NDSU

North Dakota State University

With Energy and Momentum...

The Self-Study Document

February 13-15, 2006

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The Self-Study Document
2006

Chapter One

Introduction

*"North Dakota State University is a different university because
we have a unity of purpose, because we believed we could be more.
We have taken 'can-do' to 'we did it.' And now, we want to do more."*

*—President Joseph A. Chapman
State of the University Address, October 14, 2004*

> With energy and momentum, North Dakota State University addresses the needs and aspirations of people in a changing world by building on our land-grant foundation.
> *NDSU Mission Statement*
> *(Approved: State Board of Higher Education January 15, 2004)*

Synopsis

North Dakota State University is a vibrant institution of higher education in a time of dynamic growth and transformation. In recent years, NDSU has experienced a dramatic increase in the number of students, added faculty in the classroom, expanded numbers of academic majors, significantly expanded the number of graduate programs, demonstrated excellence in many areas of research, applied new and better teaching strategies and techniques for enhancing student learning, increased the number of classrooms, and improved living arrangements for its students.

NDSU is located in Fargo, ND, a bustling metropolitan area often listed as one of the best places to live in the country. Named an All-America City by the National Civic League in 2000, Fargo and its neighboring city, Moorhead, MN, comprise the largest community between Minneapolis and Seattle. A population in excess of 175,000 people resides in Cass and Clay Counties. North Dakota was recently identified as one of the top five states in which to raise children.

A university dedicated to providing outstanding education, leading research, and quality service, NDSU has experienced dramatic growth since our last reaccreditation visit. The university now enrolls more than 12,000 students in its undergraduate and graduate programs. When the university last sought re-accreditation in the spring of 1996 from the (then) Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, the university had a fall enrollment of 9,765 students.

Figure 1.1: Third week student enrollment (Fall semester).
(Source: SBHE Third Week Enrollment Reports)

Fall Enrollment, 1996-2005

Today, NDSU offers more than 100 baccalaureate majors, 55 master's degree programs (52 graduate and three professional), 41 doctoral degree programs (38 graduate and three professional), and one specialist degree. Here, too, is impressive change. In 1995, NDSU had 81 bachelor's degree programs, 48 master's degree programs, and 21 doctoral and professional programs.

The university currently has 609 members in its teaching faculty (503 full-time and 106 part-time), including 462 who have achieved the highest degrees in their fields. In its 1995 self-study report, NDSU listed 504 faculty. The student-to-faculty ratio remains essentially the same, at 20-to-one.

Figure 1.2. Number of full-time and part-time faculty (Spring semester).
(Source: Office of Institutional Research and Analysis.)

Number of Faculty, 1995-2005

Today, NDSU offers more than 100 baccalaureate majors, 55 master's degree programs (52 graduate and three professional), 41 doctoral degree programs (38 graduate and three professional), and one specialist degree.

NDSU's annual research expenditures surpassed $100 million in fiscal 2004. That compares to the last institutional self-study report that touted NDSU moving forward in external funding from "around $5 million in 1986 to almost $25 million in 1994." Innovative research is underway in departments across campus, as evidenced by such efforts as two new Centers for Biomedical Research Excellence (COBRE) funded by the National Institutes of Health and the cutting-edge nanoscale research at the NDSU Research and Technology Park.

The university is comprised of nine educational units—the College of Agriculture, Food Systems, and Natural Resources; the College of Arts, Humanities, and Social Sciences; the College of Business Administration; the College of Engineering and Architecture; the College of Human Development and Education; the College of Pharmacy; the College of Science and Mathematics; the College of University Studies; and the College of Graduate and Interdisciplinary Studies. The basic academic units are the same as in 1995, with the exception of name changes for the former College of Agriculture, the former College of Humanities and Social Sciences, and the former Graduate School.

The NDSU main campus includes nearly 47 square blocks and 94 buildings with a replacement cost of $290 million. In all, NDSU is located on 22,053 acres of land, which includes the main Agricultural Experiment Station at Fargo and eight research extension centers across the state. There are 266 Agricultural Experiment Station buildings and storage facilities, and 18,488 acres dedicated to agricultural research.

Dedicated to outreach efforts, the NDSU Extension Service conducts rigorous education programs in agriculture, human development, nutrition, and youth and community development through its county, area, and state staff. In fiscal 2004, the Extension Service's ambitious 4-H Club activities, day camps, and after school programs involved 42,052 face-to-face contacts with North Dakota young people. During the same period, the

Extension Service had 633,850 face-to-face contacts with adult learners across the state.

The talented Bison athletic teams are now members of NCAA Division I. A proud program recognized for the quality of its student athletes, the various teams compete in first-class facilities—the Fargodome, Newman Outdoor Field, Ellig Sports Complex, and the Bison Sports Arena.

Figure 1.3: Number of Students, by Classification, Fall, 2005. (Source: Registration and Records)
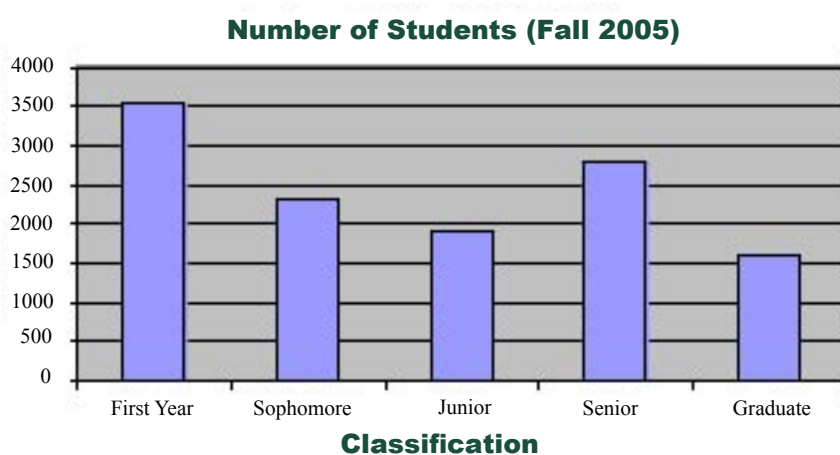
Number of Students (Fall 2005)

These pages will describe a university striving to better serve its state, region, nation, and world. In this self-study document, NDSU will outline its efforts to become a model of the contemporary, land-grant university. Strengths, challenges, and opportunities will be thoroughly examined, as NDSU presents its case in its request for accreditation renewal by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Purposes and Processes of NDSU's Self-Study

During a three-year process, the Self-Study Steering Committee met the challenge to capture, describe, and articulate the robust atmosphere on the NDSU campus in a concise document that speaks to what the university is and outlines our future goals. The committee recognized the need to provide information in a manner that meets or exceeds the expectations of our regional accreditor, the Higher Learning Commission of the North Central Association, and the team of Consultant-Evaluators that is scheduled to visit campus in February 2006.

These pages will describe a university striving to better serve its state, region, nation, and world. In this self-study document, NDSU will outline its efforts to become a model of the contemporary, land-grant university.

The Provost/Vice President for Academic Affairs, with the approval of the President, invited faculty, staff, and students representing the campus community to serve as members of the Self-Study Steering Committee. Letters were mailed to prospective representatives in November 2002, and the group's initial meeting was in January 2003.

Self-Study Steering Committee members were asked to identify their preferences for serving on writing committees to address individual topics from the list of six Focus Group issues identified by the Higher Learning Commission. The Focus Groups largely completed their tasks in December 2003, and members of the Steering Committee then formed five writing committees to address the five individual Criteria for Accreditation in January 2004.

NDSU faculty, staff, students, and administrators were informed of the committee's work through articles in the weekly campus newsletter "It's Happening at State" and the twice-weekly student newspaper "The Spectrum," campus mailings, and e-mailed information.

Campuswide Open Forums were conducted to give opportunities for faculty, staff, and students to provide input and suggestions on draft documents. A Web site was developed, which contains updated working documents.

Criterion Writing Committees completed their tasks by February 2005, and submitted their materials for editing and campuswide feedback. Draft versions of the report led to the final Self-Study Document, which is available in traditional paper-based copies, supplemented with compact disc, and a Web-based version.

A complete overview, committee members, list of criteria, focus groups, resources, history, contact information, frequently asked questions, and appropriate links can be found at www.ndsu.edu/ndsu/accreditation/overview.shtml.

Response to the NCA's 1996 Concerns, Advice, and Suggestions

During its 1996 visit to the NDSU campus, the North Central Association Consultant-Evaluator Team identified a number of items under advice and suggestions. Those items will be addressed throughout this document, and a section in Chapter Three is devoted to responding to each specific item.

This document is intended to provide information to the Higher Learning Commission of the North Central Association related to the depth and breadth of NDSU's activities and responsibilities as a leading land-grant institution. It also is meant to inform the campus community, alumni, friends of the university, and state leaders of the efforts underway at NDSU. This report will describe the university's commitment and searvice to its various constituencies, while critically examining challenges and outlining NDSU's aspirations for the future.

NDSU welcomes the opportunity to share its story with the North Central Association.

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Chapter Two

A Look at NDSU's History and Vision

The state's first land-grant university was established as North Dakota Agricultural College (NDAC) on March 8, 1890, and organized for educational work on October 15, 1890.

A land-grant institution owing its existence to Congressional approval of the Morrill Act of 1862, the NDAC was created "to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal education of the industrial classes and professions of life."

President Horace E. Stockbridge and a five-member faculty welcomed the first class of 30 students as they took a winter agricultural course. According to the NDSU Archives, initial subjects taught included chemistry, veterinary science, horticulture and forestry, botany and zoology, English, and mathematics. Old Main, NDSU's landmark structure which still serves as the university's administration building, was completed in 1892.

The first five graduates earned degrees in 1895, during the administration of President John H. Worst.

The first five graduates earned degrees in 1895, during the administration of President John H. Worst—a man often referred to as the "Father of NDAC." During Worst's time in office, enrollment grew, the number of staff members tripled, and 10 new buildings were constructed, including the (then) campus library in Putnam Hall.

The North Central Association of Colleges and Schools first accredited NDAC in 1915 as an institution that awarded four-year and master's degrees.

NDSU quickly built a series of early success stories. But, adversity lay just ahead.

Following the stock market crash of 1929, President John B. Shepperd saw his staff level, faculty and staff salaries, and operating budgets slashed. With that, came differences between Shepperd and the Board of Administration. It was a time of upheaval and crisis that some observers claimed was instigated by then-Gov. Bill Langer.

Called "the purge of 1937," the Langer-dominated Board of Administration fired seven faculty members and accepted the resignation of President Shepperd under a cloud of intrigue. Among the many consequences was the temporary removal of NDAC from the accredited list by the North Central Association.

However, a strong-willed group of students called the "Committee of Eleven" jumped into the fray. The students held torch light parades, daily convocations, and met frequently with news reporters. That high-profile campaign, along with strong alumni support, led to the eventual passage of a statewide initiative to create the State Board of Higher Education, which was intended to isolate higher education from political interference.

The presidency of Frank L. Eversull followed in the wake of the purge. His first and utmost task was to regain NDAC's accreditation. This was successfully accomplished on March 23, 1939.

In November 1960, North Dakotans voted to officially change the name of the institution to North Dakota State University of Agriculture and

Applied Science. The vote came much to the delight of President Fred S. Hultz, who died in office only five months later.

The North Central Association extended NDSU's accreditation in 1966 to include five doctoral programs that were initiated in 1959. The most recent comprehensive review was in 1996, with the next comprehensive evaluation scheduled for the 2005-06 academic year.

In 1986, the Experimental Program to Stimulate Competitive Research (EPSCoR) received its first state-appropriated funds. The program's goal was, and is, to increase the number of North Dakota scientists who compete effectively for research grants.

Laurel Loftsgard, NDSU's president for nearly 20 years, died in 1987, and J.L. Ozbun was named to lead the university in August 1988.

One of Ozbun's changes included the creation of a Vice President for University Advancement, with the intention to increase the institution's visibility while building support among the local business community and the state legislature. The position was dissolved in 1993 because of continued budget cuts.

During 1989, the NDSU Research Foundation was incorporated with the goal to assist the university by managing intellectual property produced by university personnel, developing partnerships with the private sector and facilitating the involvement of NDSU faculty and staff in corporate research activities. And the State Board of Higher Education approved NDSU's Biotechnology Institute, which would later launch the Electron Microscope Service Center, the Biopolymers Service Center, the Cell Biology Service Center, and the Monoclonal Antibody Service Center.

Another major step taken that year was the creation of the NDSU Institute for Business and Industry. Intended to link NDSU expertise, training, and resources with North Dakota business and industry, the institute serves as a liaison to economic development organizations across the state.

NDSU celebrated its centennial during 1990 through a series of events for faculty, staff, students, alumni, and friends of the university. It was noteworthy that $9 million had been raised in the Centennial Campaign, which focused on "people" programs, not on building projects.

Also in 1990, the 11-campus North Dakota University System was created. At the time, the system included NDSU, the University of North Dakota,

In November 1960, North Dakotans voted to officially change the name of the institution to North Dakota State University of Agriculture and Applied Science.

Minot State University, Bismarck State College, North Dakota State College of Science, NDSU-Bottineau, UND-Lake Region, UND-Williston, Dickinson State University, Mayville State University, and Valley City State University.

In 1992, NDSU moved from the quarter to semester system, following an intensive review by faculty.

The newly completed Fargodome hosted NDSU commencement festivities in 1993, and the Bison played their first football game in the domed stadium during September of that year.

Fargodome

President Ozbun retired, effective June 30, 1995, and Thomas Plough became NDSU's 12th president the next day. Ozbun had announced his intention to retire more than a year previously, so an extensive search was completed to find his successor.

Plough's term was marked by the April 1997 flood that devastated Fargo-Moorhead and other cities in the Red River Valley. Under his leadership, hundreds of faculty, staff, and students volunteered to fill sandbags, build dikes, and help with pumps. "Bison Pride is alive and well and recognized by the community," Plough said in an "It's Happening at State" article published April 17, 1997. "I am very proud of the response from across the university community. The volunteerism was overwhelming on both person and group levels."

During Plough's State of the University Address that fall, he praised NDSU personnel for their flood-fighting efforts and described his priorities for the university.

He said the top priority should be preparation of graduates for technological professionalism and leadership. He said three educational outcomes should include graduates with a set of application skills that make them productive their first day on the job, a set of transferable

competencies that will serve them through their entire career, and leadership experience. He sought state support to advance their research efforts.

Plough also instituted a federal relations team to work with the state's Congressional delegation to enhance NDSU's efforts at the federal level, and initiated a marketing campaign to increase the university's presence in the region.

In 1998, Plough left NDSU to assume the presidency of Assumption College, Worcester, MA. Allan Fischer, former dean of science and mathematics, took over as NDSU's interim president July 1 while a search was conducted for a permanent president. Fischer was named to the one-year appointment during a June 11 conference call meeting of the State Board of Higher Education.

In recent times, with the arrival of President Joseph A. Chapman in 1999, NDSU has blossomed into a progressive campus based on innovation, partnerships, and commitment to excellence.

The university's 13th president, Chapman challenged the campus to move to the next level, and it responded with a strategic vision that has brought NDSU along an amazing journey. Campus goals included advancing to the Carnegie Doctoral/Research-Extensive classification, achieving a national and global reputation, growing enrollment to 12,000 by 2006, adjusting salaries to the mid-range of our peers, developing more partnerships with the private sector, and increasing philanthropy.

Much has happened on the NDSU campus in a very short period of time.

The groundbreaking ceremony for the innovative NDSU Research and Technology Park was held on May 19, 2000. The park would soon become the site of leading research in electronics, polymers, coatings, and nanotechnology.

Designed as a place where NDSU researchers and private industry combine their talents to develop new technologies, methods, and systems, the park's cornerstone tenant is Phoenix International Corp. The manufacturer of electronic controls and sensors occupied the park's first structure, and its strong partnership with the university has proved beneficial to all parties. The company has opened its facility as a laboratory for NDSU students, and it has hired many students in

With the arrival of President Joseph Chapman in 1999, NDSU has blossomed into a progressive campus based on innovation, partnerships, and commitment to excellence.

cooperative education positions. In addition, Phoenix engineers have taken NDSU graduate courses and some have taught classes.

In other exciting developments at the park, ground has been broken for the new Alien Technology research and production plant in the NDSU Research and Technology Park. The first plant of its type in the world will produce "Radio Frequency Identification" tags for retail and supply-chain uses. The first phase of the building, planned to be more than 47,000 square feet, is set to begin operation in the spring of 2006.

Also in the Research and Technology Park, the Research 2 building houses the Center for Nanoscale Science and Engineering, and was dedicated in October 2004. The 75,000-square foot building has sophisticated cleanroom research space and highly advanced research equipment.

NDSU Wellness Center

Describing the building, Philip Boudjouk, Vice President for Research, Creative Activities and Technology Transfer, said, "The building's capabilities in the areas of microelectronics, coatings and combinatorial 'high throughput' science are some of the best in the world."

Other building projects have changed the face of the campus, and further linked NDSU to the community.

The NDSU Wellness Center was dedicated October 19, 2001. The student-funded center contains the student health service, a fitness center for students, and drop-in childcare facilities. It includes a one-story clinic with exam rooms, offices and a pharmacy, and a two-story building with a student lounge, locker rooms, a running track, workout equipment, and aerobics room. The center also offers individual counseling and wellness education in fitness, nutrition, and smoking cessation. The successful center is already undergoing an expansion.

A daylong celebration on September 17, 2004, marked the dedication of the new NDSU Downtown. The former Northern School Supply building has been transformed into an interdisciplinary facility that houses the Visual Arts department, major components of the Architecture and

Landscape Architecture department, and the Tri-College University office. Located at 650 NP Ave. in Fargo's downtown, the five-story facility is both an actual and symbolic link to the community. The $10 million project includes studios, classrooms, a wood shop, digital media room, gallery, and sculpture area.

In the fall of 2002, the College of Pharmacy dedicated its $2.95 million construction project. All three floors of Sudro Hall were remodeled and a new two-story addition, the "Walgreens Wing," included faculty offices, conference rooms, and three classrooms equipped with computers and state-of-the-art instructional technology. The innovative Concept Pharmacy laboratory was part of the project and provides training in all aspects of contemporary community pharmacy practice.

During Homecoming Week in October 2003, numerous dedication ceremonies were held. Among them: the Minard Hall addition, the Equine Science Center's 400-stall barn, the former YWCA building that now houses the Department of Criminal Justice and Political Science, and the new Horticultural Demonstration and Research Plots.

The $3.2 million Minard Hall addition includes seven new classrooms and a coffee cart area. "It's like having a new and good-fitting suit. We can breath a little easier in terms of classroom space and the number of students we can seat," said Thomas Riley, Dean of Arts, Humanities and Social Sciences, at the time. "Metaphorically, it combines the arts with the humanities and social sciences by joining the Music Education Building and Festival Concert Hall with Minard Hall."

Considered state-of-the-art, the Equine Science Center's horse barn is a 400-stall, 600-foot by 134-foot building. It is located near 19th Avenue North and east of 57th Street North.

The Criminal Justice and Public Policy building, 1616 12 Ave. N., formerly housed an NDSU sorority and, subsequently, the YWCA.

Remodeled to include offices, classrooms, and computer clusters, the building is home to the Department of Criminal Justice and Political Science and the Upper Great Plains Transportation Institute.

The Horticultural Demonstration and Research Plots are found at the northwest corner of the intersection of 12th Avenue North and 18th St. North. The first phase of the plots' development included annual and perennial plants, an iris collection, and NDSU's historic day lily collection. Future plans call for a rose garden and turf research plots, with the gardens eventually covering 10 to 15 acres.

NDSU students are enjoying cutting-edge residence hall opportunities at the new Living/Learning Center and F Court, while construction continues on a new $11 million Bison Court apartment complex. The Bison Court apartment complex replaces the former Bison Court, which was built in 1957. The new version provides the amenities and privacy demanded by today's students.

The F Court apartment building in University Village opened to students in the fall of 2002. With 30 modern two-bedroom apartments, the $2.3 million three-story residence hall replaced the original F Court complex, which was destroyed by fire on October 21, 2000.

An innovative melding of residence hall and classroom space, the Living/Learning Center opened for fall semester in 2003. The $8 million residence hall has 70 studio apartments, 24 four-bedroom apartments, and two classrooms.

There is more to come. Construction has begun on a 72-room hotel at the Research and Technology Park (RTP). The facility, intended primarily for visitors conducting business at the research park, also will serve as a teaching laboratory for students in NDSU's hospitality and tourism management program.

Groundbreaking ceremonies were held on October 13, 2005, for a facility in the RTP where Alien Technology Corporation will manufacture radio

frequency identification (RFID) tags. The plant expects to have about 300 employees by 2006-07.

Students have voted to finance additions to the Wellness Center and Memorial Union. Plans are on the drawing board for a new College of Business Administration building and for a business incubator building in the Research and Technology Park.

NDSU's growth has had a dynamic impact on the campus, community, and state.

A recent study led by a Professor of Agribusiness and Applied Economics revealed that for every additional dollar of state support NDSU received during the last five years, the university has raised roughly $9.60 from other sources.

The research team found that during the past five years, NDSU's growth has generated an $800 million impact on the state's economy. The study said NDSU's budget grew from $156 million to $237 million from 1999 to 2004. That growth, combined with jobs created by construction projects and total spending by a larger student body, was shown to support 2,450 new jobs.

During the past five years, NDSU's growth has generated an $800 million impact on the state's economy.

"Visitors marvel at the sense of enthusiasm on the NDSU campus. It's clear to me that people from around the country are looking at our state and our university in a different and very positive way," said President Chapman during his 2003 State of the University Address. "Never, never have I seen a university make such an incredible transformation in such a short time."

There is much work yet to do. The determination and enthusiasm of NDSU's faculty, staff, students, alumni, and friends to accomplish more is demonstrated in the university's new mission and vision statements.

The university's mission statement, approved by the State Board of Higher Education on January 15, 2004, reads:
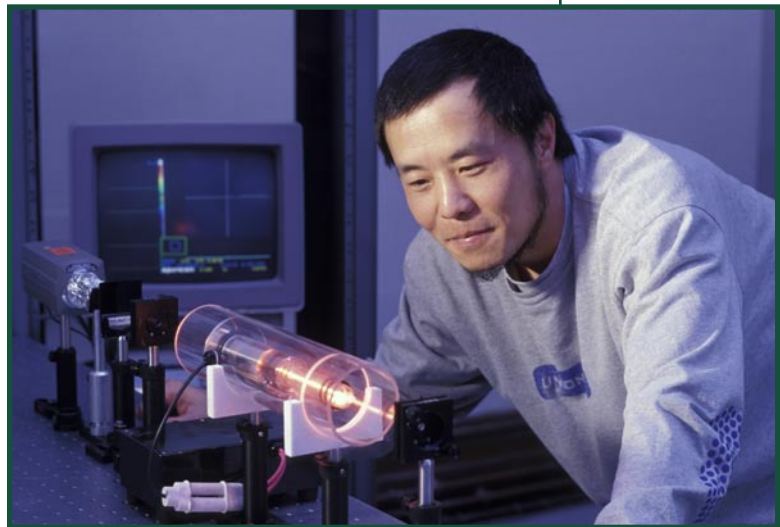
"With energy and momentum, North Dakota State University addresses the needs and aspirations of people in a changing world by building on our land-grant foundation."

