelly, Gamble, College of Nursing, Hughes Fine Arts, Starcher and Merrifield had new teaching stations installed along with digital light processing projectors, new screens and speakers. These projects also required new cabling and new data, voice, and electrical outlets to complete the technology upgrade.

The existing cart washer in the Central Foods bakery was replaced with a new cart washer. The new washer will allow for a more efficient washing system. A wall was constructed in the front office area, which was previously unused and will accommodate new modular furniture and office personnel. All data & communication wiring in the area was updated. New quarry tile was installed to withstand the cart traffic.

The Dean of Outreach Programs office in Gustafson Hall was renovated to remove the 1970’s era stucco ceiling. The old light fixtures and the insert in the old fireplace were replaced. All the data, communications, and electrical wiring were replaced in the room.

Renovation of the Business and Public Administration Dean’s office suite in Gamble Hall included demolition of existing walls, ceilings, lights, etc. to accommodate new modular walls and furniture. New ceilings and light fixtures were installed. The existing HVAC system was redesigned to better accommodate the new office layout. All data, communications and electrical wiring was replaced. A new entrance was built outside the Dean’s office and the corridor was updated from its 1960’s original design.

Two new fume hoods were installed in O’Kelly Hall rooms 360 and 366E. These required new ductwork to the roof-mounted exhaust fans. This was a large project that required most trades to complete the work.

Facilities Management personnel completed several projects in the Housing areas. Some of those include new carpeting throughout the Housing Office and in the hallways at Smith Hall, a new roof at 540 Carleton Court and remodeling of four apartments each in 3722 Berkeley Drive and 3810 Berkeley Drive. This remodeling included new kitchen cupboards, insulation and sheetrock in the living room, paint, carpet, new bathroom vanities, and internet connections installed in the bedrooms.

Energy lighting retrofit was done in offices, hallways, and bathrooms of the Chester Fritz Auditorium. The fire alarm control system at the Auditorium was also replaced to improve coverage for the building.

A new outside light was installed at the north entrance to Carnegie. This was done as a safety measure near the front steps of the building.

Electronic access was installed on the outside doors at Twamley Hall. This will improve monitoring of the building for safety and security reasons.

Several areas in the School of Medicine and Health Sciences received facelifts or minor remodeling this year.

The fire alarm system was upgraded at Upson I to provide better coverage in the building.
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.

* Determined for tenured or tenure-track faculty; excludes instructors, lecturers, & non-ranked faculty.
Source: IR Faculty Database (H0106)
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)

Employee Satisfaction

Overall Satisfaction with Employment

<table>
<thead>
<tr>
<th>Year</th>
<th>2002</th>
<th>2004</th>
<th>2006</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>18%</td>
<td>29%</td>
<td>28%</td>
<td>25%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>51%</td>
<td>47%</td>
<td>46%</td>
<td>51%</td>
</tr>
<tr>
<td>Neutral</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
<td>11%</td>
</tr>
<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><strong>Overall</strong></td>
<td>69%</td>
<td>76%</td>
<td>74%</td>
<td>76%</td>
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</tbody>
</table>

Overall Impression of Quality

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<thead>
<tr>
<th>Year</th>
<th>2002</th>
<th>2004</th>
<th>2006</th>
<th>2008</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>18%</td>
<td>26%</td>
<td>25%</td>
<td>22%</td>
</tr>
<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>
</tr>
<tr>
<td>Below average</td>
<td>5%</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>72%</td>
<td>78%</td>
<td>76%</td>
<td>74%</td>
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Employee Utilizing the Tuition Waiver Incentive
Fall Semester

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<td></td>
<td>162</td>
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<td>215</td>
<td>210</td>
<td>224</td>
<td>240</td>
<td>229</td>
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</table>

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

Source: UND Human Resources (H0102)

*Local Market

Source: Student Account Services

Source: 2010 Student Satisfaction Inventory (H0101)
Students (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 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?
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)

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

Revenues by Source

Expenditures by Function

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

The focus of the Health and Wellness Unit is to empower, motivate, and support students to make informed decisions by providing them with accessible, accurate information and compassionate services that foster personal health and community wellness. This strategy will support student learning and enable students to perform at optimum levels to achieve their academic and personal goals. UND Student Health provided in excess of 27,779 patient contacts during FY10, 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 17,760 tests while Pharmacy filled 12,221 new prescriptions. 527 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 administered the National College Health Assessment in spring 2010; this has been done biannually since 2000. That information contributes to strategic planning efforts to assist students in achieving their academic goals.

The Healthy UND 2020 Steering Committee, comprised of 25 UND students, faculty, and staff appointed by the Office of the President, was launched in 2009 to identify and engage in long-range planning to address leading health and wellness issues that affect academic success and retention. More than 100 UND students, faculty and staff are part of the Healthy UND Coalition, whose mission is to work in partnership to promote healthy lifestyles choices by enhancing awareness, building skills, changing social norms, and creating a healthier environment.

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 four 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.

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. Presentations were also delivered to graduate students, medical students, and other on and off campus groups, continuing to deliver the message of health and wellness.

The Work Well program serves UND staff and faculty, providing information, services and programs to support healthy living in the areas of physical exercise, nutrition, tobacco cessation, multi-dimensional wellness, and preventative health. Some programs also extend to non-benefited employees, spouses, families, and retirees.

The Work Well program continues to receive national recognition as a Platinum-Level Fit Friendly Company from the American Heart Association, based on offering a comprehensive wellness program in the areas of physical activities, nutrition, and maintaining a culture of wellness. Additionally, Work Well was re-accredited as a CEO Cancer Gold Standard Company 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.

- In 2009-2010, Work Well provided 37 collaborative programs/services, 15 presentations, one pilot program with Dining Services, three staff and faculty multi-week wellness challenges, nine one-time events, and collected data on health benefit interest, tobacco use, and wellness program interest from the Facilities Department. Work Well served 830 unique staff and faculty.

Student Wellness Center Yearly Check-In Numbers

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<tbody>
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Source: Wellness Center & Student Health Services (H0109)