The NDSU vision statement, approved by the Staff Senate, Student Senate, and University Senate in April 2004 reads:

"We envision a vibrant university that will be globally identified as a contemporary metropolitan land-grant institution."

Campus Themes

Several campus themes initiated by President Chapman in 1999 have directed NDSU's efforts to educate and serve. The themes include:

It's About People

At NDSU, student learning is facilitated by faculty and staff guidance. Increased investments in people are critical to attracting and retaining quality faculty and staff, thereby increasing NDSU's educational standards. As part of this increased investment, faculty, and staff salaries will be increased to the mid-range of professional peers. NDSU can continue its progress toward being at the midpoint of our peer institutions by being creative in funding its salary pools. Sources of new money will be invested in people through graduate and undergraduate enrollment growth and growth in research activities.

Students are Paramount

NDSU will increase student enrollment to 12,000 students, including increasing graduate student enrollment to at least 15 percent of total student enrollment.

While NDSU exists to serve multiple stakeholders, service to students is paramount. This is accomplished by providing superior learning environment in and out of the classroom at a cost, which is a true value to students and all citizens of North Dakota.

Leveraging Support

NDSU, as described in the report of The Roundtable for the North Dakota Legislative Council Interim Committee on Higher Education, will take increasing responsibility for securing the financial resources

needed to provide service and education for the people of North Dakota. NDSU plans to accomplish this by leveraging its resources through strategic partnerships with North Dakota, national, and global businesses.

Programs

NDSU is an investment by the people of North Dakota in individual and collective economic well-being and quality of life. For this reason, the university will aggressively engage in statewide collaborative efforts with North Dakota businesses and with member institutions of the North Dakota University System.

NDSU will use emerging technologies to expand capabilities to meet student demand in the university's traditional areas of focus including agriculture, engineering, applied sciences, and extension, as well as expansion into new academic areas and professional fields.

NDSU will emphasize increasing the university's international focus to enhance North Dakota's competitiveness in the global economy.

Stature

NDSU should advance to the level of Doctoral and Research University-Extensive in the new Carnegie classification system. To reach the Extensive classification will require the graduation of 50 or more doctorates in at least 15 academic disciplines per year.

NDSU will build public support for its mission and higher education by increasing public awareness of the many services the university provides.

As President Chapman noted in his 2004 State of the University Address, many of the goals established in 1999 have been attained or exceeded. As NDSU looks to the future, many of its objectives are more qualitative than quantitative.

As a part of the "It's About People" focus, new campus goals are to increase salaries, address salary compression, foster an environment of empowerment, and embrace diversity.

Under "Students Are Paramount," the university will continue to increase enrollment through managed growth. NDSU aims to increase graduate enrollment to 2,000 students from the current 1,606 and international enrollment from 616 to 1,000 students. NDSU will create a mentoring program to nurture our brightest scholars and increase participation by NDSU students in elite academic offerings, such as the Rhodes Scholars program.
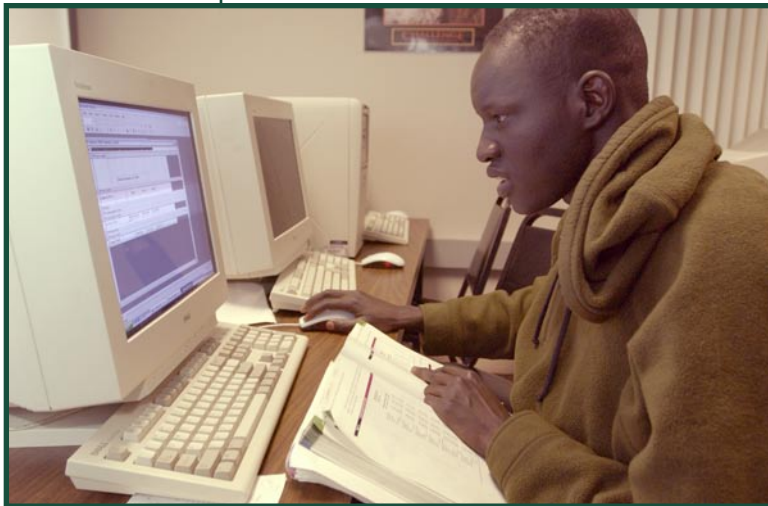
In the area of "Programs," NDSU will strive to become a leader in interdisciplinary approaches to education, increase support for the NDSU Libraries, and launch a review of the curriculum to insure that programs are at the cutting edge of education. NDSU wants to become a recognized center for innovative instruction, become a national center for emerging technologies and new agricultural products, and expand the university's global perspective.

The goals for "Leveraging Support" include the completion of the current $75 million capital campaign, the enhancement of business partnerships, equity in public funding, and infrastructure expansion.

In "Stature," NDSU is committed to reaching the highest level in the new Carnegie system current in October 2005, becoming a national model of a contemporary land-grant university, and entering the list of the top 100 research universities in the nation.

To help accomplish these goals, "Momentum: The $75 million Campaign for North Dakota State University," the largest capital campaign in NDSU history, was announced October 19, 2005, by the NDSU Development Foundation. At the time, organizers also announced that the campaign had already received more than $60 million in cash and pledges.

Among its many objectives, Momentum seeks to raise more than $30 million for student scholarships. It provides for a $13 million building for the College of Business Administration. It has a goal of $10.5 million for new teaching endowments. Momentum seeks $10 million in contributions to the Annual Fund, which gives the university financial flexibility to put technology in the classroom, purchase laboratory equipment, bring respected lecturers to campus and assist graduate students in their research. The campaign also seeks to raise $1.5 million for projects at the Equine Center, $1.5 million for the NDSU Libraries, and $8 million for the Bison Sports Arena project.

"This campaign comes at a remarkable time of growth for NDSU. Our success as an institution comes as a result of the many partnerships we enjoy with people across the public and private sectors," said President Chapman. "NDSU is emerging as a model of the contemporary land-grant research university. Through the Momentum Campaign and the generosity of our alumni and friends, this university can truly become a leader on the national scene."

Our success as an institution comes as a result of the many partnerships we enjoy with people across the public and private sectors.

Under the classification system currently posted by the Carnegie Foundation (http://www.carnegiefoundation.org/classifications/sub.asp?key=748&subkey=6821&start=782), NDSU has the following classifications:

Level:	4-year
Control:	Public
Total Enrollment:	12,026

Classifications	Category
Undergraduate Instructional Program	Prof+A&S/SGC: Professional plus arts & sciences; some graduate coexistence.
Graduate Instructional Program:	CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary).
Enrollment Profile:	VHU: Very high undergraduate.
Undergraduate Profile:	FT4/S/HTI: Full-time, four-year, selective, higher transfer-in.
Size and Setting:	L4/R: Large four-year, primarily residential.

Chapter Three

Response to 1996 Concerns, Advice, and Suggestions

When the NCA Team visited NDSU in 1996, twelve concerns were identified. This chapter explains the university's responses.

When the North Central Association Consultant-Evaluator Team visited NDSU in 1996, its members identified 12 concerns, while also offering advice and suggestions for eight items. The university's responses to those concerns and suggestions will be explained in this chapter.

> *1. Salary levels and salary compression present a problem to faculty and staff recruitment and retention.*

Current status: The issue of salary compression continues to be addressed by President Chapman through the use of discretionary resources to improve faculty and staff salaries beyond standard levels approved by the State Board of Higher Education (SBHE). As an example, salary increases since 1999 have averaged about 4.4 percent annually (30.7 percent over the period), while state appropriations

alone would have supported average annual salary adjustments of 1.86 percent (or 13 percent over this period). Average salary increases for the 2005–06 academic year were 6.2 percent, the highest in the North Dakota University System (NDUS). State appropriations alone would have supported salary increases of only 3 percent.

Figure 3.1: Average NDSU Salary Increases versus Legislative approved Salary Increases (1999-00 through 2005-06). (Source: NDSU Budget Office)
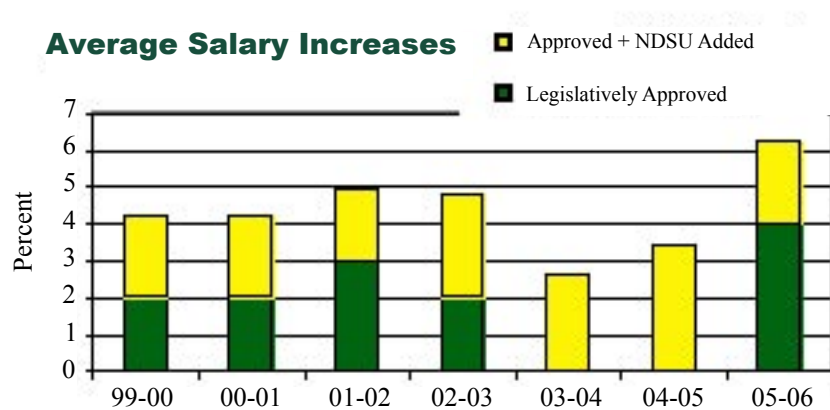
Average Salary Increases

A basic goal of bringing salaries to the mid-range of those for faculty at peer institutions has been established.

A basic goal of bringing salaries to the mid-range of those for faculty at peer institutions has been established. Peer institutions identified by the SBHE include Clemson University, Kansas State University, New Mexico State University-Main Campus, Oregon State University, University of Alaska Fairbanks, University of Arkansas at Fayetteville, University of Idaho, University of Wyoming, and Utah State University.

Policy 129 (http://www.ndsu.nodak.edu/policy/129.htm) provides information about how adjustments are made for a cost of living index, internal and external equity factors, performance adjustments, and other elements related to compensation of individual faculty and staff. The university continues to pay the full cost of family-based health insurance. This benefit preserves the purchasing power of faculty and staff.

With respect to recruitment, the results of the 2002 Faculty Survey of the Higher Education Research Institute indicate that "colleagues"

was identified as the primary reason for deciding to work at NDSU. Institutional emphases on research and on teaching were the second and third most highly rated items, respectively.

The topic of salary levels is also discussed later in this chapter in the response to Advice and Suggestion item #2 presented by the 1996 Consultant-Evaluator team.

> *2. Causes of low undergraduate retention and graduation rates need to be identified and addressed.*

Current status: Retention rates have increased through combined efforts of the Office of the Provost/Vice President for Academic Affairs (P&VPAA) and the Office of the Vice President for Student Affairs. Student retention is an element of new faculty orientation each year, and it is a topic often discussed by the P&VPAA during Open Forums with faculty.

A "First Year Experience" course, UNIV 189 "Skills for Academic Success" or similar courses bearing the "189" identifier, have been established to assist first year students in their transition to NDSU. Class size is typically limited to about 25 students. Faculty either volunteer to teach the 189 course offered in their discipline or are selected because of their interest in student success. The workbook used in this class has been developed at NDSU to meet the needs of our first-time students.

Table 3.1: Continuation and Cumulative Graduation Rates, 1997-2003.

Cohort Year:	Continuation Rates, %			Cumulative Graduation Rates, %		
	Year 2[1]	Year 3[1]	Year 4[2]	4 Years[1]	5 years[1]	6 years[1]
1997	79.1	66.8	60.6	17.1	43.1	51.3
1998	77.4	63.7	60.6	15.7	41.0	50.4
1999	76.8	65.5	63.7	16.5	42.8	---
2000	76.2	64.3	60.5	15.1	---	---
2001	76.8	65.6	---	---	---	---
2002	79.8	67.1	---	---	---	---
2003	80.6	---	---	---	---	---
[1] Source: 2004 CSRDE Retention Survey provided by the Office of Orientation and Student Success.						
[2] Source: Cohort Retention Data provided by the Office of Institutional Research and Analysis.						

Peer Mentors are assigned to assist Resident Assistants in residence units having large numbers of first-year students. The Peer Mentors serve as counselors, mentors, and role models for new students during their transition to university life. These carefully selected students serve to extend the hours in which first-year students may receive individual consideration and advice on a variety of issues.

A Caring Community of Leaders and Problem-Solvers (CCLP) program was initiated in 2003 with about 100 students, expanded to nearly 200 students in 2004, and had a target of 400 participants for fall 2005. An analysis of the initial program indicated increased retention of participants, while helping them earn better grades and prepare for leadership roles.

The learning community is designed for cohorts of first-year students and is funded by a grant from the Bush Foundation. It integrates problem-based learning techniques, service learning, and leadership training into first-year classes in English, Speech, and Skills for Academic Success that are attended by cohorts of about 25 students each. The analysis showed that the fall 2003 to fall 2004 retention rate was 89 percent for learning community participants, compared to 76 percent for non-participants of the same majors. The fall 2003 grade point average, adjusted for pre-college variables, was 3.03 for CCLP participants and 2.90 for the non-CCLP control group.

The three elements of a common First Year Experience, Peer Mentors in the residence halls, and CCLP demonstrate the coordinated involvement of Academic Affairs and Student Affairs in optimizing student satisfaction with the result of facilitating student retention.

Graduation rates continue to show improvement through the combined effects of economic conditions, academic advising, the development of a diverse student population, and career opportunities. As identified by NDSU in its federal IPEDS reports, the university's graduation rates

have increased from an average of 48 percent for the 1995-97 period to 53 percent for the 2003-04 academic year and 52 percent for the 2004-05 academic year. These data do not include students that initially enroll at NDSU and transfer to other institutions from which they ultimately graduate. Please note that the CSRDE dataset (Table 3.1) and the IPEDS data have comparable, but not identical, computational bases or methods. As a result, individual values may not be the same for a particular measure.

3. Demographic projections for North Dakota present an enrollment challenge for the university.

Current status: Despite the decreasing number of high school students in North Dakota, enrollment at NDSU continues to increase. Enrollment for the regular academic year increased by 14 percent during the period from 1999-2003 and represented increases in enrollment of undergraduate and graduate students. Official third-week numbers during the fall of 2004 showed an enrollment of 12,026 students, compared to 11,623 during the fall of 2003, representing a 3.5 percent increase in that time period. Enrollment for the 2005 fall semester established another record of 12,099 students.

Enrollment growth during the period from fall 1996 through fall 2005 was presented in Figure 1.1 in Chapter 1.

Recruiting activities have been expanded. An advertising campaign was initiated in 1998 and major enhancements in the size and appearance of the recruiting display at the Minneapolis-based College Fair led to effectively doubling the number of information requests received at this event. In 2003, NDSU began its "Ask Me about NDSU" campaign. Prospective students were urged to e-mail questions about the school to a group of NDSU students (www.ndsu.edu/askme). The advertising effort included publications, radio advertisements, television spots, and billboards. The quality of NDSU's student and parent orientation programs has been increased and continues to receive positive evaluations from participants.

Factors that have contributed to record enrollments include attracting a large number of students from within the immediate region through enhanced recruitment, improved retention of enrolled students, and creating a welcoming environment for a diverse student population from around the world. For example, during fall 2004, undergraduate and graduate students came from all 53 North Dakota counties, 43 other states, and 67 foreign countries.

Enrollment for the regular academic year increased by 14 percent during the period from 1999-2003 and represented increases in enrollment of undergraduate and graduate students.

Figure 3.2: Changes in Demographics of Undergraduate Students, Fall 2005.

Changes in Origin of Students

Legend:
- ☐ All Students
- ☐ Freshmen

Y-axis: Percent of Students (0 to 60)
X-axis categories: ND, MN, Other
X-axis label: **Home State or Country**
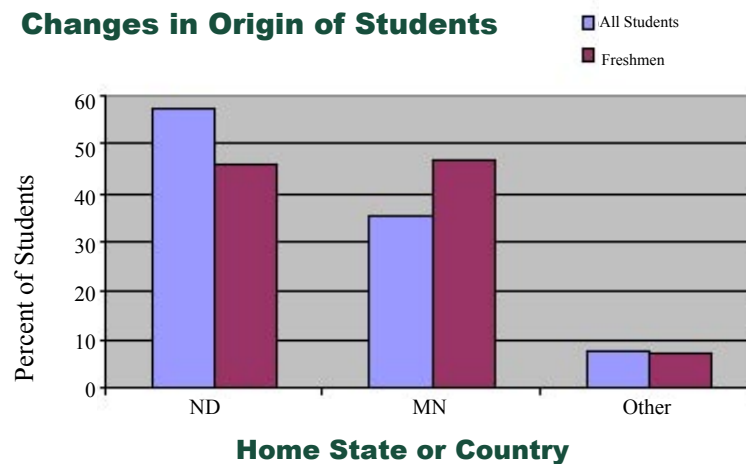
NDSU continues to develop classes and programs tailored to working professionals, place-bound individuals, and others seeking to improve or upgrade their skills. Among the most successful programs have been an evening Master of Business Administration program and doctoral programs in education with options in Institutional Analysis and in Occupational and Adult Education. Certificate programs have been developed to provide assistance to those seeking to enhance or update their skills.

NDSU continues to explore other options, such as online degree programs, which are discussed in Chapter 10 and form the basis for the request for a change in the Statement of Affiliation Status.

> *4. A number of graduate programs have low enrollment and some have low stipends that impact enrollment.*

Current status: Graduate programs have represented an area of dramatic growth. From January 2000 through the spring of 2003, the university initiated 19 new doctoral programs, bringing the total number of graduate doctorate degrees offered to 37. As of September 2004, the university offered 52 master's degree programs, 38 doctoral degree programs, one specialist degree, and three professional doctoral degree programs.

President Chapman stated in his 2004 State of the University Address that NDSU has a new goal to increase its graduate enrollment to 2,000 students

and international enrollment to 1,000 students. During fall 2004, the university had 1,606 graduate students and 616 international students.

Figure 3.3: Trends in Graduate Student Enrollment at North Dakota State University. (Source: College of Graduate and Interdisciplinary Studies.)
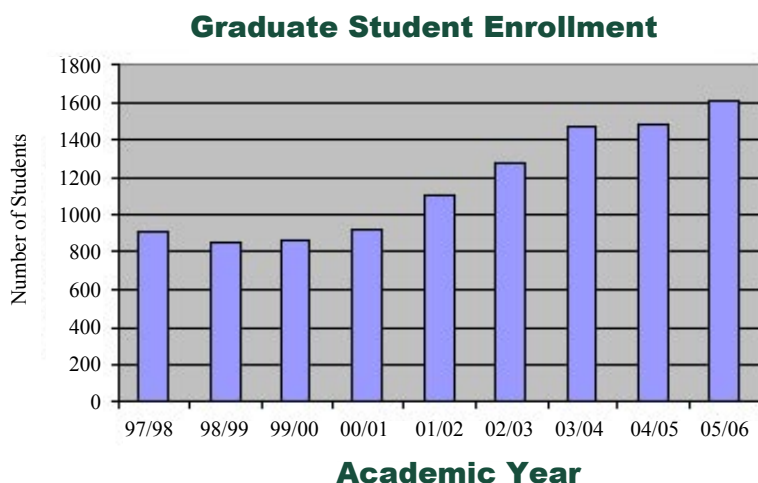
Graduate Student Enrollment

Number of Students vs. Academic Year (97/98, 98/99, 99/00, 00/01, 01/02, 02/03, 03/04, 04/05, 05/06)

Academic Year

The call for additional doctoral programs stimulated activities to enhance many programs and fostered additional graduate offerings. Enhanced funding has resulted from the efforts of NDSU faculty to enhance their grant-proposal-writing activities. The increase in number of grants received has had the positive effect of additional research opportunities for graduate and for undergraduate students. These additional research activities have directly stimulated graduate student recruitment and provided funds available to support graduate students at more competitive levels.

As an example, the number of graduate students in Entomology increased from 6 in 2000 to 17 in 2003. New doctoral programs in Communication and in Experimental Psychology enrolled a combined total of 28 of graduate students during the initial semester that the programs were available. As a catalyst for recruiting graduate students of exceptional quality, President Chapman initiated the Presidential Scholars Program and provides $320,000 per year to recruit and retain highly qualified graduate students.

According to the College of Graduate and Interdisciplinary Studies, many departments have increased stipends for graduate students since the last Site-Visit. Examples are provided in Table 3.2.

The call for additional doctoral programs stimulated activities to enhance many programs and fostered additional graduate offerings.

Table 3.2. Research Assistant and Teaching Assistant Monthly Stipends: A Partial Summary of Trends. (Source: Finance Focus Group report)

Department	1996-97	1999-00	2005-06
Agribusiness & Applied Economics	$800	$900	$1,210
Biochemistry	$733	$1,024	$1,583
Business Administration	$578	$578	$850-1,875
Civil Engineering	$900	$900	$1,333
Communication	$667-750	$733	$1,333
Plant Sciences	$756-1,185	$1,050+-1,600	$1,000-1,483
Physics	$924	$713-1,150	$1,222-1,583

Unfortunately, summary statistics do not provide qualitative information on the distribution of stipends in instances where a range was reported.

> *5. Women are under-represented on the faculty; some feel undervalued and unsupported.*

Current status: Progress has been, and continues to be, made in increasing the number of women as members of the faculty. However, the objectives of equitable representation and satisfaction continue at the forefront. The Equal Opportunity Office has been renamed the Office for Equity and Diversity and continues to report directly to President Chapman.

Both the number and percentage of women and people of color on the faculty and staff have increased. The percentage of women faculty (assistant, associate, and full professors) increased from 15 percent in 1995 to 21 percent in 2004. This overall growth occurred because roughly one-third of the new faculty members hired in several recent years have been women.

NDSU addresses issues related to actual or perceived discrimination by providing employees and applicants for employment with an opportunity to express concerns about treatment they feel may be the result of illegal discrimination. Grievances based on alleged discrimination may be addressed formally through NDSU Policy 156 or informally by working with supervisors, administrators or the Office for Equity and Diversity. Records of all formal grievances submitted using NDSU's procedure or those filed with external compliance agencies and their dispositions are available in the Office for Equity and Diversity (www.ndsu.edu/equal_opportunity/).

Both the number and percentage of women and people of color on the faculty and staff have increased.

NDSU's Women's Studies program offers a major and minor degree. The minor consists of 18 hours of relevant coursework. The major is comprised of a 15-hour core, nine credits of electives, and 12 elective credits in a topic of the student's choice. The five topics or themes available to students include: Women and Liberal Arts, Women and Families, Women and Health, Women and Work, and Women and Public Policy (www.ndsu.edu/ndsu/academic/factsheets/ahss/womnstud.shtml).

A grant proposal submitted to the ADVANCE program sponsored by NSF acknowledged that 30 percent of the faculty hires from 1999 to 2004 have been women and correctly indicated that additional progress can, and should, be made. The Focus on Resources for Women's Advancement, Retention, and Development (FORWARD) has been developed to focus on hiring, retention, and promotion of women faculty in science, technology, engineering, and mathematics. (For additional information, see http://ndsuadvance.ndsu.nodak.edu/index.htm.

The "NDSU Objectives for Institutional Transformation" listed in the grant application included:

1. Increase the retention of women faculty, with emphasis on women of color, women in the STEM disciplines, and women moving from assistant to associate professor,
2. Investigate further the factors influencing the retention and advancement of women faculty at NDSU,
3. Disseminate research findings and experiences concerning the status and advancement of NDSU women faculty and NDSU institutional transformation efforts,
4. Examine and modify organizational policies and environments that subtly limit the retention and promotion of women faculty,
5. Promote women faculty into leadership positions in their departments, colleges, and the university, and
6. Develop a detailed plan to sustain the process of institutional evaluation and transformation beyond the period of NSF ADVANCE funding.

"Undervalued" and "unsupported" are issues that are more challenging to define and address. A female faculty member who later became Chair of the Department of Sociology and Anthropology has served as the Presiding Officer of the University Senate and the majority of NDSU's three representatives to the NDUS Council of College Faculties are typically women.

6. There is under-representation of Hispanic, African American, and Native American students and faculty in the university.

Current status: A notable shift continues among faculty of color. In 1995, only 9.6 percent of NDSU's faculty members were people of color. In 2004-05, faculty of color stood at 21 percent. More than half of these are international faculty who do not have permanent resident status in the United States.

There also has been growth in the numbers of domestic students of color and international students. In 1995, domestic students of color were 2.4 percent of the student body and international students were 3 percent. By 2005, those percentages had increased to 4.5 percent and 4.6 percent, respectively.

President Chapman created the President's Diversity Council in 2001 to develop a strategic plan for ensuring that NDSU's campus was open and welcoming. The council's work is outlined at www.ndsu.edu/diversity/.

The Office of Admission (undergraduate students) and the Office of Multi-Cultural Student Services partnered in 2004-05 in expanding recruitment efforts at the regional reservation high schools and tribal community colleges. In addition, in 2005, a new position was added to the undergraduate admission staff to specifically address recruitment programming for students of color.

The Native American Pharmacy Program (NAPP) serves to recruit American Indians into the College of Pharmacy, while providing counseling and retention services to increase their chance for academic success. From 1996-2004, 11 NAPP students graduated with pharmacy degrees.

The Cultural Diversity Tuition Waiver, which was established by the State Board of Higher Education in 1992, provides opportunities for students

from traditionally underrepresented populations to attend NDSU tuition-free for up to five years for undergraduate students, two years for masters degree students and three years for doctoral candidates. Students must apply and meet certain criteria to be eligible for the waiver. The Office of Student Financial Services manages these waivers. In 2001-02, NDSU increased the number of new diversity waivers to 60, and in 2002-03, the number rose to 70 and has remained at that level through 2005-06. During the fall and spring semesters of 2004-05, 225 students were awarded a cultural diversity waiver.

The Tapestry of Diverse Talents recognizes students, faculty, staff, and alumni and celebrates the diversity and contributions they bring to the university. Individuals are nominated for this recognition and an induction ceremony is held once each semester to honor persons selected for the tapestry. The tapestry is located in the Memorial Union and features pictures of the individuals who have been most recently honored, as well as a plaque with the names of all those who have been inducted.

> *7. There is a lack of cross-cultural experiences in the curriculum and life of the university.*

Current status: Progress has been, and continues to be made, in enhancing multicultural opportunities for NDSU students to enrich their academic and extracurricular experiences. Current plans identify that cross-cultural experiences will become an area of strength at NDSU.

Two of the basic components of NDSU's General Education program are cultural diversity and global perspectives (www.ndsu.edu/ndsu/deott/schedule/fall2005/gened.pdf). Students must complete one course in each topic and the requirements are embedded in other credit-bearing requirements. Courses that have been approved by the University Senate for various General Education categories are listed as part of the Schedule of Classes for each semester. Approved General Education courses that have also been approved for either cultural diversity or global perspectives purposes are identified in the listing of approved General Education courses and in the sequential listing of courses offered each semester in the Schedule of Classes.

The university continues to expand its programs related to multicultural-ism, international programs, and diversity.

The NDSU Office of International Programs, through various agreements, facilitates international educational opportunities for students, staff, and

The Tapestry of Diverse Talents recognizes students, faculty, staff, and alumni and celebrates the diversity and contributions they bring to the university.

faculty. Exchange agreements are coordinated between NDSU and foreign institutions for international study, teaching or research. In the Study Abroad program, NDSU coordinates exchange programs with universities in such countries as Canada, France, Germany, Mexico, The Netherlands, Norway, and Sweden.

Since 1995, NDSU has increased its study abroad options for students and refined the study abroad process. In 1995, there were 22 students who studied abroad; by 2003-04, there were 135. Three bilateral exchange programs in 1995 grew to 12 programs in 2005 (www.ndsu.edu/International/).

International Week, held normally in the spring, began more than 15 years ago. The weeklong event introduces NDSU faculty, staff, and students to the many cultures represented on campus. The event's kick-off traditionally includes the Parade of Flags through the Memorial Union where international students carry the flags of their homelands. A Cultural Expo featured as part of International Week displays aspects of other cultures and countries. For the past four years, an international meal has been offered and the final event is International Night, that includes a variety show featuring international students dancing, singing and performing skits from their home countries.

International Education Week provides an opportunity to celebrate the benefits of international education and worldwide exchange. The week is a joint initiative of the U.S. Department of State and the U.S. Department of Education to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn and exchange experiences in the United States. NDSU holds information sessions on study abroad and faculty opportunities overseas. Exchange students talk about their country and what it is like to study in the United States in the "World I View" series.

NDSU also conducts events in October for Cultural Awareness Month as a joint effort between the Office of International Programs and the Multicultural Student Services Office. Recent featured speakers have included a diversity educator who conducted cultural diversity training, and a Navajo Codetalker historian who spoke about the Navajo World War II servicemen who used their language to baffle opposing forces.

The university hosts a number of exchange visitors and international research scholars every year. In 1995, the university hosted 37 researchers; by 2004, the number rose to 60. The countries of origin vary for the exchange visitors and researchers, but a significant number come from Korea, China, and India.

Subtle elements of cross-cultural activities abound on our campus. Several international students serve as Resident Assistants each academic year in the Residence Halls. International faculty and graduate students serve as instructors and academic advisors for our students. Students work with international faculty and graduate students in various research laboratories. International faculty serve as advisors to a multitude of student organizations and lead international study tours. In addition, international faculty and staff hold key administrative positions and provide testimony that NDSU places high value on abilities of individuals of all backgrounds.

As further evidence, an Associate Vice President for Academic Affairs is on developmental leave in southeast Asia (India, Malaysia, Sri Lanka, and Thailand) during the period of this site-visit and is working on the development of international programs while there. The "twinning" arrangement with the Ansal Institute of Technology (AIT) near New Delhi, India is described more extensively in Chapter 10 of this Self-Study document. Six students from AIT are currently studying for master's degrees in Business Administration and an additional 150 students are taking courses at AIT in preparation for transfer to NDSU and completion of their undergraduate degrees here. About 123 students from AIT are expected to study here during the 2006-07 academic year.

> *8. There is not a widely shared understanding of the criteria and rules for tenure.*

Current status: In essence, it is currently difficult for faculty to not be aware of current promotion, tenure, and evaluation (PT&E) guidelines.

The university hosts a number of exchange visitors and international research scholars every year. Subtle elements of cross-cultural activities abound on our campus.

The university-level guidelines for PT&E (Policy 352) are available at www.ndsu.edu/policy/352.htm and revision of college- and department-level guidelines for PT&E was a major agenda item for the P&VPAA after the previous site-visit. Additional revisions and updating of PT&E documents at the department and college levels are in progress. College and department PT&E guidelines build upon the framework established at the university level. For example, departments are asked to develop unit-based guidelines for early promotion and tenure as well as for nonrenewal. This process assures that departmental initiatives remain at the forefront of the PT&E process.

Candidates for faculty positions receive copies of the university, college, and departmental guidelines for promotion, tenure and evaluation during their interview. Those topics also are presented during the orientation of new faculty when they are provided with the URL for the NDSU PT&E guidelines and supported by the mentoring programs within individual departments and a university-wide mentoring program.

University Senate Meeting

The P&VPAA regularly holds campuswide Open Forums where issues of current concern are discussed. Faculty and staff are invited to ask questions on any topic of interest to them. The P&VPAA conducts annual breakfast meetings with small groups of faculty organized by academic rank. At each of these meetings, eight to 12 faculty typically attend where questions or comments on any subject can also be explored. President Chapman and the P&VPAA have completed their second round of visits to individual departments where faculty members are invited to ask questions or to offer comments.

> 9. *There is inadequate faculty participation in the developmental leave program.*

Current status: Despite attractive opportunities for faculty to participate in developmental leave programs, participation has not reached levels comparable to those of many universities. About three percent-four percent

of the faculty are involved in developmental leave activities during each academic year.

Faculty may apply for developmental leave and receive 75% of their salary after a minimum of three years of service at NDSU. The developmental leave policy is available at www.ndsu.nodak.edu/policy/132.htm.

> 10. *An inadequate proportion of the institutional budget is committed to library acquisitions and services.*

Current status: NDSU began directing supplemental funds to the NDSU Libraries in fiscal 1999. The supplemental funding continues and has steadily increased over the years.

Figure 3.4. Supplemental Funding Awarded to the NDSU Libraries, by Fiscal Year.

The NDSU Libraries have effectively amplified these funds by capitalizing on the changing nature of scholarly communication and taking advantage of group purchases.
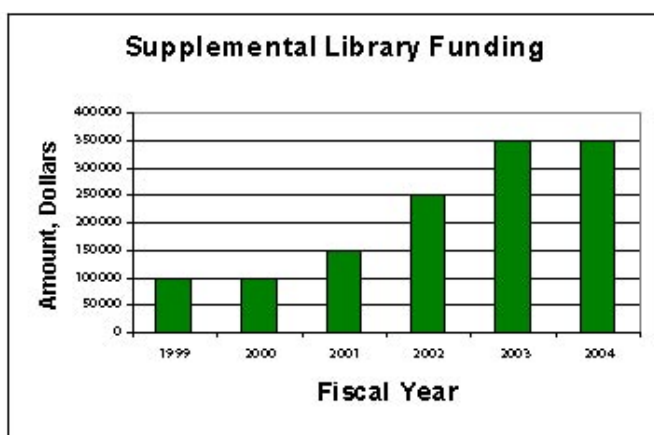
NDSU students have also helped address this need. In November 2003, Student Government voted to assess each student a library fee of 83¢ per credit (up to a maximum of $10) per semester.

The NDSU Libraries have effectively amplified these funds by capitalizing on the changing nature of scholarly communication and taking advantage of group purchases. This is most notable in the area of electronic resources. At the time of our last accreditation visit, NDSU offered users fewer than 50 e-journal titles and only one major index database incorporating full text articles. Currently, NDSU Libraries subscribe to more than 1,000 electronic journals (out of approximately 4,000 active subscriptions). However, this number is greatly amplified through various consortial purchases, publisher packages and by harvesting full-text articles from various indexing databases such as InfoTrac, ABI/INFORM,

and CINAHL. The efforts push the total to more than 6,000 e-journal titles available to researchers. Group purchases have also pushed the number of e-books to more than 7,500.

The NDSU Libraries are included in the "Momentum" capital campaign and would benefit from an additional $1.5 million upon fulfillment of the campaign. The Libraries also received a private gift that was used to remodel the reading room on the main floor and create a more inviting atmosphere for students. Casual observation suggests that the purpose of the remodeling project has been achieved. A challenge grant of $500,000 has been received in response to the successful remodeling project. As this chapter is written, in excess of $100,000 in matching funding has been received.

> *11. Additional instructional and research equipment is needed in selected areas.*

Current status: As of June 2005, NDSU had 66 instrumented classrooms permanently equipped with computers, ceiling-mounted projectors, document cameras, Personal Response System (PRS) receivers, and Internet access. The classrooms also have MediaLink technology controlling the equipment. An additional 13 classrooms had PRS receivers and other equipment but did not have the full complement of equipment to be classified as instrumented classrooms. Roving technology carts are available for checkout in all classroom buildings. Computers in the student clusters are on a three-year replacement cycle, and departments are initiating their own replacement cycles.

Using PRS to vote at a University Senate meeting.

Students in the residence halls have high-speed Internet access. In September 2003, ITS Network Services completed the wiring of campus to 10/100 Mbps access. A plan to install wireless capabilities in all campus buildings is in progress. Buildings having high levels of student activity have priority in establishing wireless communications. For example, the Memorial Union was one of the first buildings to receive wireless capabilities.

In addition, many instructors use technology, such as Blackboard and PowerPoint, to support and enhance their classes. ITS has initiated plans to make available in excess of 300 Mb of storage space available to students for academic purposes. This initiative was presented at the November 13, 2005, meeting of the Student Senate and was greeted with enthusiastic support.

More than 9,000 PRS transmitters have been sold by the Varsity Mart, the campus bookstore, to support faculty use of this technology in the classroom.

The ripple effect of increased faculty success in receiving grant funding impacts this concern as well as Concern #4, addressed previously. Additional grant dollars translate into additional research equipment as well as into an increased number of graduate students receiving increased stipends. The expression that "all ships float on a rising tide" effectively describes how this concern and others have been successfully addressed.

Figure 3.5. Data from the NSF Research Equipment Expenditure Survey for 1994 – 2004. Source: Office of the Vice President for Research, Creative Activities and Technology Transfer.

A $10 million portion of the capital campaign will, in part, be used to secure research equipment and provide graduate students with additional research opportunities.

Acquisition of additional research equipment not included in successful grant applications will become available as another part of the "Momentum" capital campaign. A $10 million portion of the capital campaign will, in part, be used to secure research equipment and provide graduate students with additional research opportunities.

Figure 3.6. Equipment and Operating Budgets, by College, for FY 2004-05. (Source: Office of Institutional Research and Analysis.)

Equipment and Operating Allocations
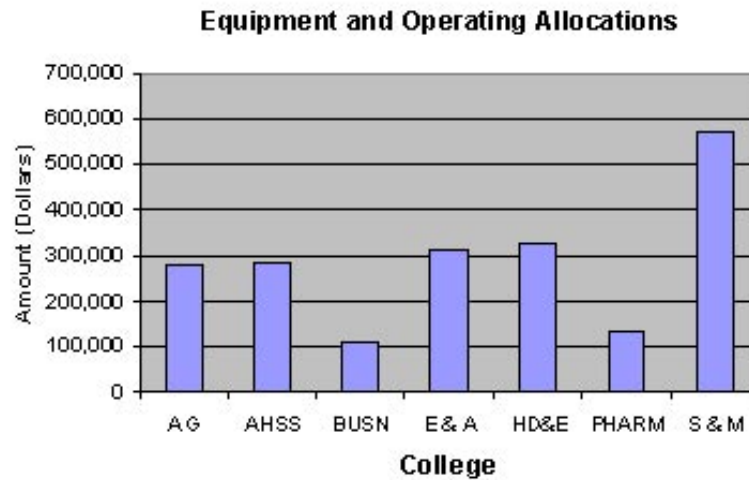
12. State funding for repair and renovation of facilities is low compared to the need.

Current status: Despite the challenges with Legislative budgets that all state-supported institutions share, the budget for repair and renovation of facilities has continued to grow.

Table 3.3: Facilities Maintenance Expenditures from Fiscal Year 1998 Through Fiscal Year 2005. (Source: Facilities Management Department)

Fiscal Year	Operating Expenditures	New Construction	Renovation/ Repair
2005	$7,824,718	$8,691,026	$1,715,343
2004	$7,226,039	$1,225,082	$1,476,771
2003	$6,499,413	$ 345,054	$ 511,458
2002	$6,231,596	$6,577,144	$ 727,433
2001	$5,973,710	$3,445,762	$ 683,142
2000	$5,464,601	$1,735,609	$1,193,774
1999	$5,763,395	--	$ 927,818
1998	$5,198,797	--	$ 732,580

Capital projects for 2003-05 totaled $1,737,531 and included projects involving 11 campus buildings and $260,000 for classroom remodeling projects.

Acquisition of several off-campus structures (the previous Northern School Supply building for the Downtown Campus, the previous YWCA to house the Department of Criminal Justice and Political Science, and the former Farmers Union Co-Op House as an office building) was associated with extensive remodeling activities to convert each facility to meet campus-based needs.

Competition for resources is probable for all universities experiencing rapid increases in student numbers and significant growth in research activities. NDSU can be expected to grow as an institution and to allocate an increasing amount of capital to upgrading existing facilities while striving to create additional classroom, office, and research space for the expanding population of students, faculty, and staff.

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The 1996 team of Consultant-Evaluators also presented the following observations, intended as advice and suggestions rather than required action by the university. The team's advice proved helpful as NDSU continues to look for ways to move forward as an institution and serve our diverse clientele as effectively as possible.

1. The university should develop a comprehensive enrollment management plan.

Current status: President Chapman in his initial State of the University Address identified a goal of enrolling 12,000 students within six years. That goal was surpassed in five years.

How an institution defines enrollment management will guide how its plan will be designed. The most commonly accepted definition nationally is that "enrollment management is an organizational concept and systematic set of activities whose purpose is to exert influence over student enrollments." (Hossler, Bean and Associates. "The Strategic Management of College Enrollments," San Francisco: Jossey-Bass, 1990). We follow that definition, adding to it a highly comprehensive cyclical model of enrollment management that encompasses strategies involving initial prospective student contacts to the development of loyal alumni (Haugen 1994). Both recruitment and retention are addressed with this model.

NDSU's response to the 1996 review has occurred in several stages. Initially, a specific plan aimed at increasing undergraduate enrollment was put in place, and revised and updated as goals were achieved. Our

NDSU can be expected to grow as an institution and to allocate an increasing amount of capital to upgrading existing facilities while striving to create additional classroom, office, and research space for the expanding population of students, faculty, and staff.

plan intentionally targets specific markets while continuing traditional recruitment efforts.

Evidence of the effectiveness of the enrollment management strategy has been presented in Figure 3.2. The enrollment of first-time first year students from Minnesota exceeded that of comparable students from North Dakota for the fall 2005 semester.

A more recent version has been expanded to include aspects of enrollment management impacted by the various units of the entire Division of Student Affairs. It is guided by the mission, vision, and underlying themes of the university, and it is under-girded by the leadership and framework provided by the President.

The intent of the NDSU plan is to identify strategies to recruit and enroll the desired student body at the undergraduate level, a graduate student plan is in the process of being developed, and will include services to assist in the retention of those students. Certainly other units of the campus also play major roles in recruitment and retention; however, this particular plan addresses only areas within the Division of Student Affairs. A strong and positive relationship exists between the division and the academic units of the university. Through such a partnership, objectives for ongoing coordinated retention activities can be achieved.

The development of enrollment opportunities is a responsibility shared by academic affairs. The agreement developed with AIT is a frequently-cited example of an approach to enhancing enrollment and stimulating cross-cultural opportunities for students and for faculty. The request for permission to offer degrees and programs by distance delivery represents another aspect of inter-related activities destined to permit academic growth rather than stasis.

2. NDSU should develop and implement a five-year plan to raise salaries to the average of the institution's peer groups.

Current status: Competitive salaries have been an important issue for President Chapman since he came to NDSU in 1999. During his 2001 State of the University Address, he set a goal of increasing salaries to the mid-range of peer institutions.

One year later as he presented his 2002 State of the University Address, he noted that progress had been made. Chapman said as of July 2002, an additional $1 million of F&A funding was put into salary increases beyond state general fund appropriations. He also said salary adjustment guidelines for 2002-03 called for campus leaders to pay special attention to salary compression and allocate at least 40 percent of the available salary pool to address compression problems.

The focus on salaries continued in Chapman's 2004 State of the University Address. Campus goals included increasing salaries, addressing salary compression and fostering an environment of empowerment.

In May 2005, Chapman announced that salary pay increases would be an institutional average of 6.2 percent. He also said that the minimum raise is 2 percent or $50 per month, whichever is greater.

For additional information, see the response to Concern #1 "Salary levels and salary compression present a problem to faculty and staff recruitment and retention" at the start of this chapter.

3. The university should develop and implement a plan to coordinate all outreach programs.

Current status: The 1996 "Report of a Visit" did not contain elaboration for any of the Concerns nor the Advice and Suggestions. As a result, it is difficult to respond to the context in which this item was presented because of uncertainty about the inclusiveness of the term "outreach." To establish a framework for this response, it has been assumed that the term applies to the external activities conducted by Academic Affairs, Student Affairs, and the NDSU Extension Service.

These activities are coordinated by President Chapman, the P&VPAA, the Vice President for Student Affairs, and the newly created position of Vice President for Agriculture and University Extension. Weekly

Campus goals included increasing salaries, addressing salary compression and fostering an environment of empowerment.

meetings of the President's Cabinet and other activities coordinated by these leaders and their associates provide for continuing opportunities to discuss and evaluate all outreach activities. This approach is effective in our land-grant environment while maintaining the identify of the sources used to fund activities as diverse as extension activities throughout the state, community activities led by personnel from Student Affairs, and on-campus projects and events involving teaching, research, and extension.

> *4. The policy and procedures for review of tenured faculty should be clarified.*

Current status: Policies for the review of tenured faculty are published in the university level guidelines for promotion, tenure, and evaluation (PT&E) and are available from the NDSU Web site at http://www.ndsu. nodak.edu/policy/352.htm.

These policies were a major focus for the P&VPAA after the previous site visit. PT&E documents are revised every three years and current revisions have been requested from several units. Tenured faculty receive a review each year that is reflected in individual salary adjustments.

This item is related to Concern #8, "There is not a widely shared understanding of the criteria and rules for tenure," addressed previously in this chapter.

> *5. Consideration should be given to offering release time for faculty preparation when they are new to offering education through distance delivery.*

Current status: Opportunities for release time or for overload are considered on a case-by-case basis and are initiated by the faculty member and the Chair or Head of the department or program. Faculty may seek release time or reassignment of committee and other activities to assist in assuring that adequate time is available for the development of online courses that maintain the contend of traditional classes while offering expanded services needed by learners at remote sites.

Extensive technical assistance is available to NDSU faculty to facilitate electronic delivery of coursework for local access or for distance delivery. NDSU faculty rapidly embraced the opportunities provided by Blackboard at the Enterprise level as a learning management system. Workshops, support from Information Technology Services (ITS), and a Web site

(http://its.ndsu.nodak.edu/blackboard/faculty.shtml) are available to assist faculty in developing Web-based courses or transferring existing courses.

A central Web site is available for faculty and staff to identify opportunities for training and to enroll in various classes (http://its.ndsu.nodak.edu/training/training.shtml). Assistance is available for development of Web pages (http://www.ndsu.edu/wwwdev/web_team/index.shtml) and Project SPONGE (instructions for common hardware and software at www.ndsu.nodak.edu/sponge/. The ITS homepage serves as a starting point for access to multiple services available to faculty, staff, and students (http://its.ndsu.nodak.edu/).

Assistance and support in porting classroom-based curricula to electronic delivery are also available from Distance and Continuing Education (www.ndsu.edu/DCE/).

> *6. More collaboration between student affairs and academic affairs related to student outcomes programs, for example, between Project Success and the Skills for Academic Success program, could be productive.*

Current status: The comment is assumed to have been based upon personnel in charge of each program during 1994-95 academic years, or before. Each left NDSU before the 1995-96 academic year. The current Directors of each program have been in place since the 1995-96 academic year and the consensus is that a problem has not existed between the College of University Studies and the Office of Orientation and Student Success (formerly Project Success) under the current leadership and a conflict obviously does not exist at this time.

The extent of current collaboration between academic affairs and student affairs is evidenced in presentations made during the required first year general-education course, Skills for Academic Success, UNIV 189. While major funding for this course is provided through the College of University Studies, $20,000 is provided through the Office of Orientation and Student Success.

Course content includes information from both units, and, while the sections are taught primarily by academic affairs faculty, student affairs personnel have also taught several sections. Each semester, in large-group settings, Orientation & Student Success and Division of Student Affairs personnel present a series of sessions on "Rights and Responsibilities of Community" to all students. Similar collaboration exists with topics such

as Career Planning and Debt Management. The textbook used for the class, and updated annually, was developed on the NDSU campus and includes sections written by personnel from both academic and student affairs. It is widely recognized that collaboration has been vital for the success of the program.

Additional evidence of cooperation and interaction between Academic Affairs and Student Affairs is from the Caring Community of Leaders and Problem-Solvers (CCLP) project and special interest floors in residence halls. CCLP is a cohort learning community where students live in the same residence hall while also taking courses together during their first year of college. Special interest floors are offered in the residence halls relating to academic majors or interests. Each program involves good working relationships and effective communication to assure academic success and effective integration of new students into the campus community. Information about "How CCLP Works" is available at www.ndsu.nodak.edu/cclp/how.php.

> *7. Funding from whatever sources for tuition for spouses and dependent children would be well received.*

Current status: NDSU employees and family members now benefit from a half-tuition waiver. According to Section 820.1 of the SBHE Policy Manual, the spouse and dependents of regular NDSU benefited employees became eligible for the discount in the fall of 2002. Specific information is available in NDSU Policy 133.1 (www.ndsu.nodak.edu/policy/1331032702.htm). Forms are available from the Office of Human Resources. Forms for the Employee Spouse/Dependent Tuition Discount Application and the Faculty/Staff Tuition Waiver Request are available from the standard list of forms maintained by the Office of Human Relations (www.ndsu.nodak.edu/human-resources/forms/index.shtml).

The policy states that employees must be actively employed on the first day of each semester to be eligible for the discount. The tuition discount is 50 percent of the tuition for NDSU classes (excluding self-supporting, Continuing Education courses and internships that require tuition to be paid to the site for student placement). The discount applies to either resident or out-of-state tuition, and applies to both undergraduate and graduate level classes.

The number of Employee Spouse/Dependent Tuition Discounts awarded was 176 in 2002, 456 in 2003, and 549 in 2004.

8. Consideration should be given to the appointment of an ombudsperson who would provide direction and counsel to interested faculty, staff and students.

Current status: Faculty and staff have grievance procedures that are detailed in NDSU's policy section 230, which is based on section 28 of the NDUS Policy Manual (see www.ndsu.nodak.edu/policy/230.htm).

The current President of the University Senate has made discussion of an ombudsperson an integral part of his tenure as presiding officer. The Executive Committee of the University Senate asked the Personnel Committee to examine the ombudsperson issue in 2003. That committee provided reports in 2004 and 2005 that became a part of the agenda for the University Senate meeting of November 14, 2005. The topic received extensive discussion at that meeting and was to be placed on the agenda for the December 12, 2005, meeting of the University Senate as old business.

The Standing Committee on Faculty Rights, a committee of the University Senate, is composed of five non-administrative, tenured faculty holding the rank of Professor. Committee members are elected by the faculty for a five-year term and should come from different representation colleges. This committee has met only three times since 1996 to consider issues that it has received. The committee also has provided the members of the University Senate with opinions on policy issues of direct or indirect concern to NDSU faculty.

Through the Office of the Dean of Student Life, NDSU has procedures for dealing with student problems and complaints. In addition, there is a student grievance process, with hearing methods listed under Right and Responsibilities of Community: A Code of Student Behavior, which can be found at www.ndsu.edu/ndsu/vpsa/code/.

The Student Life complaint resolution board also hears cases brought before it. The Residence Hall Association meets regularly and issues meeting minutes. A Residence Life advisory board, with the purpose and responsibility to offer support, ideas, and feedback to the Department of Residence Life, also helps strengthen and develop the program and services.

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President Chapman's 2005 "State of the University" address of October 20, 2005 (www.ndsu.nodak.edu/ndsu/administration/president/chapman/address/2005_address.shtml), the appendix material, and the slides provide an overview of NDSU's recent history, current status, and plans for the future. The proposed allocation of resources from the $75 million capital campaign, "Momentum," is enlightening. Details were presented near the end of Chapter 2.

Chapter Four

Federal Compliance and Public Assurances

Federal Compliance Topics
Credits, Program Length, and Tuition

<u>Number of Credits for Undergraduate Programs:</u>

The minimum number of credits involved to earn a baccalaureate degree in any four-year program at NDSU is 122 credits. The number of credits required for each academic program and the courses required and recommended for each major are established by the faculty.

A major is defined as:

> "… a planned grouping of related courses that totals a minimum of 24 credits. Specific curriculum requirements for majors may be acquired from the appropriate department office or from Registration and Records, 110 Ceres."

The minimum number of credits involved in any four-year program at NDSU is 122 credits.

The definition of a minor and information on verification of academic minors is:

> "… a similar grouping of courses that totals a minimum of 16 credits. A minimum of eight credits must be earned in residence at NDSU. Students must have their minors verified. Verification forms are available in the Office of Registration and Records, 110 Ceres, and most academic departmental offices. Completed forms must be signed by the department chair and be submitted to 110 Ceres by or before the time of degree application."

This information, including descriptions for certificate programs, is published in the NDSU Undergraduate Bulletin and is included in the online version of that document (www.ndsu.edu/ndsu/deott/bulletin/cat0406/academic.pdf).

Students in the College of Agriculture, Food Systems, and Natural Resources must successfully complete at least 128 credits before graduation. The minimum number of credits required in various majors in the College of Arts, Humanities, and Social Sciences varies from 122 to 125 credits. Four-year majors in the College of Business Administration require a minimum of 130 credits while Accountancy, a five-year major, requires a minimum of 150 credits for graduation.

Program length is frequently influenced by requirements of professional accrediting agencies. The desire of faculty to provide graduates with the strongest programs possible to assure success as professionals and as contributing members of society has influenced the length of other programs. Additional English or Communication courses and requirements for internships are examples of requirements that may impact program length.

Four-year majors in the College of Engineering and Architecture involve from 126 to 140 credits. Students in Architecture, a five-year program, must complete at least 160 credits. Majors offered in the College of

Human Development and Education require from 122 to 130 credits for graduation.

Students in the Doctor of Pharmacy (PharmD) program complete a two-year pre-professional program of about 65 credits and a four-year professional program of at least 143 credits. Students in Nursing must complete at least 122 credits.

Programs in the College of Science and Mathematics require from 122 to 146 credits. Students graduating from the College of University Studies must develop an academic program of at least 122 credits that is tailored to their statement of goals, meets NDSU requirements for General Education and contains at least 37 credits of upper-division (300- and 400-level) courses.

Details for individual undergraduate programs may be obtained from the "NDSU Bulletin" (www.ndsu.edu/ndsu/deott/bulletin/cat0406/index.shtml) or from the Fact Sheets available for each major (www.ndsu.edu/ndsu/academic/factsheets/).

Graduate Programs:

Plans of study for master's degrees must include at least 30 credits (www.ndsu.edu/gradschool/bulletin/maspol.html) while those for Ph.D. degrees must include at least 90 semester credits (www.ndsu.edu/gradschool/bulletin/docpol.html). Specific requirements vary by individual program. For examples of graduate student handbooks for several majors, see www.ndsu.edu/gradschool/hand_books/hand_books.shtml.

Program length:

The State Board of Higher Education (SBHE) establishes the program length (semesters) through common academic calendars for each of the 11 member institutions. The relevant Policy is 406.1 (www.ndus.edu/policies/sbhe-policies/policy.asp?ref=2379).

Semesters extend for 15 weeks with one additional week for final examinations. If a final examination is not offered during finals week, an academic component must be offered during the time scheduled for the exam (www.ndsu.edu/policy/336.htm).

The Summer Session consists of a four-week accelerated term and an eight-week term. "Variable length" courses are typically half-semester

The State Board of Higher Education (SBHE) establishes the program length (semesters) through common academic calendars for each of the 11 member institutions.

courses whose total hours of class time are equal to those of full-semester classes of the same number of credit hours.

Two or three hours of laboratory time are considered to be comparable to one hour of lecture for the purpose of identifying the number of credits per course.

Tuition:

Tuition rates are established annually by the SBHE and published in the minutes of their meetings (www.ndus.edu/sbhe/default.asp?ID=269). Tuition is $4,360 and fees are $904 for the 2005-06 academic year. Total costs for a North Dakota resident student, including $4,780 for room and board and $2,629 for personal and miscellaneous expenses, are estimated to be $13,548 for the 2005-06 academic year.

Current NDSU tuition and fee rates are available online (www.ndsu.edu/business_office/tuition/index.shtml). The "NDSU Bulletin" is available online (www.ndsu.edu/ndsu/deott/bulletin/cat0406/index.shtml) and contains approximate information for tuition and other costs in effect at the time of publication.

Undergraduate students pay tuition for each credit to a maximum of 12 credits per semester and may take up to 20 credits per term without special permission. Distance and continuing education courses taken for credit are not included n the tuition cap.

Compliance with the Higher Education Reauthorization Act (as amended in 1998) Compliance (Financial Aid)

Default rates for NDSU students receiving Perkins loans have typically ranged from less than 2.5 percent to as low as 1.3 percent in 2004 and 2005. Cohort rates have dropped from a high of 8.27 percent in 1996 to as low as 2.7 percent 2003 and 2004. The cohort rate was 4.1 percent in 2005.

Table 4.1. Institutional Student Loan Default Rate Comparisons.
Source: U.S. Department of Education (www.ed.gov)

Category:	Year									
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
NDSU	2.45	2.62	2.49	2.41	2.17	1.82	1.40	1.38	1.26	1.30
U.S. Average	-	-	-	-	5.9	5.3	5.1	-	-	-
4-year Public	-	-	-	-	4.8	4.4	4.0	-	-	-
Peer Institutions	-	-	-	-	4.65	4.76	3.59	-	-	-

The average borrower default rate for the 24 institutions of higher education in North Dakota for fiscal 2002 was 3.2 percent.

Reporting of Campus Crime:

The NDSU Safety and Security bulletin includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by NDSU; and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime offenders and other matters. This report and a PowerPoint presentation on safety by a member of the Fargo Police Department are available at (www.ndsu. nodak.edu/ndsu/police/ndsu_personal_safety/index.htm).

When a serious campus crime is reported on or near the campus, a Campus Security Alert is posted in all buildings as well as the NDSU Web site to notify the campus community.

Materials covered by the North Dakota Open Records Law may be inspected at the offices of the NDSU Police Department in Thorson Maintenance Center. Public open records are defined in Section 718 of the NDSU Policy Manual (www.ndsu.edu/policy/718.htm).

Public Release of Graduation and Completion Rates:

Graduation and persistence rates are available as part of the Common Data Set available through the Web site for the Office of Admission (www.ndsu. edu/admission/CDS/cds0405.htm). Information in the Common Data Set is also referenced through the "Institutional Information" page maintained

The average borrower default rate for the 24 institutions of higher education in North Dakota for fiscal 2002 was 3.2%. The default rate for NDSU students was 1.4%.

by the Office of Institutional Research and Analysis (www.ndsu.nodak.edu/oia/inst_analysis/index.shtml).

Deficiencies or Corrective Actions Demanded by the U.S. Department of Education or Other Governmental Agencies

Federal Compliance with Visits to Off-Campus Locations:

NDSU does not, at this time, have off-campus sites where students may complete 50 percent or more of a degree program.

A "twinning" arrangement has been developed with the Ansal Institute of Technology (AIT) in India to facilitate transfer of upper-division students to NDSU for the completion of their degree requirements. NDSU faculty in selected programs covered by the agreement with AIT shared their course syllabi with faculty at AIT. Syllabi from courses taught at AIT also have been reviewed by NDSU faculty.

An Associate Vice President for Academic Affairs is currently on developmental leave in Asia, where he is working to develop possible partnerships with additional institutions of higher learning.

Development of an international off-campus site is a possibility in the future. Should an international campus be sought in the future, application would be made to the Higher Learning Commission for approval and a change in the Statement of Affiliation Status.

Advertising and Recruitment Materials:

The Undergraduate Bulletin and the Graduate Bulletin each reference accreditation by the Higher Learning Commission. The accreditation statement in each is as follows:

"NDSU is accredited as an institution by the North Central Association of Colleges and Secondary Schools. Inquiries may be directed to the North Central Association of Colleges and Schools Commission on Institutions of Higher Education, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504. In addition, many programs are accredited or approved by their respective professional organizations and agencies. Program accreditation or approval is listed in the college sections of this bulletin."

An accreditation statement also is available from the electronic Fact Book maintained by the Office of Institutional Research and Analysis (www.ndsu.nodak.edu/oia/inst_analysis/factbook/university/accreditation.shtml).

Future editions of each bulletin will update the name of the Commission and include both the telephone number (312-263-7462) and URL of the Commission's Web site (www.ncahigherlearningcommission.org).

NDSU's Web site contains a separate screen for prospective students (www.ndsu.edu/prospective_students/) that includes areas for first-time students, transfer students, graduate students, and international students. Although the focus of this site is admissions, prospective students also may access the undergraduate and graduate bulletins (course catalogs) and obtain information about many of the services available to students on our campus.

Separate screens (menus) are available for undergraduate students (www.ndsu.edu/undergraduate/) and graduate students (www.ndsu.edu/graduate/).

Organization of Records of Student Complaints and Violations of the Code of Student Behavior:

The Office of the Vice President for Student Affairs has established procedures for students to file complaints regarding student concerns or other issues. The purpose of the procedure is to provide for an orderly collection of information, to address students' complaints in a timely manner by appropriate university personnel, and to help students learn effective conflict resolution skills.

A form is available in the Office of the Vice President for Student Affairs, the Dean of Student Life Office (Memorial Union 368) or online (www.

The Office of the Vice President for Student Affairs has established procedures for students to file complaints regarding student concerns or other issues.

ndsu.edu/vpsa/forms/Forms.htm) to assist students in stating the problem and the desired resolution. In addition, students may arrange a meeting with the Associate Director of Student Rights and Responsibilities, Memorial Union 368, at any time during the process for advice and direction in resolving the problem. These records may be kept in the VPSA office or Student Life office.

For alleged violations of the Code of Student Behavior (www.ndsu.edu/vpsa/code), the complaint resolution procedures are used to determine whether a student or organization is responsible for the violation. The purposes of the complaint resolution procedures include the following:

For alleged violations of the Code of Student Behavior, the complaint resolution procedures are used to determine whether a student or organization is responsible for the violation.

- To provide for the education of students;
- To promote the health, safety, and well-being of university community members;
- To provide for fair inquiries concerning alleged violations of university policies;
- To determine through fair procedures whether or not any individual student or organization has violated a university regulation;
- To allow for consideration of extenuating or mitigating factors when a violation has been found to exist; and
- To determine a resolution that will be appropriate and will help the student or organization make a constructive response toward self-discipline.

Cases are normally heard by administrative hearings. In certain situations, a student may request a Complaint Resolution Board hearing. The university also reserves the right to submit the case to a Complaint Resolution Board either initially or at any point in an administrative hearing if it becomes apparent the case may warrant suspension or expulsion.

All disciplinary records shall be retained in the Dean of Student Life office or other offices as authorized by the Dean.

Relations with the Public

This section contains several links to sources of information available on the Internet. Some links cited in various elements of this section appear more than once because of the nature of the information available at each site. The intent has been to facilitate access to information, with the result that some links are repeated.

Public Access to Information:

The NDSU Web site has been a major way for the public to access information about the university and its activities. The site (www.ndsu.edu) is organized by categories of users to facilitate access to information.

The Office of the Vice President for University Relations (www.ndsu.edu/university_relations/) facilitates the transfer of information to the media, the Legislature, and others seeking information that can be made available in a variety of formats. The mission of University Relations is to build public understanding of, and strong public and private support for, NDSU and to continue to attract and retain outstanding students. Efforts to inform and educate the citizens of North Dakota, the region, and the nation about the areas of excellence at NDSU are accomplished through mass media, publications, online technologies, and audio and video productions. University Relations provides professional services in the areas of news reporting and writing, editing, graphic design, still photography, broadcasting, video, and communications counsel.

The Office of Agriculture Communication focuses on providing information to producers, homeowners, and other clientele on issues from market analyses to horticultural practices to safe handling of foodstuffs. Information is available through print, electronic, and visual media (www.ext.nodak.edu/).

Colleges, departments, and other units offering support services also maintain Web sites that make a wealth of information available to prospective and current students and their parents. The NDSU Web page (www.ndsu.edu) is the starting point for access to information.

Publication of the Statement of Affiliation Status:

When updated by the Higher Learning Commission, the Statement

of Affiliation Status will be posted on the Web site of the Office of Accreditation and Assessment (www.ndsu.edu/ndsu/accreditation/index. shtml) as well as in the print and electronic versions of the undergraduate and graduate catalogs and the OIRA Web site.

Requests Under the Freedom of Information Act:

Open records requests from the media are coordinated through the Office of the Vice President for University Relations, while requests from other sources are coordinated through the Office of the General Counsel.

Media representatives, including the local newspaper, "The Forum of Fargo-Moorhead," have made numerous requests for information ranging from athletic topics to faculty activities. These requests have been fulfilled pursuant to policy.

NDSU's open records policy is explained in Policy 718. According to the policy, which follows SBHE Policy 1912,

"Except as otherwise specifically provided by law or this policy, all records of the SBHE, the North Dakota University System and its institutions are, pursuant to North Dakota Century Code Section 44-04-18 on public records, open and accessible for inspection during regular office hours."

Student education records are considered confidential and access to them is restricted according to the Family Education Rights and Privacy Act (FERPA).

Personnel records, other than records for persons employed as a result of their status as a student, are deemed public records open to inspection. Employee medical and employee assistance program records are considered confidential and are not placed in an employee's personnel file or released without the employee's written consent.

Campus police records that are open to disclosure include such items as an arrestee's description, facts concerning the arrest, conviction information, disposition of all warrants, a chronological list of incidents, a crime summary, radio log, and general registers.

Public Distribution of the Team Report:

After delivery of the preliminary report by the team of Consultant-Evaluators to President Chapman on February 15, 2006, a press release will be developed and provided to the media for immediate release. A copy of that news release also will be posted on NDSU's Web site (www. ndsu.edu).

Following receipt of an electronic version of the Team Report, it will be posted to the NDSU Web site for public access. Local media will be provided with the URL of the report for inclusion in their announcements.

Publication of Commission Action:

When finalized, the Commission's action on NDSU's request for reaccreditation will be made available through a news release and also posted to the NDSU Web site.

College Consumer Profile

Many elements of the proposed "College Consumer Profile" have been presented in previous sections of this chapter but references to electronic sources of this information are presented here for convenience.

(A) Mission.

The current Mission, Vision, Core Values, and Campus Themes Statements are available from the President's homepage (www.ndsu.edu/ndsu/about/mission/), are published in the undergraduate bulletin, and are available in the electronic versions of that document (www.ndsu.edu/ndsu/deott/bulletin/cat0406/overview.pdf).

(B) Student Demographics.

The number of students at NDSU is part of the "Frequently Asked Questions" section of the "NDSU Facts and Figures" profile of the Web

"Except as otherwise specifically provided by law or this policy, all records of the SBHE, the North Dakota University System and its institutions are open and accessible for inspection during regular office hours."

page for prospective students (www.ndsu.edu/admission/faq/faq.facts.shtml).

More complete descriptions of student demographics are available at www.ndsu.nodak.edu/oia/inst_analysis/factbook/university/quick_facts.shtml#dem while information about ethnicity is available at www.ndsu.nodak.edu/oia/inst_analysis/factbook/student/ethnicity.shtml.

(C) Accreditation.

Accreditation statements are included in the undergraduate bulletin (www.ndsu.edu/ndsu/deott/bulletin/cat0406/overview.pdf) and the graduate bulletin (www.ndsu.edu/gradschool/bulletin/accreditation.html). In addition, an accreditation statement is provided by the Office of Institutional Research and Analysis (www.ndsu.nodak.edu/oia/inst_analysis/factbook/university/accreditation.shtml).

(D) Faculty/student ratios.

The student to faculty ratio of 20:1 is identified in the "Frequently Asked Questions" section of the "NDSU Facts and Figures" profile of the Web page for prospective students (www.ndsu.edu/admission/faq/faq.facts.shtml).

(E) Faculty qualifications, including the number of faculty with terminal degrees.

Faculty qualifications, including number and percentages of full- and part-time faculty holding terminal degrees, by rank (Professor, Associate Professor, Assistant Professor, and Instructor) are available at www.ndsu.nodak.edu/oia/inst_analysis/factbook/university/faculty_data.shtml.

Additional information about individual colleges (number of support staff, budgeted FTEs, grant awards, degrees awarded, and number of undergraduate and graduate majors) is available at www.ndsu.nodak.edu/oia/inst_analysis/factbook/university/summary_data.shtml.

(F) Tuition, fees, and other costs of attending NDSU.

Current (2005-06 academic year) information on estimated costs of attending NDSU, including a breakdown of costs, is available from the Financial Aid Web site at www.ndsu.edu/finaid/award/est%20expenses.

htm and from information posted by the Office of Admission on the Web page designed for prospective students (www.ndsu.edu/prospective_students/cost/index.shtml). Information for the 2004-05 academic year was printed in the undergraduate bulletin.

(G) Student services, including services for students with disabilities.

Both the undergraduate and graduate web pages include major student services (www.ndsu.edu/undergraduate/), and www.ndsu.edu/graduate/ including that for Counseling Center * Disability Services (www.ndsu.edu/counseling/).

(H) Policies and procedures for evaluating and accepting credits earned by students transferring from other institutions and the percentage of such credits accepted.

Procedures for transcript evaluation for undergraduates are explained in the NDSU Bulletin and also are available online at www.ndsu.edu/ndsu/deott/bulletin/cat0406/academic.pdf.

A $15 transcript evaluation fee is charged for graduate students who are international applicants (www.ndsu.edu/gradschool/apply/index.shtml).

(I) Completion and graduation rates.

Enrollment and persistence data as part of the Common Data Set are available at www.ndsu.edu/admission/CDS/cds0405.htm.

(J) Placement rates and other measures of success in preparing students for entry into, or advancement in, the workforce.

Placement information, by department or major, is available for 2000, 2001, 2002, 2003, and 2004 at www.ndsu.edu/career_center/general/employment_report.php.

Chapter Five

Criterion One: Mission and Integrity

North Dakota State University is fundamentally defined by its land-grant heritage, which shapes both the daily routines and collective aspirations of the people of the institution. The teaching, research, and service imperatives that form the philosophical foundation of the land-grant mission are embraced at NDSU, and, through its statements of mission, are uniquely defined and applied to this state, this university, and at this point in time.

In this chapter, we explore Criterion One, as defined by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC):

> **Criterion Statement: NDSU operates with integrity to ensure the fulfillment of its mission through structures and processes that involved the board, administration, faculty, staff, and students.**

North Dakota State University is fundamentally defined by its land-grant heritage, which shapes both the daily routines and collective aspirations of the people of the institution.

NDSU's mission statements are living documents that evolve as the demands and expectations of the university and greater society change and develop. The coming pages will address how the university and its structures, in keeping with HLC recommendations, are distinctive, forward-oriented, learning-focused, and connected with its constituents. NDSU is an engaged university.

Core Component 1.A. NDSU's mission documents are clear and articulate publicly the organization's commitments.

With campus input, and endorsements from the Student Senate, Staff Senate, President's Cabinet, and the University Senate, the following mission statement was approved by the State Board of Higher Education (SBHE) on January 15, 2004:

> *"With energy and momentum, North Dakota State University addresses the needs and aspirations of people in a changing world by building on our land-grant foundation."*

Supporting statements of vision, goals, and core values flow from the mission statement. Using a similar process of soliciting campus involvement, draft language was suggested by the Mission and Common Good Focus Group, and shared for response.

After campuswide input, the following statements were approved by Student Senate, Staff Senate, and University Senate:

Vision and Core Values Statements

- We reflect and serve geographically and culturally diverse populations.
- We share institutional success across the university.
- We anticipate and welcome growth and service that will occur in ways yet to be conceived.
- We embrace our unique complexities as a land-grant university on the Northern Great Plains.
- We remain committed to serving people globally.

People

- We derive strength and vitality from each other and from the diverse communities we serve.

NDSU's mission statements are living documents that evolve as the demands and expectations of the university and greater society change and develop.

- We care about the current and future welfare of our students, staff, and faculty.
- We promote excellence through individuals participating in decisions and value cooperation for the common good.

Scholarship

- We are an engaged university and acknowledge and pursue scholarship of all forms, including discovery, teaching, integration, and application.
- We uphold the rights and responsibilities of academic freedom.

Teaching and Learning

- We provide a superior teaching and learning environment within and outside of the traditional classroom.
- We promote and value liberal, graduate, and professional education in a collegial environment where divergent ideas can be shared.
- We foster an environment that promotes lifelong learning with individually defined goals.

Ethics

- We maintain our integrity through principled action and ethical decision-making.

Culture

- We will be the land-grant university that we want to be by welcoming and respecting differences in people and ideas.
- We support the goals of the North Dakota University System and value collaboration with colleges and universities around the world.
- We foster accessibility to our programs and services.

These items are available on the President's Web site at www.ndsu.edu/ndsu/administration/president/.

Example of Evidence 1.A.1: The board has adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly define NDSU's mission.

We are an engaged university and acknowledge and pursue scholarship of all forms, including discovery, teaching, integration, and application.

The North Dakota University System[1] (NDUS) and the State Board of Higher Education[2] (SBHE) through the SBHE Policies[3], NDUS Procedures[4], and other actions, continues to identify roles for each of the 11 member institutions. The Strategic Plan[5] emphasizes participation in the Roundtable established in partnership with the North Dakota Legislature.

Redefinition of campus missions was initiated in January 2005 and continued at the July 2005 retreat of the SBHE[7].

Links for Example of Evidence 1.A.1:
[1] www.ndus.edu/
[2] www.ndus.edu/sbhe/
[3] www.ndus.edu/policies/default.asp?ID=287
[4] www.ndus.edu/policies/default.asp?ID=289
[5] www.ndus.edu/reports/details.asp?id=463
[6] www.ndus.nodak.edu/uploads%5Cdocument-library%5C498%5CBOARDREPORT1-05.PDF
[7] www.ndus.edu/uploads%5Cdocument-library%5C673%5CMINUTES-FOR-THE-WEB.PDF

Example of Evidence 1.A.2: The mission, vision, values, goals, and documents define the varied internal and external constituencies NDSU intends to serve.

Each major element of the mission documents for NDSU describes regional, national, and international goals and aspirations for service to a culturally diverse audience.

Example of Evidence 1.A.3: The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning.

An emerging theme from the mission documents is that our educational goals are not simply to prepare students for placement at the moment of graduation. The development of basic skills and the encouragement of lifelong learning that are central to leading rewarding and productive lives as professionals in a variety of occupations. The ultimate goal is to provide our students with higher education rather than job training.

Example of Evidence 1.A.4: The mission documents state goals for the learning to be achieved by NDSU students.

An emerging theme from the mission documents is that our educational goals are not simply to prepare students for placement at the moment of graduation.

Our mission statements provide the broad framework within which more specific learning goals are described by the individual colleges and further defined by specific departments and academic programs.

We seek to provide our students with opportunities for cross-cultural awareness, exposure, and debate about diverse and divergent ideas and philosophies, and development of ethical conduct in their personal and professional lives.

Example of Evidence 1.A.5: NDSU regularly evaluates and, when appropriate, revises the mission documents.

In 1991, the university's mission statements were defined in a campuswide process initiated by the Planning, Priorities, and Resources Committee. The statement received approval by the State Board of Higher Education on November 17, 1992.

These statements were made widely available through subsequent editions of the Bulletin and various other institutional publications, and at the university's Web site, www. ndsu.edu/ndsu/about/mission/.

In 1999, incoming President Joseph A. Chapman outlined in his inaugural State of the University Address an ambitious challenge to faculty, staff, students, alumni, and friends of the university to expand the institution by initiating change at the departmental level. He further defined a set of institutional goals that were added to the mission statement, core values, and campus themes (which are described in Chapter One). The statements were distributed widely in a one-page document.

Redefining the Institution: A Critical Analysis

NDSU began preparing in 2002 for its re-accreditation site visit by Consultant-Evaluators from the HLC. President Chapman appointed a self-study steering committee to make preparations for the visit. The

committee included faculty, staff, student, and community representatives and began work addressing the six Focus Group issues established by HLC.

One of the groups, the Mission and Common Good Focus Group, worked to redefine the institution with an updated mission statement. It reviewed existing mission statements from land-grant universities and examined academic literature concerning current thinking in mission statement development. The group considered several variations in draft language, and the message was shaped by input from many campus constituents. The challenges included producing a document that was not only acceptable, but offered inspiration while clearly defining the distinctiveness of NDSU. With a conceptual goal of keeping the mission statement to 25 words or less, the focus group repeatedly asked the question, "What makes NDSU unique?"

In March 2004, "The Los Angeles Times" and National Public Radio reported on the region's economic growth and noted how the growth was fueled by education.

The answer, task force members concluded, could be found in an institutional transformation that was underway. In a period of just four years, enrollment had risen from 10,002 to 11,623. The number of doctoral programs had increased to 39, increasing the number of graduate students from 919 to 1,466. Research expenditures, as reported by the National Science Foundation, had risen from $50 million to $92 million. Time and again, people in the region and colleagues across the nation asked, "What's going on at NDSU?"

Fargo-Moorhead, too, was undergoing an exciting transformation. In March 2004, "The Los Angeles Times[1]" and National Public Radio[2] reported on the region's economic growth and noted how the growth was fueled by education. "Inc. Magazine" ranked Fargo among the best small cities in which to do business[3]. There was, indeed, a sense that something special was happening at the university and the greater community.

[1] Simon, S. 2004, March 10. Fargo Hip? You Betcha. The Los Angeles Times, p. A-1.
[2] National Public Radio, 2004, March 15. Fargo Reborn as Hip, High Tech City.
[3] Kotkin, J., 2004, March 1. Top 25 Cities for Doing Business in America. Inc. Magazine, p. 93.

Example of Evidence 1.A.6: **NDSU makes the mission documents available to the public, particularly to prospective and enrolled students.**

As identified previously, the mission documents are available from the President's Web site[1]. The mission statements are prominently displayed in the University Bulletin[2].

Links for Example of Evidence 1.A.6:
[1] www.ndsu.edu/ndsu/administration/president
[2] www.ndsu.edu/ndsu/academic/bulletin/cat0406/overview.pdf

Core Component 1.B. In its mission documents, NDSU recognized the diversity of its learners, other constituencies and the greater society it serves.

The Example of Evidence items 1.B.1, 1.B.2, 1.B.3, and 1.B.5 are thoroughly embedded into our Vision and Core Values statements. While the length and wording of these statements evolves over time, the underlying foundation of diverse constituents is embedded in the land-grant mission of NDSU. Inherent in this foundation is the network of ties to local, state, regional, national, and international clientele and their communities.

Example of Evidence 1.B.1: In our mission documents, NDSU addresses diversity within the community values and common purposes it considers fundamental to our mission.

Example of Evidence 1.B.2: Our mission documents present NDSU's function in a multicultural society.

Example of Evidence 1.B.3: NDSU's mission documents affirm our commitment to honor the dignity and worth of individuals.

Example of Evidence 1.B.4: NDSU's required codes of belief or expected behavior are congruent with our mission.

Example of Evidence 1.B.5: NDSU's mission documents provide a basis for our basic strategies to address diversity.

As a public institution, no single code of belief is encouraged or supported. Rather, all expressions of belief are welcomed and provided with appropriate opportunities to express customs or traditions. This posture

As a public institution, no single code of belief is encouraged or supported. Rather, all expressions of belief are welcomed and provided with appropriate opportunities to express customs or traditions.

is a facet of our implementation of the land-grant ideals and our desire to effectively welcome individuals and groups from all regions of the globe.

Expected behaviors, whether those expressed by faculty, staff, or students, are embedded in the policies of the SBHE, NDSU, the Division of Student Affairs, and the laws of the United States and the State of North Dakota.

> **Core Component 1.C. Understanding of and support for mission pervade the organization: The board, administration, faculty, staff, and students understand and support NDSU's mission.**

It is interesting to observe how quickly new faculty, staff, and students grasp the meaning and impact of the land-grant concept. It applies to what we have been, what we are, and what we plan to become as a model for growth and development where teaching, research, service, and economic development are interconnected.

In essence, understanding of our mission is quickly taken for granted and serves as a cornerstone for what we do.

> **Example of Evidence 1.C.1: The State Board of Higher Education and NDSU faculty, staff, and students understand and support our mission.**

North Dakota's SBHE and NDSU's administration, faculty, staff, and students have all been participants in the mission development process. The process sought not to impose an institutional agenda, but to articulate the common thread that best describes NDSU's overriding purpose today. Each constituency was considered and consulted as the formal mission documents were developed and discussed at campuswide open forums. The mission documents are a reflection of the shared understanding and goals of these fundamental organizational groups.

> **Example of Evidence 1.C.2: NDSU's strategic decisions are mission-driven.**

NDSU's mission recognizes the aspirations and capabilities of the constituents it serves by extending the original mission of the land-grant university. While preparing students for professional careers continues to be important, NDSU's mission recognizes objectives beyond the need to earn a living and embraces its role in a global society. Students from the region, nation, and world come to NDSU to prepare for their

Students from the region, nation, and world come to NDSU to prepare for their future, a future that includes diverse experiences leading to enriched perspectives and limitless possibilities.

future, a future that includes diverse experiences leading to enriched perspectives and limitless possibilities. Constituents other than students are increasingly important, including industry, government, and social organizations. In its mission, NDSU formally and enthusiastically accepts this broader responsibility.

NDSU's ambitious mission includes several major strategic initiatives:
- Advancement in the Carnegie Foundation's classification system for universities. This goal has been achieved under the new classification system.
- Moving to NCAA Division I athletics. This goal has been achieved.
- Broadening student recruiting to become a campus of 12,000 students. The goal was reached in fall 2004, when NDSU's enrollment reached a record 12,026 students. Another enrollment record was established in fall 2005 with 12,099 students.
- Leveraging NDSU's science and technology expertise to facilitate economic development. Direct and total impact of NDSU's growth has exceeded $1.3 million in the last six fiscal years.
- Facilitating engagement with the broader community. This initiative includes support for service learning initiatives, development of the NDSU Downtown campus, and a planned publicly accessible facility for the College of Business Administration.
- Providing developmental opportunities for faculty and staff.

Example of Evidence 1.C.3: **NDSU's planning and budgeting priorities flow from and support our mission.**

Much of the basis for NDSU's planning and budgetary priorities are grounded in the campus themes "It's About People" and "Students are Paramount." Student learning is facilitated by faculty and staff guidance, and increased investments in people are critical to the success of the institution. Attracting and retaining quality faculty and staff strengthen NDSU's educational capabilities, and students' educational experience.

NDSU's operating revenues have steadily grown since the university's last self-assessment in 1996. Since that time, operating revenues are up 40 percent. As a comparison, the consumer price index increased 15 percent during the same period. NDSU's growth is attributed primarily to an 88 percent rise in grants and contracts and a 50 percent increase in tuition and fees.

The increase in tuition and fee revenue has been, in part, the result of steady, moderate tuition increases and increasing student enrollment by approximately 2,300 students. Tuition for 2005-06 rose by 9.5 percent, following increases of 18 percent in 2004-05 and 16.2 percent in 2003-04. The 9.5 percent increase is expected to generate $4 million to help fund new faculty and staff positions.

Overall, NDSU is considered to have a diversified revenue stream. The December 2002 credit rating review by Moody's Investors Services stated, in part:

Each major unit on campus expresses its broad purpose through a formal mission statement, with varied supplemental statements of goals, values, priorities, and commitments.

> "With a diversified revenue base, we expect the university to be able to maintain fiscal balance going forward. Sources of funding are roughly equally divided among state appropriations, student charges (tuition and auxiliary enterprises), and grants and contracts."

According to NDSU's "Fiscal White Paper" produced in March 2000, Moody's Credit Report gave the university an A1 credit rating.

A diversified revenue stream allows NDSU to be more responsive to future challenges, while continuing to provide quality services and maintaining a fiscally sound budget picture.

Example of Evidence 1.C.4: The goals of the administration and NDSU's academic subunits are congruent with our mission.

Each major unit on campus expresses its broad purpose through a formal mission statement, with varied supplemental statements of goals, values, priorities, and commitments. Some examples of subunit mission statements include:

> "We provide the insights, creativity, and enrichment of the fine arts, the humanities, and social sciences within the land-grant mission of North Dakota State University."—College of Arts, Humanities, and Social Sciences.

"The mission of the College is to provide high quality instructional programs while serving the economic development needs of the state, region, and global community through teaching, research, and service."—College of Business Administration.

"Our mission is to provide nationally recognized programs and conduct research and other scholarly activities that focus on the lives of individuals and their families as they interact in work, educational, and living environments."—College of Human Development and Education.

"The mission of the College is to provide outstanding education, research, and service to our students, alumni, state residents, research partners, businesses, organizations, and government. We will be a leader in economic development by transferring technology and also by providing information and innovative design."—College of Engineering and Architecture.

Example of Evidence 1.C.5: NDSU's internal constituencies articulate our mission in a consistent manner.

The university's internal constituencies articulate the mission in a consistent manner because the intensive development process provided high visibility for the mission statement and supporting documents. There was broad participation across campus, and the mission documents are consolidated on a single page that is widely distributed on the campus, further reinforcing the content. The mission statement itself is concise, with a provocative and dynamic preface. It accurately captures the evolution and transitions occurring throughout the institution.

Core Component 1.D. NDSU's governance and administrative structures promote effective leadership support collaborative processes that enable the organization to fulfill its mission.

Governance for the NDUS begins with the State Legislature. The body of elected officials makes decisions concerning budgets and procedures concerning the institutions. Most of these decisions are the responsibility of the SBHE.

A major change in this area since the last North Central Association visit has been the creation of the "Roundtable" cornerstones and the accountability measures that have been identified. In 1999-2000, the Roundtable on Higher Education, a group of 61 state leaders from the public, government, private and education sectors, established new expectations for the NDUS. In addition to providing high-quality education, roundtable members charged the system with playing a major role in revitalizing North Dakota's economy. Key cornerstones were developed on which to build a university system for the 21st century, and accountability measures were identified. Cornerstones include:

- Economic Development Connection
- Education Excellence
- Flexible and Responsive System
- Accessible System
- Funding and Rewards
- Sustaining the Vision

Governance structure within NDSU is integrated into all academic and non-academic divisions. From central administration to academic colleges, from the University, Staff, and Student Senates to the Development Foundation, various elements of student life (the Residence Hall Association and Congress of Student Organizations are two major examples) and intercollegiate athletics, policies, procedures, and mechanisms for governance at all levels of campus life are in place. Documentation is freely available to both internal and external audiences and constituencies through various Web sites and through directory listings in the campus telephone directory.

Example of Evidence 1.D.1: SBHE policies and practices document their focus on NDSU's mission.

The SBHE provides oversight for the activities of the 11 member institutions while holding each institution responsible for its individual activities as defined by the SBHE and the mission of the individual institution. Documentation for definition and support of NDSU's various activities are embedded in the minutes of various meetings of the SBHE (www.ndus.edu/sbhe/default.asp?ID=269).

Example of Evidence 1.D.2: **The SBHE enables NDSU's chief administrative personnel to exercise effective leadership.**

SBHE Policy 305.1 (www.ndus.edu/policies/ndus-policies/subpolicy.asp?ref=2592) and NDUS Policy 305.1(www.ndus.edu/policies/sbhe-policies/policy.asp?ref=2400) collectively identify responsibilities of university presidents within the system.

Section 305.1.2 of the SBHE policy manual reads:
> "The Board delegates to the president of each institution full authority and responsibility to administer the affairs of the institution in accordance with Board policies, plans, budgets, and the standards, including the management and expenditure of all institutional funds, within the budgetary and other limitations imposed by the law or by the Board."

Example of Evidence 1.D.3: **The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.**

Fundamental responsibilities are defined through job or position descriptions for all personnel at NDSU. While President Chapman is ultimately responsible for the activities that transpire on our campuses, including Experiment Station and NDSU Extension Service sites, the myriad activities that occur necessitate that both authority and responsibility be shared.

The governance and reporting structures in place assure administrators, faculty, staff, students, and other clientele have appropriate platforms and opportunities to voice opinions.

The major subdivisions of activity and responsibility are based with the Vice Presidents of the respective major areas. Each Vice President then has an administrative structure appropriate to the nature of the division.

Shared governance, authority, and responsibility are vested in the University Senate, the Staff Senate, and the Student Senate. Faculty, through the University Senate and committee structures at the university, college, and department levels, demonstrate responsibility for the curriculum and many of the basic structures of our institution. Staff members, through the Staff Senate, establish policies and procedures, provide advice and suggestions to other governing bodies on campus, and

While President Chapman is ultimately responsible for the activities that transpire on our campuses, the myriad of activities that occur necessitate that both authority and responsibility be shared.

prioritize activities. Students, through the Student Senate and various organizations and advisory groups establish their agenda for current and future activities, provide governance for groups and organizations, and provide recommendations for the use of various student fees.

Representatives of various clientele throughout the state and region serve on advisory boards for colleges, departments, and the NDSU Extension Service. For example, many counties provide support for local extension agents and interact at the local, district, and state levels in establishing priorities and practices for individual agents and for the NDSU Extension Service as a whole.

> **Example of Evidence 1.D.4: Individuals within the governance and administrative structures are committed to the mission and are appropriately qualified to carry out their defined responsibilities.**

Our fundamental purposes are closely linked to the land-grant ideals, new mission and goals statements represent changes in language rather than changes in philosophy.

The mission and goals of individual academic and non-academic units at NDSU are founded in the institution's mission and goals statements and the approval of a new NDSU mission statement in January 2004, led to minor updates to several individual mission statements to more effectively mirror the university's concise mission statement. The current mission and goals statements represent redrafting of previous mission and goals statements rather than sweeping changes.

Our fundamental purposes are closely linked to the land-grant ideals, new mission and goals statements represent changes in language rather than changes in philosophy. As such, individuals in administrative and governance structures essentially maintain the long-term objectives that are widely understood.

Administrative and governance roles are typically filled by individuals chosen as the result of national searches culminating in an on-campus interview process. Lower-level advancements may develop through internal searches when it can be demonstrated that a suitable internal candidate is available. These internal appointments are typically part-time appointments or positions having a defined length of service.

Approval for temporary or defined-term appointments is provided by the Office for Equity and Diversity.

Example of Evidence 1.D.5: **Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.**

As indicated previously, faculty demonstrate responsibility for the curriculum. The process begins with departmental curriculum committees whose recommendations are carried to college-level curriculum committees. Recommendations by college-level curriculum committees for course additions, changes, or deletions are forwarded to the Academic Affairs Committee of the University Senate for consideration. Recommendations involving graduate students are also sent to the Graduate Council, which must act upon those courses before they are considered by the Academic Affairs Committee of the University Senate.

The agenda for each meeting of the University Senate is posted by the Office of Registration and Records and the availability of the agenda is announced by a message on the faculty LISTSERV. The report from the Academic Affairs Committee is traditionally the initial committee report presented at each meeting of the University Senate. The report from the General Education Committee is traditionally the second report presented at meetings of the University Senate.

Example of Evidence 1.D.6: **Effective communication facilitates processes and activities.**

Efficient communication processes are in place for the variety of communication activities and formats for a contemporary university exhibiting dynamic growth. These communications reflect direct connections from administration to faculty, staff, students, and external constituencies as well as linkages between and within each category of clientele.

President Chapman's "State of the University" address near the start of each fall semester[1] provides a public overview of recent achievements at NDSU, describes our current status, and identifies our short- and long-term goals and objectives. The President's Cabinet is composed of top administrators on our campus and minutes which, like the majority of significant campus activities, are electronically available[2]. The President's Council, composed of the President's Cabinet, faculty, staff, student leaders, and various mid-level administrators, meets monthly to share information.

Efficient communication processes are in place for the variety of communication activities and formats for a contemporary university exhibiting dynamic growth.

College Deans conducts regular meetings with department Chairs and Heads and with faculty to facilitate communication and sharing of information. Similar processes are conducted in other divisions, such as Student Affairs and Facilities Management.

University Senate, composed of faculty, staff, student, and some administrative members, meets monthly during the school year. The agenda is discussed and established by an Executive Committee composed of the Senate President, the Senate President-Elect, the P&VPAA, the Registrar, representatives from each academic college, and representatives from the Staff Senate and Student Senate. Staff Senate meets monthly and Student Senate meets weekly during each regular semester.

"It's Happening at State" is a weekly newsletter sent to faculty and staff. Two issues of the student newspaper, "The Spectrum" are published each week during the regular academic year. Use of fliers to announce meetings, seminars, and speakers has declined as increasing use is made of e-mail.

To be uninformed at this time would essentially involve opting-out of the formal and informal information processes that are in place at NDSU.

President Chapman and the respective vice presidents make regular visits to departments and units for question and answer sessions. Open Forums on various topics are conducted by the P&VPAA on promotion, tenure, and evaluation or on items presented by the faculty. Faculty from each college interacts in campuswide activities such as the popular Pedagogical Luncheon series and Peer Review of Teaching through open question and answer sessions.

Various Extension publications are updated each year and additional publications are made available. Many publications are available on a "print on demand" basis[3]. Various field days and tours are held throughout the state each year to provide current information to farmers and ranchers. Business owners receive assistance from the service projects that are integrated into various classes. These service activities provide obvious learning experiences for students while business persons learn new vocabulary and techniques and maintain or develop linkages to economically valuable expertise at NDSU.

To be uninformed at this time would essentially involve opting-out of the formal and informal information processes that are in place at NDSU.

Links for Example of Evidence 1.D.6 include:
[1] www.ndsu.nodak.edu/ndsu/administration/president/chapman/address/
[2] www.ndsu.edu/ndsu/cgoodyea/cabinet_minutes/
[3] www.ext.nodak.edu/

Example of Evidence 1.D.7: NDSU evaluates organizational structures processes regularly and strengthens them as needed.

Evaluation and review of structures and processes can be based upon intervals appropriate to each activity or upon need. Policies and procedures, for example, may be updated to reflect changes in federal or state laws, for improvements as needed, or to improve how effectively each may be interpreted. NDSU policies that mirror NDUS policies contain text in italics to identify language specific to our campus.

Some processes, such as promotion, tenure, and evaluation (PT&E), are reviewed at intervals of between three and five years to improve the language and the processes. Faculty are evaluated annually with special emphasis given to nurturing those in their first five years at NDSU.

Program Review, the thorough review of the achievements of academic units by faculty and others, is based upon an interval of six years. Academic departments submit annual reports on their assessments of student learning and feedback is provided to assist in enhancing student learning through improvements in teaching effectiveness. General education courses are reviewed at five-year intervals to assure that the courses continue to meet their stated educational outcomes and to provide an opportunity for faculty to modify the learning outcomes for these courses.

Faculty are evaluated annually with special emphasis given to nurturing those in their first five years at NDSU.

The "Rights and Responsibilities of Community: A Code of Student Behavior" is reviewed periodically by a committee which included various members of the Division of Student Affairs, a student representative, Chief of NDSU Police, and the General Counsel, in consultation with the Vice President for Student Affairs. The contents of the Code may be subject to change prior to the reprinting of the document. If changes are made, documents relating to the changes will be available from the Office of the Vice President for Student Affairs or Dean of Student Life, printed in "The Spectrum" or other appropriate publications, and will be included in future code revisions.

The classification structure for staff is reviewed periodically to assure that descriptions are valid reflections of job families and expectations within each category.

The titles of individual offices may be updated to better reflect activities and responsibilities. Recent examples include the current Office of Diversity and Equity (Equal Opportunity Office), the School of Graduate and Interdisciplinary Studies (Graduate School), and the Vice President for Agriculture and University Extension (Vice President and Dean of the College of Agriculture, Food Systems, and Natural Resources).

Creation of the Office of the Vice President for Research, Creative Activities, and Technology Transfer (VPRCATT) has fostered the rapid increase in growth of research activities that has advanced NDSU to the rank of 122nd in research expenditures. This office also has oversight for assurances required by granting agencies, securing patents, and, among other activities, supervising licensing of recent plant varieties.

Core Component 1.E. NDSU upholds and protects its integrity.

A campus without integrity is an empty shell and cannot maintain the respect of its many audiences, from local to international. NDSU "practices what it preaches" in the classroom, in the Residence Halls and co-curricular activities, and in its dealings with the public and industry. In those respects, responding to this core component is comparable to responding to Criterion Five and in-depth information is also provided in Chapter 9 that addresses key facets of "Engagement and Service."

Example of Evidence 1.E.1: NDSU's activities are congruent with our mission.

As an institution exhibiting growth on several fronts, NDSU continues to grow and expand our mission statements and our responsibilities.

NDSU's mission, teaching, and research activities spring from our role as a land-grant institution. Our outreach activities have their foundation in the charge to provide educational programs to various audiences as defined by the role of the Extension Service and service activities in academic and in student affairs.

More recently, educational institutions in North Dakota and other states have been charged with responsibilities for economic development.

As an institution exhibiting growth on several fronts, NDSU continues to grow and expand our mission statements and our responsibilities.

Example of Evidence 1.E.2: The SBHE exercises its responsibility to the public to ensure that NDSU operates legally, responsibly, and with fiscal honesty.

The structure of the SBHE, its regularly scheduled meetings, and its committee structure assure effective communication to the Board and to other member institutions. We go beyond acceptance of responsibility in seeking opportunities to assist other institutions from K-12 schools, to sister institutions in the NDUS, to Tribal Colleges, and to institutions with whom we interact in providing representatives and leadership to regional committees.

Annual and semi-annual audits and other external reports authorized by the Legislature and by the SBHE attest to the fiscal integrity with which we conduct and report fiscal activities.

> **Example of Evidence 1.E.3:** **NDSU understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally recognized sovereign entities).**

NDSU employs a General Counsel to provide guidance with respect to local, state, and federal laws and regulations. In addition, individuals with adequate training, background, and experience are employed to assure that specialized regulations from agencies such as NSF, USDA, and HEW are followed. These individuals are supported by trained staff and have opportunities to participate in regional or national conferences and workshops to extend and enhance their training.

Fair treatment of constituents begins internally with students, staff, and faculty.

> **Example of Evidence 1.E.4:** **NDSU consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.**

NDSU policies and procedures and those of the NDUS and SBHE are developed with input from the constituencies involved and are made available to the clientele and to the public on various Web sites. Policies are presented to the various Senates and several have been debated and modified as a result of these discussions. Both rights and responsibilities are outlined in policy statements.

> **Example of Evidence 1.E.5:** **NDSU's structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities.**

NDSU's administrative and advisory structures feature checks and balances sufficient for the integrity of activities to be maintained. Faculty,

students, and staff are engaged in these activities as participants at various levels that include membership in committees and serving as faculty and staff advisors to organizations.

Example of Evidence 1.E.6: **NDSU deals fairly with our external constituents.**

Fair treatment of constituents begins internally with students, staff, and faculty. This implicit fair treatment of others does not end at the campus gates but extends to agricultural and industrial cooperators and to those with whom we develop contracts and agreements.

One of the landmark examples of fair treatment for all has been the development of NDSU Downtown. This extension of the Main Campus has been welcomed by students as an opportunity for enhanced space and improved facilities and applauded by the downtown business community as providing both urban renewal and economic development.

Example of Evidence 1.E.7: **NDSU represents itself accurately and honestly to the public.**

The element of ethics is innate within what NDSU does and what we seek to be in the future.

This element of ethics is innate within what NDSU does and what we seek to be in the future. This aspect starts with recruitment of faculty, students, and staff and includes interactions with local and national press. For example, representatives from the "Forum of Fargo-Moorhead," the local newspaper, may attend meetings of the University Senate when the agenda includes topics that may be of interest to non-members of our campus community.

Representatives from the media are provided with materials that form the basis of various news features. The media have also requested additional materials that have been provided on topics ranging from the move to Division I athletics to e-mail messages from specific faculty.

Relationships with alumni and friends of NDSU have been enhanced and have become a strength that has permitted development of "Momentum," the capital campaign, to progress at an unexpected rate. Initial indications suggest that contributions to support students have been one of the areas receiving strongest support.

Example of Evidence 1.E.8: **NDSU documents timely response to complaints and grievances, particularly those of students.**

The Vice President for Student Affairs Office has established a procedure for students to file complaints regarding student concerns or other issues. The purpose of the procedure is to provide for an orderly collection of information, to address students' complaints in a timely manner by appropriate university personnel, and to help students learn effective conflict resolution skills.

Section 3: Behavior Expectations and Responsibilities in the "Rights and Responsibility of Community: A Code of Student Behavior" (www. ndsu.edu/ndsu/vpsa/code/)discusses the procedure and Part B: Related University Policies identifies policies that pertain to student life (www. ndsu.edu/ndsu/vpsa/code/ sccdocb.htm).

Students are encouraged to resolve their concerns by working their way through the following channels. If it is an academic issue: (1) Professor, (2) Department Chair, (3) College Dean, and (4) Grade Appeals Board (if recommended by your dean). If it is an administrative issue: (1) Individual (department), (2) Director, and (3) Dean of the area. The steps are outlined in the document located at www.ndsu. edu/vpsa/forms/ProblemsProcedure.pdf. In addition, students may arrange a meeting with the Associate Director of Student Rights and Responsibilities at any time during the process for advice and direction in resolving the problem. These records may be kept in the VPSA Office or Dean of Student Life Office.

Procedures for complaints or grievances from faculty and staff are part of the Policy Manual (www.ndsu.edu/policy/) and supported by the Office of Equity and Diversity, the Human Relations Department, and the General Counsel.

Summary/Overview

Current Strengths of NDSU:
- Strong leadership, recent growth pattern;
- Strong relationships between and among students, faculty, staff, and administration;
- Positive perceptions by the public;
- Support from the Alumni Board, the Development Foundation Board, the Research and Technology Park Board, and other friends and supporters;
- Updated promotion, tenure, and evaluation criteria have been approved for all academic departments;
- Tenure track faculty are evaluated annually, and undergo a review at the end of their third year to ensure they are making adequate progress;
- College advisory boards play important roles;
- Student advisory boards have been established for Dining Services, Memorial Union, Career Center, Varsity Mart Bookstore, Bison ID Card, Residence Life, Residence Hall Association, and the Advisory Board for Student Affairs;
- Evidence of commitment to integrity is seen throughout campus unit documents; and
- The Extension Service, Agricultural Experiment Station, Agricultural Communications and the Agriculture Budget Office operate independently. This assures distinct identification funding for teaching resources.

Current Challenges:
- Competition exists for resources;
- Parking issues continue for faculty, staff, and students;
- Not all banded employees are equally interested in being involved in Staff Senate;
- Diversity continues to be a priority and a concern; and
- Salary levels to recruit and retain faculty remains a challenge.

Areas of Opportunity:
- Recruitment of a more diverse faculty and student body;
- Recruitment, retention and promotion of female faculty;
- Continue to apply internal resources to increase faculty and staff salaries;
- Address salary compression and inversion among faculty; and
- Continue to enhance relationships with local legislators.

Chapter Six

Criterion Two: Preparing for the Future

NDSU takes pride in having a vision of the future to meet the emerging needs of the publics it serves. This trait melds with the Higher Learning Commission's recommendation to be forward-oriented, learning-focused, and connected with the people who use our facilities and services. A major NDSU objective is to help the people of North Dakota, the region, the nation, and world attain their aspirations through outstanding education, cutting-edge and applied research, and quality service.

In his 2003 State of the University Address, President Chapman described NDSU as a campus filled with enthusiasm and anticipation. He urged faculty, staff, and students to "continue to dream the big dreams," while recharging for the work that is yet to come.

As you will learn in this chapter, NDSU is planning to bring a brighter future for the many people we serve.

A major NDSU objective is to help the people of North Dakota, the region, the nation, and world attain their aspirations through outstanding education, cutting-edge and applied research, and quality service.

Criterion Statement: NDSU's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

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Core Component 2.A. NDSU realistically prepares for a future shaped by multiple societal and economic trends.

Example of Evidence 2.A.1: NDSU's strategic planning documents reflect a sound understanding of NDSU's current capacity.

Many NDSU planning documents are based on a statewide effort to incorporate higher education as a fundamental player in North Dakota's future.

Many NDSU planning documents are based on a statewide effort to incorporate higher education as a fundamental player in North Dakota's future. The North Dakota Legislative Interim Committee on Higher Education's "Report of the Roundtable—A North Dakota University System for the 21st Century" was presented to NDSU faculty and staff in October 2000. The report presented a plan to link the university system with the state's economic vitality.

The report said the campuses should create unique, high quality institutional strengths; collaborate to utilize strengths while minimizing barriers; develop internal values, policies, and behaviors that encourage and reward entrepreneurship and responsiveness; strengthen ties to clients and become engaged campuses; develop academic programs to help students apply their knowledge in employment and in the larger society; and establish mechanisms to ensure "flexibility for accountability." The Roundtable report is found at www.ndus.edu/reports/, and was previously documented in Chapter Five.

Further Roundtable discussions were held in June 2004. At the time, members of the university system discussion group said the Roundtable's vision had resulted in increased enrollment, economic growth, shared goals, and objectives, and a common vision for the NDUS. A report of this meeting is available at www.ndus.edu/reports/details.asp?id=766.

In his October 14, 2004, State of the University address, President Chapman noted that NDSU had achieved nearly all of the original goals declared when he came to campus in 1999. New goals were outlined that were more qualitative, with the aim of establishing NDSU as a national

model of a contemporary land-grant university (www.ndsu.edu/ndsu/administration/president/chapman/address/2004_address.shtml).

At the college and department levels, planning documents are based on directions set by the university system and NDSU. For examples, see: www.ndsu.edu/cba/information/strategic.plan.html, www.ndsu.edu/hde/college/goals_2004_05.shtml, www.ndsu.nodak.edu/pharmacy/about/plan.html, and www.ndsu.edu/ndsu/english/view.php?ArtID=232.

> **Example of Evidence 2.A.2: NDSU's planning documents demonstrate that attention is being paid to emerging factions such as technology, demographic shifts, and globalization.**

Technology

Technology, including information technology (IT), is pervasive throughout NDSU, touching all faculty, staff, students, and external stakeholders. Technology planning takes place at all levels of the organization and is coordinated throughout the NDUS.

Figure 6.1. Development of Instrumented Classrooms and Multimedia Carts. Selected Years from 1996-97 to 2005-06. (Source: ITS)

Instrumentation of Classrooms
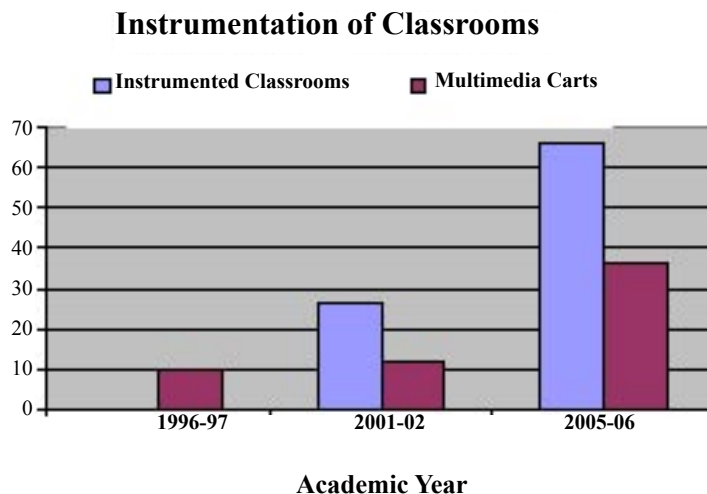
The state's university system consists of 11 separate, yet strongly linked campuses. With a systemwide Chief Information Officer (CIO), the campuses share a vision to meet key information technology goals set forth by the NDUS Technology Plan. The goals directly support long-

Technology, including information technology (IT), is pervasive throughout NDSU, touching all faculty, staff, students, and external stakeholders.

range objectives of the State Board of Higher Education (SBHE) and the Roundtable. Those goals include:

- Improving NDUS IT-enabled business processes and services;
- Implementing, with state government, the new financial/student accounting/human resources management system known as ConnectND;
- Improving library services and enhance library management capabilities;
- Expanding IVN videoconferencing services within the NDUS state and local government, K-12 schools, and nonprofit organizations;
- Offering reliable, cost-effective, and appropriate NDUS network services;
- Promoting Internet2 and advanced networking; and
- Providing training and support for network videoconferencing user groups.

The NDUS CIO has five advisory councils, and members include administrators and staff from NDSU (www.ndus.edu/services/tech-info/services/default.asp). Information Technology Services (ITS) provides broad, campuswide technology support services for NDSU and is also the Higher Education Computing Network (HECN) South Site, providing networking, administrative, and general computing services to the university system. See its.ndsu.edu/.

North Dakota is the only state that has a statewide network (STAGEnet) that provides high-speed connectivity, Internet access, videoconferencing, and other networking services to higher education, K-12, and state and county governments.

North Dakota is the only state that has a statewide network (STAGEnet) that provides high-speed connectivity, Internet access, videoconferencing, and other networking services to higher education, K-12, and state and county governments. The increased access is most visible in the videoconferencing arena. Before the inception of the network, the Interactive Video Network linked the 11 NDUS institutions with the Capitol building and the state hospital. More than 300 higher education, K-12, and state and county government sites are currently involved in the network.

Scientists at various Research and Extension Education Centers use videoconferencing to participate in events held on our main campus, such as departmental seminars, interviews of candidates for faculty positions, and oral examinations of graduate degree-seeking candidates. These capabilities have been used in intercontinental interviews of candidates for various staff positions and contribute to significant savings in time and resources.

The ConnectND project (www.ndsu.edu/index_connectnd.shtml) is being implemented across the university system and state government offices. This Enterprise Resource Planning project upgrades outdated processes and expands services for all state government employees, campus employees, and students using PeopleSoft software. The project is partially funded by the state legislature and by a student fee. NDSU staff and faculty have spent untold additional hours striving to fulfill schedules and make implementation as effective as possible.

NDSU ITS improvements to meet demands identified by faculty, staff, and student. NDSU assesses students a technology fee of $6.04 per credit per semester with a maximum fee of $72.48 per term. Information technology proposals to use these funds are submitted to a technology fee committee, evaluated, and awarded based on merit. The committee members represent faculty, staff, and students. See www.ndsu.edu/tfac/.

To support emerging technologies, ITS at NDSU has invested heavily in infrastructure, security, and backup. Examples include a comprehensive centralized backup for all servers, an expanded storage infrastructure, a major upgrade of core network switching equipment, the development of a plan for the a conversion of all campus buildings from a hardwired network to wireless networking, a bandwidth management system for assuring appropriate use of computing resources by students in residence halls, and a second computer room in the Research 1 building that mirrors data from multiple servers.

To support emerging technologies, ITS at NDSU has invested heavily in infrastructure, security, and backup.

Figure 6.2. Number of Pages Printed by Students in Computer Clusters. Selected Years from 1996-97 to 2003-04. (Black and white only. Source: ITS)

Pages Printed in Clusters
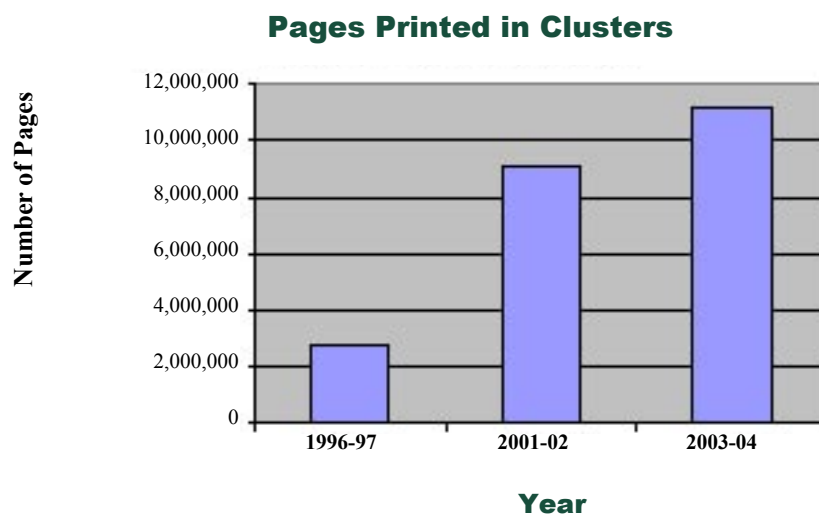
Demographic shifts

The North Dakota State Data Center, located at NDSU, is the demographic and research unit for the state and provides a valued resource as the university plans for the changing needs of the state. The center monitors the changing patterns of demographic and economic shifts. Published findings are reported bimonthly and are available at www.ndsu.edu/sdc/. The data contribute heavily to NDSU's plans, ranging from recruitment of potential students to program planning by the North Dakota Extension Service.

Demographic shifts and the renewed emphasis on globalization incorporated into the current mission statement are driving forces behind the additional national focus on students and the request for permission to offer programs and degrees electronically. The globalization aspects of this Example of Evidence are discussed in the paragraphs that follow.

Globalization

The focus of NDSU, beginning with its mission statement, "With energy and momentum, North Dakota State University addresses the needs and aspirations of people in a changing world by building on our land-grant foundation," includes global activities. The mission of the Office of International Programs (OIP) is to improve the ability of NDSU graduates to live and work in a global society by developing understanding of other cultures through study, research, activities, and experiences abroad. The OIP works toward this mission by recruiting and supporting high quality international student enrollment, developing bilateral academic exchange relationships, promoting the international studies major to the undergraduate population and providing affordable study abroad opportunities to undergraduate students. The OIP also works with faculty and staff to develop curriculum and programs on campus with an international focus. In addition, the office publishes an annual newsletter,

"Global Link," which highlights international activities and opportunities for students, faculty, and staff.

The OIP continues to develop new bilateral agreements with partner institutions overseas. There are currently 15 active exchange agreements and NDSU students travel to partner institutions in Australia, western Europe, Africa, Scandinavia, and Mexico each year. There were 135 NDSU students who participated in Study Abroad activities in 2003-04.

In addition, students from the exchange partners study at NDSU, bringing in students from countries such as Sweden, Denmark, and Mexico. For example, students from the French partner study agribusiness in Fargo during the academic year and NDSU students study at the French exchange partner for four weeks during the summer.

Thirty students from South Korea came to NDSU during the 2004-05 academic year. The students, from Konkuk University, Seoul, were the first group to take part in the affiliation program between the two universities. The students explored a variety of studies, including business administration, English, biochemistry, engineering, animal and range sciences, apparel and textiles, statistics, architecture, and interior design.

The International Studies major has been offered at NDSU for the past 10 years. It is a secondary major offered concurrently with a student's primary program of study.

Last year, NDSU partnered with the Ansal Institute of Technology (AIT) in India, in offering a "twinning" program of study. The program prepares students at AIT, based on NDSU curriculum, for a period of one to three years in several disciplines and prepares them for transfer to NDSU. At present, those disciplines are computer and electrical engineering, computer science, business administration, biotechnology, mass communication, and retail management. More than 100 students are expected to come to NDSU each year as part of this program. The program also is designed to allow NDSU students to spend a semester at AIT. The agreement with AIT includes a faculty exchange and encourages faculty from India to complete their doctorate here.

The International Studies major has been offered at NDSU for the past 10 years. It is a secondary major offered concurrently with a student's primary program of study. The program provides students with the opportunity to internationalize their major by combining special requirements to obtain the international studies major with their academic field of study. Students complete 27 credits of course work including an integrative senior project, demonstrate proficiency in a foreign language and participate in an experience abroad.

NDSU currently has 90 courses offered in 26 departments across seven colleges that have a significant international focus. As part of the general educational requirement, students must take three credits of a course with a cultural diversity component and three credits of a course with a global perspectives component.

Example of Evidence 2.A.3: NDSU's planning documents show careful attention to NDSU's function in a multicultural society.

President Chapman's central theme that "It's About People" speaks eloquently to this Example of Evidence and to others. This theme serves as an effective umbrella serving a variety of interconnected activities and projects. A selection of those activities is discussed in this section of the Self-Study document.

The President's Diversity Council was created in 2001 to develop a plan to ensure that NDSU's campus was open and welcoming. According to its mission statement, the council strives "to provide a climate where there is an open and free exchange of ideas rooted in civility and a respect for the contributions of all those in our community."

The council administered a campuswide climate survey and using the survey information developed a draft "Strategic Plan for Diversity, Equity, and Community" for implementation during 2005-2010, and presented it to the University Senate, Staff Senate, Student Government and the President's Council in fall 2005.

The plan concentrates on action steps in five major components of campus climate, including institutional commitment, curriculum and pedagogy, research and scholarship, recruitment and retention, and inter-group and intra-group relations. More information on the council's work, and the results of the campus Climate Survey, are available at www.ndsu.edu/diversity.

Multiculturalism at NDSU is evident, and is a legacy of the land-grant philosophy. As an example, the "Tapestry of Diverse Talents," a photo gallery of students, staff, and faculty recognized for their contributions in the NDSU campus community, is currently displayed near the main entrance of the Memorial Union. It serves as a highly visible reminder of NDSU's commitment to, and recognition of, cultural diversity on our campus. Other less visible threads of diversity woven into the campus fabric, include local, regional, national, and international service projects completed by members of various student organizations.

One of the self-study focus groups addressed diversity issues. That report contains detail not presented here and is found at www.ndsu.edu/ndsu/accreditation/DiversityFocusGroup.htm.

Example of Evidence 2.A.4: NDSU's planning processes include effective environmental scanning.

Evidence of effective environmental scanning can be seen throughout the university's planning and continuing self-examination. Selected areas will be discussed in the next several paragraphs, which are intended to illustrate how NDSU, as an entity and as an active participant in regional and national organizations, remains committed to continuing planning in multiple environments.

NDSU surveys its students and conducts the College Student Inventory (part of the Noel-Levitz Retention Management System), the Student Satisfaction Inventory (Noel-Levitz Centers Inc.), the National Survey of Student Engagement (Indiana University) and an internally organized retention survey. The results are found at www.ndsu.edu/oia/.

For the NDSU Extension Service, documents that provide information on how the mission, program areas, program delivery, staffing, and funding prepare for the future are located at www.ext.nodak.edu/progplan/. The documents located at www.ext.nodak.edu/progplan/stateplans.htm include the State Plan of Work for the Extension Service, which is used by eight areas in the Extension Service to provide direction for their programs.

The State Board of Agriculture Research and Education (SBARE) provides direction for the North Dakota Agricultural Experiment Station. Its planning documents located at www.ag.ndsu.nodak.edu/sbare/sbare.htm.

Evidence of effective environmental scanning can be seen throughout the university's planning and continuing self-examination.

The North Dakota Agricultural Products Utilization Commission maintains close working relationships with departments in the College of Agriculture, Food Systems, and Natural Resources and has planning documents located at www.growingnd.com/services/commission/default.asp?sectionID=10&subSectionID=36&pageID=130.

Additional environmental scanning is also incorporated into the activities and outcomes of various advisory boards at the university and college levels. Advisory boards for the Alumni Association (www.ndsualumni.com/), Development Foundation (www.ndsufoundation.com/), and Research Technology Park (www.ndsuresearchpark.com/) provide input at the university level while additional information is obtained from various advisory boards at the college and departmental levels.

How information is shared and assimilated is as meaningful as the fact that knowledge of our environment is obtained. The interconnected networks of the President's Cabinet, the President's Council, Deans meetings, meetings of the Deans and Directors, meetings of Deans with Chairs and Heads, college meetings and departmental meetings provide bottom-up, top-down, and lateral sharing of key information to be used in short-range, intermediate, and long-range planning.

Example of Evidence 2.A.5: NDSU's environment is supportive of innovation and change.

NDSU has a strong heritage, through its land-grant history, of providing innovative support and initiatives to the citizens of North Dakota. That original ideal is a fundamental theme at NDSU and provides the supporting framework to its plans and initiatives. In the coming paragraphs, projects will be described that demonstrate how NDSU has been innovative and has brought beneficial and thoughtful change.

Learning Management Systems: Blackboard 6 is the current learning management system used on our campus. Evidence of how effectively this tool is used by faculty is that we have approximately 1,000 courses having 20,000 students enrolled during the fall 2005, semester. On one day in mid-October, there were in excess of 76,000 accessions of information on this system.

Telepharmacy: North Dakota is in the midst of a rural health care crisis. Twenty-six rural community pharmacies have closed and 12 additional pharmacies are at risk of closing. Other pharmacists wish to retire, and

not all of them have replacements. The College of Pharmacy received a grant from the Health Resources and Service Administration of the U.S. Department of Health and Human Services to implement a statewide telepharmacy program to assist rural pharmacies. Working with the North Dakota Board of Pharmacy, procedures were developed to allow pharmacists to electronically supervise technicians at remote sites as they dispense prescriptions. Licensed pharmacists also use videoconferencing equipment for patient consultation.

Video Conferencing: The College of Agriculture, Food Systems, and Natural Resources received a Department of Commerce grant in the fall of 2000 to establish approximately 20 Internet-based video conferencing sites at various locations across the state. The project was a collaborative effort among several NDSU offices, the N.D. Information Technology Department, and the N.D. Interactive Video Network. The project also received in-kind support from several communities and businesses as a demonstration of the commitment of off-campus entities to the success of the activity.

Virtual Learning: The Center for Community Vitality was created in 2004 to build capacity in North Dakota communities. The center is "virtual" in the sense that all of the resources are not housed in a building. The center's Web site allows individuals to access information and resources around numerous topics, including entrepreneurship, leadership development, community development, public issues education, rural and small business development, business retention, and expansion information. Additional information about the center is available at www. ag.ndsu.edu/ccv/.

Research Competitiveness: The goal of the North Dakota Experimental Program to Stimulate Competitive Research (ND EPSCoR) is to increase competitiveness in seeking merit-based federal grants and contracts in science and technology research. More information on ND EPSCoR is available at www.ndsu.edu/epscor/index.htm.
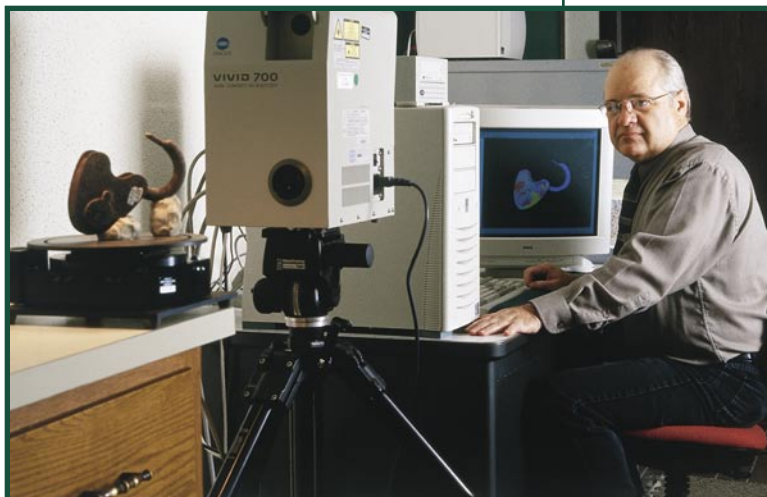
North Dakota continues to be more competitive in receiving merit-based grants and contracts. The total National Science Foundation funding rose 307 percent from 1990-98—the second highest in nation. Since 1998, 12 ND EPSCoR-supported principal investigators received CAREER awards. Scientists supported by EPSCoR received more than $31 million subsequent to the biennium 1999-2001.

Instructional Development: The University Senate Faculty Development Committee invites faculty to apply for funding to support instructional development projects or to assess student learning. Individual faculty may apply for up to $2,500 to support instructional development activities. Groups of faculty, either within a discipline or across departments, may apply for up to $4,000 to support interdisciplinary development or departmental curricular planning. The projects may be for any instructional improvement, but preference is given to those that include cooperative learning or improvements using technology in the classroom.

An online course development grant also has been established. Guidelines for the Faculty Development Grants are available at www.ndsu. edu/ndsu/administration/ committees/facdev/.

Innovation is encouraged across our campus. An example is the rapid acceptance and implementation of Personal Response Systems (PRS) in our classrooms. Initially tested as a tool for formative assessment in a biological science classroom, PRS is now common across the campus. Sixty-four classrooms are now wired for use with these devices. The campus bookstore, The Varsity Mart, has sold more than 9,000 devices to students and has developed a buy-back policy comparable to that for used textbooks.

The nearly instantaneous feedback possible with PRS led to their use during the 2004-05 academic year for all voting on motions before the University Senate to reduce the amount of time associated with roll-call votes.

Example of Evidence 2.A.6: NDSU incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue.

The history, and traditions of NDSU are critical to the university's planning process, and are frequently noted in campus life.

President Chapman often speaks of NDSU's land-grant mission of education, research, and outreach. For instance, in an interview in the fall 2000 NDSU Magazine, President Chapman answered questions about the direction of the Wellness Center, Animal Research Center, the Research and Technology Park, NDSU as an economic driver for North Dakota, faculty salaries, the aging North Dakota population's effect, and fiscal responsibility. The NDSU Magazine is located at www.ndsu.edu/ndsu/news/magazine. President Chapman addresses NDSU's planning and preservation activities through appearances on the "Prairie Voices" program offered by Prairie Public TV. This network reaches audiences in North and South Dakota, Minnesota, Manitoba, and Saskatchewan.

The book, "Our Purpose is to Serve," by Dr. David Danbom, an NDSU professor of history, provides background on our mission as a land-grant university. The book, written in 1990 and published by the North Dakota Institute for Regional Studies, chronicles the beginning years of the North Dakota Agricultural Experiment Station (NDAES). The book also explores the growth of the NDAES as the organization matured and changed during the 1900s.

The NDSU Libraries have an extensive collection of materials on NDSU's and the region's history and heritage. Displays of photographs of historic regional interest in the Main Library are changed at regular intervals to expose students to the rich cultural diversity and heritage of the region. The North Dakota Institute for Regional Studies is an organization whose role includes promoting the history and heritage of NDSU. Information on this organization can be found at www.lib.ndsu.nodak.edu/ndirs/.

Campus planning and design are excellent examples of how our campus intermingles preservation of historical elements while providing a balance with innovation. Campus building styles tend to follow a familiar pattern of design and green space has been retained during campus growth. At the same time, design innovations are encouraged. An obvious example has been the United States Department of Agriculture (USDA) Biosciences Research Laboratory near the western edge of our campus. This award-

The history, and traditions of NDSU are critical to the university's planning process, and are frequently noted in campus life.

winning building was intentionally designed to resemble a barn, and the blue roofing material was intended to represent the blue skies common to this area in the summer months.

President Chapman's visits with all departments and programs on campus, each of the Research and Extension Centers, and offices of county agents provide small-group opportunities for discussion. These conversations have included plans for preservation of significant elements of our past and how we wish to plan for archiving and preserving our present and our future. Each of the visits to on-campus departments or programs, out-state Research and Extension Centers, and county extension offices has been made with the appropriate vice president.

Example of Evidence 2.A.7: NDSU clearly identifies authority for decision making about organizational goals.

Governance at the state's colleges and universities begins with the North Dakota Legislature. This body of elected officials makes decisions concerning budgets and procedures concerning the institution.

Governance structure is integrated into all academic and non-academic divisions of NDSU. From central administration to academic colleges; from the University, Staff, and Student Senates to the Development Foundation and Intercollegiate Athletics, there are policies, procedures, and mechanisms for governance at all levels of campus life are in place and updated on a continuing basis.

State Board of Higher Education

Governance at the state's colleges and universities begins with the North Dakota Legislature. This body of elected officials makes decisions concerning budgets and procedures concerning the institution. Many decisions are funneled through the SBHE and the Chancellor. The nine-member board is the policy-setting body for the system, and consists of seven citizen members appointed by the governor to serve four-year terms. A student is also appointed by the governor as a voting member for a one-year term, and a non-voting faculty adviser is selected by the systemwide Council of College Faculties.

The SBHE was created by a constitutional amendment in 1939 for the explicit purpose of removing higher education from the exegesis of politics. In recent years, the board has asserted its independence from various government branches—the most recent example allowed the system to present a needs-based budget, even as state agencies were asked to propose a 95 percent budget for the 2001 legislative session.

The NDUS was created in 1990. The Chancellor, who serves as the Chief Executive Officer, represents the board to the legislature, governor, and other governmental agencies. The Chancellor makes recommendations to the board on personnel matters concerning institutional presidents and represents the Board on inter-institutional matters. The Chancellor conducts regular meetings with the system's presidents to obtain advice on matters that affect policies and procedures. The SBHE on March 18, 2004, selected Robert L. Potts, former president of the University of North Alabama, as Chancellor. He assumed his duties on July 1, 2004.

The mission of the NDUS is to "enhance the quality of life of all those we serve and the economic and social viability of North Dakota through discovery, sharing, and application of knowledge." Core values of the NDUS include: integrity, honesty, trustworthiness, accountability, valued partnerships, responsible stewardship, scholarship, and the pursuit of excellence. The vision for the NDUS is "the vital link to a brighter future."

The board carries out its constitutional responsibilities through a comprehensive set of policies and administrative rules and regulations (www.ndus.edu/). The major change in this area since the last NCA visit has been the creation of the Roundtable cornerstones, which were discussed earlier in this chapter.

In 2001, the Legislative Assembly passed SB 2003 to implement the Roundtable recommendations. The legislation granted the NDUS "flexibility with accountability," empowering it to act more entrepreneurially and, at the same time, providing measures for benchmarks. In October 2001, the SBHE approved accountability measures to provide guidance in establishing effective policy for the system's 11 campuses. Campuses must provide reports on accountability measures each year.

NDSU Governance

As an autonomous entity within the state system, NDSU's management is the responsibility of the President. Information on system policy and budgetary issues is brought to the NDSU campus through regular communication between the Chancellor and the SBHE with the President and the Provost and Vice President for Academic Affairs (P&VPAA). In addition, information is conveyed through the Council of College Faculties.

NDSU President Joseph Chapman

As an autonomous entity within the state system, NDSU's management is the responsibility of the President.

President Chapman is advised by various individuals, including the six vice presidents, the internal auditor, general counsel, and groups, such as the President's Cabinet, the President's Council, and the Director of Equity and Diversity. President Chapman meets regularly with students, faculty and staff, and various boards and advisory groups to solicit input and share plans for our continued growth and development.

College Governance

There are nine educational units at NDSU—the College of Agriculture, Food Systems, and Natural Resources; College of Arts, Humanities, and Social Sciences; College of Business Administration; College of Engineering and Architecture; College of Graduate and Interdisciplinary Studies; College of Human Development and Education; College of Pharmacy; College of Science and Mathematics; and the College of University Studies.

A Dean leads each of the colleges, and there is also a Dean of Libraries, a Director of University Studies, a Director of International Programs, a Director of Institutional Research and Analysis, a Director of Distance and Continuing Education, a Director of Accreditation and Assessment, and a Vice Provost and Chief Information Officer for Information Technology Services. Each Dean interacts on a regular basis with their Council of Heads/Chairs or the Graduate Council. The Dean, in conjunction with this group and the faculty, formulates policies and procedures governing the college, including issues such as tenure and promotion and grievance procedures. The operation of all levels within the university is outlined in the NDSU Policy Handbook, including equal opportunity guidelines, and may be accessed at www.ndsu.edu/policy/.

Faculty, Staff, and Student Governance

The University Senate is a shared governance body with membership consisting of student, staff, faculty, and administrative members. The

procedures by which the University Senate operates are outlined in its constitution and bylaws. There are currently 11 student members elected by Student Government, four staff members elected by the Staff Senate, 45 faculty members elected by the various colleges, and 11 permanent administrative members. The formula used for determining the number of senators from each college states that there should be about one senator for every 10 full-time faculty members; the ratio may be adjusted slightly to maintain approximately 45 faculty senators in total. Each year, the Senate elects a new President-Elect, who serves as an apprentice the following year before becoming the President. The University Senate meets approximately once per month during the academic year.

The NDSU Staff Senate was established on January 1, 1990. Its mission is to represent broadbanded staff on matters and proposals that would improve the status of employees, and to improve communication between staff and other university personnel. Staff Senate's goals and the procedures may be viewed at www.ndsu.edu/staff_senate/. Membership in Staff Senate consists of approximately 5 percent from each category of broadbanded staff. Sixty-one senators make up the various categories of the Senate: Professional, Technical, Office, Crafts and Trades, and Service. Each member serves a two-year term, and may not serve more than three consecutive terms.

The Student Senate is the governing council of students at NDSU. The Student Senate, through its various committees, is actively engaged in advancing its mission "to improve the lives and educational experiences of students, faculty, and staff at North Dakota State University." Student Government constitution, bylaws, and policies may be viewed at www.ndsu.nodak.edu/bisonweb/. Student Government's involvement with the North Dakota Student Association (NDSA) and its strong presence during the biennial state legislature meetings on budgetary matters have played an important role in the university's governance.

> ### Core Component 2.B. NDSU's resource base supports our educational programs and our plans for maintaining and strengthening their quality in the future.

NDSU's resources come from a variety of sources, including state appropriations, grants, tuition, fees, and gifts from alumni and friends of the institution. Through these sources, NDSU has strengthened its position among our land-grant peers during recent years.

The Student Senate, through its various committees, is actively engaged in advancing its mission "to improve the lives and educational experiences of students, faculty, and staff at North Dakota State University."

For example, the National Science Foundation (NSF) report on research and development expenditures now ranks NDSU 122nd among the country's more than 600 research universities and colleges. NDSU's position is the highest NSF ranking in North Dakota, South Dakota, Montana, Wyoming, and Idaho. According to the report, NDSU's research expenditures were $91.8 million during fiscal 2003, the most recent year for which information was available.

Example of Evidence 2.B.1: NDSU's resources are adequate for achievement of the educational quality it claims to provide.

History of Financial Resource Development

The resource base at NDSU has been expanding and changing in composition since the last accreditation period, and reflects efforts by administrators, students, staff, and faculty to ensure the quality of the educational programs. As of 2003, operating revenues at NDSU had increased by 40 percent since the last accreditation period. As a comparison, the Consumer Price Index increased by about 15 percent for the same period. The growth was achieved primarily through tuition and fees (50 percent increase) and grants and contracts (88 percent increase). The following information outlines the growth and development in four major resource areas: state appropriations, tuition and fees, grants and contracts, and gifts.

State Appropriations

The following table summarizes campus allocations made available through the NDSU appropriations bill and the North Dakota University System appropriation bill.

Table 6.1: Summary of State Appropriations by Biennium for 1995 – 1997 Through 2005 – 2007.

Biennium	State Funds
1997-97	$62,383,630
1997-99	$68,993,481
1999-2001	$74,921,622
2001-03	$80,162,904
2003-05	$80,074,805
2005-07	$85,853,254

The resource base at NDSU has been expanding and changing in composition since the last accreditation period, and reflects efforts by administrators, students, staff, and faculty to ensure the quality of the educational programs.

In general, campus leaders described the 2005 legislative session as one that was a positive one for higher education in North Dakota and for NDSU. Perhaps the most significant new proposal raised was the issue of "equity," which received much media attention.

The point of contention was whether the 11 campuses were receiving a fair distribution of state appropriations under a system in which each campus compares itself to an approved list of "peer institutions." During the session, NDSU, Bismarck State College, and Lake Region State College administrators expressed opinions that they were further behind in funding according to their peers than other NDUS institutions.

"The Forum of Fargo-Moorhead" article "Revisiting the North Dakota legislative session," by reporter Janell Cole, described the results this way.

> "'Equity' became the byword in vigorous debates over the budget for the state's colleges and universities.
>
> North Dakota State University, Bismarck State College and Lake Region State College came to the session armed with a formula adopted several years ago by the state Board of Higher Education, showing they are much under-funded compared to the rest of the state's colleges. …
>
> In the end, $2 million in a North Dakota University System budget totaling $387.3 million was devoted to correcting equity."

In the end, $2 million in a North Dakota University System budget totaling $387.3 million was devoted to correcting equity.

The appropriated $2 million, considered by many as a down payment on equity, could not be distributed by the SBHE before January 1, 2006. Recommendations forwarded in early December 2005 called for NDSU to receive $900,000 from this pool.

The interim Legislative Committee was directed to further study the equity issue. There also was money set aside to hire a consultant who had no prior connection to the NDUS to assist them in the evaluation process. The interim Legislative Committee will work with the SBHE and others as appropriate to address both the short-term and long-term funding formula problems

Information supplied to legislators and NDSU testimony before legislative committees during the 2005 session can be found at www.ndsu.nodak.edu/legislators/.

The resulting budgets were a change in direction from the previous legislative sessions. The 2003-05 biennium was one of general belt-tightening across the state, and most agencies were asked to submit budgets that were 95 percent of the previous year's budgets.

A long-standing goal for North Dakota higher education has been to receive approximately 21 percent of general fund appropriations. Several agencies, including the North Dakota Agricultural Experiment Station, the North Dakota Extension Service, the Northern Crops Institute, and the Upper Great Plains Transportation Institute, receive separate funding and make individual presentations to legislative appropriations committees. Funding for new buildings that involves the use of state bonding capacities is identified on a priority basis by the SBHE and is presented as a separate part of the funding package to the Legislature.

NDSU also has turned to innovative steps for buildings not funded by the state. Examples of private donations serving as major portions of the funding include the Ehly Hall project for architecture and landscape architecture; NDSU Downtown (which also included a historic preservation grant and a Renaissance Zone tax credit) for the visual arts, architecture and landscape architecture; Sudro Hall remodeling for pharmacy; and the proposed building for the College of Business Administration. A hotel is under construction in the Research and Technology Park that will provide a learning environment for hospitality management students. The hotel's developer plans to own and operate the building for a seven-year period and then gift it to the NDSU Development Foundation.

Tuition and Fees

New student fees have been added since the last accreditation period and reflect a willingness among students to participate in maintaining the quality of their education and ensuring adequate resources and facilities. In 1997, students voted to approve a $38 per semester increase in fees to finance the construction of the Wellness Center. A universitywide fee of $42 per semester was added in 2002, to finance the ConnectND administrative system. Students voted in the spring of 2003 to increase student fees to finance an expansion of both the Memorial Union and the Wellness Center.

Table 6.2: Tuition and Fees for Selected Academic Years

1997-98: tuition = $2,236 per year	fees = $330 per year
1999-00: tuition = $2,480 per year	fees = $406 per year
2001-02: tuition = $2,754 per year	fees = $518 per year
2004-05: tuition = $3,981 per year	fees = $752 per year
2005-06: tuition = $4,360 per year	fees = $903.72 per year

The apparent disparity between tuition revenues and the increases in tuition and fees is attributed, at least in part, to implementation of tuition waivers for dependents or children of faculty and staff, and to the implementation of tuition waivers to stimulate and encourage diversity among our students.

Grants and Contracts

Most of the growth in grants and contracts has occurred in recent years. Shortly after President Chapman joined NDSU in 1999, a goal was established to double the research grant and contract revenue over a five-year period. An important component of the grant and contract revenue is the Facility and Administrative cost reimbursement, or F&A, formerly referred to as "indirect cost." NDSU's full rate for on-campus research had remained at 41percent for some time. NDSU's overall recovery rate on F&A costs was about 5 percent, but increased to about 11 percent in fiscal 2002. NDSU's internal allocation policies allow for 42 percent of these F&A reimbursements to be allocated back to the generating colleges or units.

Significant portions of these collections have been used to support salary increases for faculty and staff. Often these increases have come following legislative sessions in which no or incomplete funding was made available for this purpose.

Statistics from the National Science Foundation document NDSU's current standing among research universities. According to information for 2003, the most recent year for which data were available,
- NDSU ranked 122nd among more than 600 U.S. research universities in total research expenditures;
- NDSU was listed in the top 100 research universities in at least six categories;

Most of the growth in grants and contracts has occurred in recent years. Shortly after President Chapman joined NDSU in 1999, a goal was established to double the research grant and contract revenue over a five-year period.

- NDSU ranked 88th in non-federal research expenditures in science and engineering and 85th in total research expenditures in science and engineering among U.S. public colleges and universities;
- NDSU ranked 96th among U.S. public research universities in federally-financed research expenditures in science and engineering;
- NDSU ranked 80th among total and in federally-financed research expenditures in chemistry; and
- NDSU ranked 70th in research expenditures in physical sciences and 57th in federally-financed research expenditures in physical sciences.

Gifts

Development Foundation assets currently exceed $100 million of which $75 million is permanently endowed. During the previous 12 months (July 1, 2004 – June 30, 2005), contributions exceeded $15 million, a new record in charitable giving for the Foundation.

Development Foundation assets currently exceed $100 million of which $75 million is permanently endowed.

While gifts for operating purposes constitute only about 2 percent of NDSU's total revenues, they are important for financial flexibility. Gifts primarily support numerous scholarships, the President's Graduate Fellows, endowed faculty, and some private research or public service activities. Gift revenues increased by 66 percent during 1996-2003. Since 1996, gift funds were used to fund the construction of the Ellig Track Complex, Ehly Hall (studios for architecture and landscape architecture) and a major portion of the Sudro Hall addition (housing the Departments of Nursing, Pharmacy Practice, and Pharmaceutical Sciences). Additionally, the Foundation received the former Northern School Supply Building in the form of a contribution. This building became the NDSU Downtown Campus and provides office and classroom space for the Departments of Architecture and Visual Arts and provides space for the office of the Provost of the Tri-College University.

Future capital projects to be funded primarily from gifts include the new College of Business Administration building and renovations to the Bison Sports Arena. In excess of $65 million has been received as part of "Momentum", the capital campaign that was described on page 21 of Chapter 2.

It should be noted that other physical additions and renovations have been funded by state appropriations and other sources. Example

projects include the addition to Minard Hall (housing the College of Arts, Humanities, and Social Sciences), the replacement of the Bison Court Apartment Complex and miscellaneous infrastructure improvements, such as pavement, water, and steam facilities.

> **Example of Evidence 2.B.2: Plans for resource development and allocation document an organizational commitment to supporting and strengthening the education that NDSU provides.**

Plans for Resource Development

All planning for financial and physical resource development at NDSU is coordinated at the state level by the NDUS and is summarized in various documents such as the Resource Guide, the SBHE Strategic Plan, and periodic reports by the Roundtable on Higher Education. These documents are available at the NDUS site, www.ndus.edu/reports.

In the most recent Resource Guide, www.ndus.nodak.edu/Upload/allfile.asp?id=373&tbl=MultiUse, the NDUS lists the principles that it uses in planning for future financial resource development. The principles include the belief that funding should be shared responsibility of the state, students, and other sources. Campuses are encouraged to generate additional revenues and diversify their revenue sources. For more information, refer to the Resource Guide, December 2002, section 10, pp. 6-6.1.

All planning for financial and physical resource development at NDSU is coordinated at the state level by the North Dakota University System.

Based on these criteria, the SBHE adopted operating benchmarks, with combined state appropriations and tuition revenue, for each campus to use in developing biennial budget requests. For the 2003-05 budget request, NDSU's benchmark was $11,692 per student. The board also developed target funding proportions of 60 percent state funds and 40 percent student funds for NDSU and will use these targets in future budget requests. The Accountability Measures Report for 2003 indicates that NDSU was at 64.2 percent of the total benchmark, and that the state's share of the total was 49.8 percent. The same report indicated that state appropriations for NDSU were 55.9 percent of the peer benchmark.

> **Example of Evidence 2.B.3: NDSU utilizes human resources efficiently.**

Human Resources

Nowhere is our commitment to development and utilization of human resources more evident than in President Chapman's theme that "It's about People" and the implementations that have followed. Evidence for these "Examples of Evidence" is dispersed throughout this Self-Study document and is re-emphasized here.

NDSU's effective utilization of faculty may be effectively captured in expressions of faculty satisfaction as expressed through the 2005 Higher Education Research Institute's data from NDSU and from five peer institutions where data were available.

Question: To what extent do you:	NDSU	Peers
Experience joy in your work?	65.0%	59.5%
Feel that your work adds meaning to your life?	68.6%	61.4%
Feel that faculty are interested in undergraduates?	84.3%	71.2%
Feel that faculty are sufficiently involved in decision making?		
	52.9%	42.0%
Feel that technology in teaching is adequately supported?		
	81.7%	65.5%
Feel that faculty development is adequately supported?		
	57.5%	40.7%

Staff have benefited from a revised classification system that is easier to understand and to administer.

Staff have benefited from a revised classification system that is easier to understand and to administer. Both faculty and staff, as has been mentioned previously, benefit from $1,000 travel grants for professional purposes and from partial tuition waivers for partners and children. The P&VPAA provides annual support for national meetings such as those of the American Association of Colleges and Universities and regional workshops such as those organized by The Collaboration for the Advancement of College Teaching and Learning.

Several faculty members received training at the University of Delaware on Problem-Based Learning and served as trainers on our campus. Pedagogical Luncheons held monthly during the academic year draw approximately 100 faculty and staff participants at each event that is intended to showcase new teaching methods and techniques. Assessment luncheons have been held to increase faculty awareness of classroom assessment techniques and provide opportunities for outstanding faculty members to discuss their approaches to evaluating student learning. Chairs and Deans have participated in these workshops to maintain their awareness of current assessment techniques.

A sound benefits package not only creates satisfaction among current employees but also serves as a recruiting tool for faculty and staff. At the end of each calendar year, faculty and staff receive an itemized account of the benefits that they have received. Some benefits, such as personal and financial counseling, are provided on a contract basis to provide additional assurance that discussions remain private.

New employees have a six-month probation period during which each receives frequent feedback about performance. Faculty and staff receive annual evaluations and may provide written comments that, after the supervisor's comments, become a part of their personnel file. Promotion, Tenure, and Evaluation (PT&E) criteria are reviewed and updated at intervals of approximately three years to assure that the guidelines are current and reflect the expectations of individual departments. The NDSU guidelines for PT&E serve as the base for guidelines developed by each college. Departmental guidelines, in turn, build upon those of the college.

Training and support for technology are readily available for faculty, staff, and students. Each group receives electronic messages indicating the subject, date, and place for training sessions that range from introductory to advanced. As another example, "The Spectrum," the student newspaper, carried a half-page ad on October 11, 2005, that announced training on 13 software and hardware topics.

> **Example of Evidence 2.B.4: NDSU intentionally develops our human resources to meet future needs.**
>
> **Example of Evidence 2.B.5: NDSU's history of financial resource development and investment document our forward-thinking concern for ensuring educational quality (e.g., investments in faculty development, technology, learning support services, new or renovated facilities).**

Developments to Meet Future Changes

NDSU develops its human resources to meet future changes and challenges. Examples include campus workshops and seminars, financial support (both on a departmental and universitywide sources) to help attain more individual goals, standard fringe benefits, and start-up funds.

Each year President Chapman offers Professional Development Grants up to $1,000 to faculty and staff to help defray the costs to attend conferences, workshops, and training sessions. The grants approach $1 million annually and are in addition to departmental support for travel.

The Staff Senate actively sponsors and promotes various workshops, training sessions, and programs. For additional information about the Staff Senate, see www.ndsu.edu/staff_senate/index.shtml.

Each year President Chapman offers Professional Development Grants up to $1,000 to faculty and staff to help defray the costs to attend conferences, workshops and training sessions.

NDSU ensures that faculty and staff have the opportunity to keep current with trends in technology. The ITS Training Group provides training on various software packages, including PageMaker, PhotoShop, Elements, Word, Excel, Access, PowerPoint, DreamWeaver, Contribute, PageCenter, Eudora, Corporate Time, Web Graphics, File Management, and Acrobat. The schedule and descriptions of training offered are posted each semester at www.ndsu.nodak.edu/its/training/training.shtml. ITS also offers the Help Desk, Technology Lunchbox series, and the Technology Learning Center (TLC). The purpose of TLC is to meet academic and personal technology learning needs and goals of NDSU students.

Faculty Development Grants, which were explained earlier in Example of Evidence 2.A.5, have guidelines at www.ndsu.edu/ndsu/administration/committees/facdev/. Funding for these projects is from monies dedicated to faculty development by NDSU and administered by the P&VPAA and the Faculty Development Committee.

For new faculty, start-up funds of at least $3,000 are provided by the P&VPAA. Additional funds are typically provided by the college and the department and may vary with the nature of the research program to be established by new hires.

NDSU also offers three awards per year designed to support and enhance the engagement of NDSU with Fargo and the state of North Dakota. Each award carries a stipend of up to $20,000. They are the Ozbun Economic Development Award, Efficiency in Government Award, and Community Projects Award.

The Center for High Performance Computing (CHPC) at the NDSU Research and Technology Park is an example of how NDSU is addressing future high technology needs. Some of its goals are:

- Create opportunities for the NDSU research community to develop new partnerships with the government and private sectors;
- Support the proprietary computing needs of the university, the government, and private sectors;
- Leverage the CHPC's capabilities to acquire additional research resources for its faculty and graduate students in existing and major new programs such as bioinformatics;
- Continue to support the federally funded and internationally recognized software development work;
- Support the advanced computing needs of the nanotechnology, corrosion, and microsensing projects already begun with the aid of Department of Defense funding; and
- Facilitate continuing and new partnerships with federal government agencies.

The NDSU Center for Nanoscale Science and Engineering (CNSE) is on the cutting edge of new technology at the atomic and molecular scale. CNSE's focus is on practical materials, processes, and devices that are the basis of 21st century technology. CNSE operates through research and development contracts and grants from government and the private sector, and welcomes cooperative programs with other universities and research institutions. See www.ndsu.edu/cnse/.

> *The NDSU Center for Nanoscale Science and Engineering (CNSE) is on the cutting edge of new technology at the atomic and molecular scale.*

> **Example of Evidence 2.B.6: NDSU's planning processes are sufficiently flexible to respond to unanticipated needs for program reallocation, downsizing, or growth.**

NDSU has a history of prioritizing needs and planning for reallocation of programs. This has come, in part, as a result of requests by the previous Governor asking for 95 percent or needs-based budgets prior to several Legislative sessions. In addition, the Roundtable provides flexibility and opportunities to share in state-wide goals and objectives (www.ndsu.edu/ndsu/administration/president/chapman/documents/200510_2004-05_Alignment_Progress_Rep_To_SBHE.pdf).

The faculty's increasing success in obtaining research grants has led to opportunities to enhance programs. That has fueled the growth in student

enrollment; diversity of faculty, students, and staff; and undergraduate and graduate programs.

Planning for the future is evident in our request for permission by the HLC to offer online degrees and programs. This strategy will facilitate our opportunities to offer expanded services to various audiences.

> **Example of Evidence 2.B.7: NDSU has a history of achieving our planning goals.**

The most compelling evidence that NDSU has a history of meeting or exceeding our planning goals is that President Chapman's goals established in 1999 for 2005 were largely achieved by 2004. Additional information on achieving goals is available in President Chapman's 2005 State of the University Address (www.ndsu.nodak.edu/ndsu/administration/president/chapman/address/2005_address.shtml). Anecdotal information provided by reviewers from the Bush Foundation indicated that NDSU has a history of significantly exceeding goals established in educational grants awarded by that organization.

NDSU is engaged in evaluating the academic rigor of programs (Program Review Committee), the learning objectives of general education courses (General Education Committee), student learning (University Assessment Committee), student retention (Retention Management), and student responses to nationally-normed instruments such as the National Survey of Student Engagement.

> **Core Component 2.C. NDSU's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**
>
> **Example of Evidence 2.C.1: NDSU demonstrates that its evaluation processes provide evidence that our performance meets our stated expectations for institutional effectiveness.**

To continue accreditation as a university, NDSU is evaluated every 10 years by the Higher Learning Commission. The self-study process evaluates all aspects of the university, exploring strengths, weaknesses, and plans for the future.

Each administrative unit has some form of annual evaluation. In addition to those evaluation processes, the university conducts individual

The most compelling evidence that NDSU has a history of meeting or exceeding our planning goals is that President Chapman's goals established in 1999 for 2005 were largely achieved by 2004.

evaluations and performances. Refer to the policy at www.ndsu.edu/policy/167.htm.

University Senate committees provide yearly reports, with one annual report summarizing accomplishments and challenges of the University Senate. Many University Senate committees maintain Web sites that may be accessed at www.ndsu.edu/ndsu/administration/committees/.

Evaluation of activities by the Student Senate appears in the body's resolutions (www.ndsu.nodak.edu/bisonweb/documents/senate/2006/senres06.php).

The Program Review Committee conducts major internal evaluations to assure that individual academic programs and departments are offering curricula that are current and challenging. The committee, which is a standing committee of the University Senate, has representation from each academic college and students. It examines the productivity of each program in academics, research, and service every seven years. The results of the program review are used in the allocation of resources within NDSU. Departments and programs that are highly productive may use the information to support their requests for additional resources.

Academic departments and programs provide annual reports of their activities in the assessment of student learning. The University Assessment Committee (UAC), also a standing committee of the University Senate, has representation from each academic college, the College of Graduate and Interdisciplinary Studies, undergraduate students, graduate students, the NDSU Extension Service, and the Division of Student Affairs. The chair of the General Education Committee is a member of the UAC to facilitate communication between these committees. The annual assessment guidelines and information to help faculty evaluate student learning are available at www.ndsu.edu/ndsu/accreditation/as_guidelines.shtml.

Copies of the letters of response and review of assessment reports are sent to the P&VPAA and to the appropriate academic dean for additional consideration in allocation of resources. The chair of the General Education Committee receives a copy of the letter of response if the department offers approved General Education courses. The P&VPAA meets with members of the University Assessment Committee and the General Education Committee on an annual basis to facilitate communication with each group. Assessment reports are a frequent topic during meetings that the P&VPAA holds with Chairs.

The Program Review Committee conducts major internal evaluations to assure that individual academic programs and departments are offering curricula that are current and challenging.

The review of assessment activities for the Division of Student Affairs is sent to the VPSA and the review of learning activities in the NDSU Extension Service is sent to the Director of the NDSU Extension Service and to the two Associate Directors.

The General Education Committee, another standing committee of the University Senate, has representation from each academic college, the NDSU Libraries, the Registrar's Office, the Office of Admission, one academic Dean, and the chair of the UAC. This committee posts information for faculty at www.ndsu.nodak.edu/ndsu/deott/gened/index.shtml. The committee reviews and comments upon applications from academic departments for courses to receive approval for various General Education classifications. Each course approved as a General Education course is reviewed at five-year intervals. Approved courses are published each semester in the "Schedule of Classes" and in the biennial "NDSU Bulletin."

Reviews of the four General Education requirements are embedded into each major (computer usage, communication activities, personal and professional ethics, and capstone experience). One outcome of this review of broadbased learning outcomes was documentation that computer usage in each major had become institutionalized.

The UAC and General Education Committees each file annual reports of activities with the Presiding Officer of the University Senate and with the P&VPAA. These reports are available at their respective Web sites.

> **Example of Evidence 2.C.2: NDSU maintains effective systems for collecting, analyzing, and using organizational information.**
>
> **Example of Evidence 2.C.3: Appropriate data and feedback loops are available and used throughout NDSU to support continuous improvement.**
>
> **Example of Evidence 2.C.4: Periodic reviews of academic and administrative subunits contribute to our improvement.**

President Chapman and the P&VPAA have recently completed the second cycle of visits to individual academic departments to share information and to respond to any questions that many be presented. These discussions provide a grass-roots level of exchange of information and provide our key administrators with a knowledge of the pulse of our

Reviews of the four General Education requirements are embedded into each major (computer usage, communication activities, personal and professional ethics, and capstone experience).

university. President Chapman has also met with faculty and staff at the Research and Extension sites and with NDSU Extension personnel in various county offices to obtain information on accomplishments and on needs.

NDSU gathers and analyzes organizational information through examples including the Office of Institutional Research and Analysis, Office of Accreditation and Assessment, Program Review Committee, Counseling and Disability Services, Enrollment Management, and Extension Services. Standing committees of the University Senate also are involved in these functions, as are various committees within each college and each academic unit.

Open Forums, which can be used by departments and units across campus, are valuable assets for disseminating information. E-mail is also an avenue for feedback and communication through faculty, staff, and student listservs.

The Staff Senate, Student Senate, and University Senate post meeting minutes on their respective Web sites. The President's Cabinet minutes are available for public review at www.ndsu.edu/ndsu/cgoodyea/cabinet_minutes/.

The Group Decision Center (GDC) was established to enhance university data and feedback resources. The center provides students, faculty, and staff with an electronic discussion system. Faculty and administrators use the GDC for planning, evaluation, research, and community service. The use of "electronic discussion" in the GDC maximizes the efficiency of a group by allowing the simultaneous and anonymous sharing of ideas. For more information on the GDC, visit www.ndsu.edu/gdc/ndsu/index.shtml.

Students are asked to evaluate instructors and courses at the end of each semester. All colleges at NDSU use the standard "Student Rating of Instruction" (SRoI) form. Many units provide an additional form. The SRoI form asks students to rate six criteria. Opportunities for students to respond to open-ended questions also are provided. Faculty may use the student responses as part of the materials submitted as part of the promotion, tenure, or evaluation processes.

Online formative assessment is available to faculty to obtain student input in an anonymous format. (See www.ndsu.nodak.edu/formative/). NDSU is a leader in adopting Personal Response Systems (PRS) use in the

Students are asked to evaluate instructors and courses at the end of each semester. All colleges at NDSU use the standard "Student Rating of Instruction" (SRoI) form.

classroom. This tool permits students to quickly learn if their answer was correct. After displaying the responses as a graph, the instructor can repeat the question.

Example of Evidence 2.C.5: NDSU provides adequate support for its evaluation and assessment process.

Support and leadership are provided by a number of administrative offices in Academic Affairs and in Student Affairs. Support is interpreted as financial resources, administrative services, and encouragement. An overview that includes several examples follows.

The Office of Institutional Research and Analysis provides major support to universitywide committees, administrative offices, and to individual faculty and staff. The office serves as a centralized source of information and data for making effective decisions. Some of the reporting areas are student admission, performance, enrollment, and degree completion; organizational information on employees, courses, or degree programs; institutional resources and performance; and financial reports.
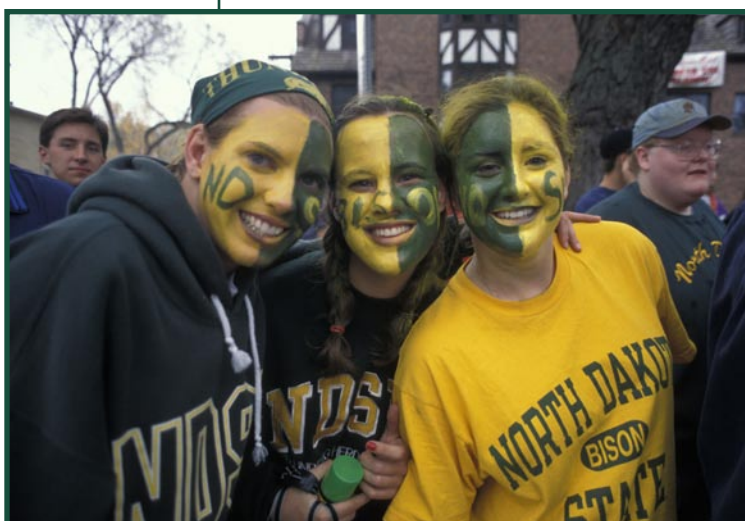
The Office of the Registrar provides a number of services to faculty, including the generation of various class lists, support for transcript analyses, graduation audits, and the generation of reports. The Registrar is a member of the Academic Affairs Committee that approves all changes in courses and curricula and the General Education Committee that approves General Education courses.

The Office of Accreditation and Assessment receives funding from the Office of the President for activities and funding for personnel from the P&VPAA. For example, funding from the Office of the President has been used for several years to support participation by at least six representatives per year from NDSU to the annual meetings of the Higher Learning Commission.

Administrative offices at the university and at the college levels provide information and resources to assure that expectations for institutional effectiveness are achieved. This support may be in the form of regular reports or provided as the result of an individual request. Placement of essential data on the Web facilitates anytime, anywhere access to information for a variety of purposes.

One of the subtle approaches to encourage faculty to participate in leadership of committees with high volumes of paperwork is provided by the P&VPAA through covering photocopying costs for the committees.

Planning processes at NDSU are, logically and appropriately, linked to our mission and to our human and financial resources. Because these activities are interwoven at NDSU, the Examples of Evidence for Core Component 2D are presented as a group with shared evidence.

Core Component 2.D: All levels of planning align with NDSU's mission, thereby enhancing our capacity to fulfill that mission.

Example of Evidence 2.D.1: Coordinated planning processes center on the mission documents that help define vision, values, goals, and strategic priorities for NDSU.

Example of Evidence 2.D.2: Planning processes link with budgeting processes.

Example of Evidence 2.D.3: Implementation of NDSU's planning is evident in our operations.

Example of Evidence 2.D.4: Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.

Example of Evidence 2.D.5: Planning documents give evidence of NDSU's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which NDSU and our students exist.

Example of Evidence 2.D.6: Planning processes involve internal constituents and, where appropriate, external constituents.

Administrative offices at the university and at the college levels provide information and resources to assure that expectations for institutional effectiveness are achieved.

Planning for NDSU is conducted at higher levels in the governance structure, such as the SBHE and the State Legislature, as well within the university at the presidential and vice presidential levels.

The vision and expectations identified through the Roundtable and its cornerstones, previously discussed in Chapter Five, are the foundation of the NDUS Strategic Plan. The overall goal of the plan is to create a university system that can rapidly meet changing needs, is entrepreneurial in its efforts and where responsible risk-taking is expected and accepted.

In conjunction with the increased operational flexibility offered by the Roundtable, NDSU has participated in the university system's accountability measures. The accountability measures are intended to demonstrate that the Roundtable's cornerstones and NDSU's Strategic Plan are being implemented in an effective manner. The chancellor's office prepares an Annual University System Accountability Measure Report for all campuses. See www.ndus.edu/reports/default.asp?ID=355.

The Board's strategic plan includes a long-term financing plan and resource allocation model that provides a linkage between planning processes and budget processes. The plan provides funding options to maintain the campus core functions. Allocation of new budget dollars for items such as extra class sections, tenure and promotion, market issues, and new faculty positions are included in the planning process.

NDSU's fundamental Strategic Plan, as approved by the SBHE during its July 2001 meeting, is built on five themes: It's About People, Students Are Paramount, Leveraging Support, Programs, and Stature. The themes, which are defined in detail in Chapter Two, were, in part, established to reflect and support the vision and expectations of the board and Roundtable. NDSU's Campus Alignment Plan, developed in October 2001, ties together the Roundtable's cornerstones with NDSU's Strategic Plan.

Further evidence of NDSU's planning is in the NDSU Campus Community Planning Survey, dated January 17, 2001. This document

shows the results of a Web-based survey of NDSU faculty and staff regarding their assessment of the priorities and evaluation of the Roundtable's cornerstones and NDSU's Strategic Plan. The document demonstrates an awareness of relationships among education quality, student learning, and the complex external environment. For current alignment plans and objectives, see www.ndsu.edu/ndsu/administration/president/chapman/.

Other strategic plans exist within NDSU that involve both internal and external constituents. They include the Information Technology Plan, in concurrence with the Higher Education Computer Network of the State IT Department; Athletics planning, in coordination with planning by the Teammakers group (a support organization for Bison Athletics); and the Agricultural Experiment Station, in conjunction with planning by the State Board of Agricultural Research and Education (an advisory and oversight group established by the State Legislature in 1997). Each college has developed a strategic plan that is typically posted on their Web-site. For example college strategic plans or goals statements, see: www.ndsu.edu/cba/information/strategic.plan.html or www.ndsu.edu/hde/college/goals_2005_06.shtml.

Further information on materials provide in this chapter can be found at:

> NDUS Report of the Roundtable: Overview and Summary www.ndus.edu/reports/.
>
> NDUS Strategic Plan
> www.ndus.edu/reports/.
>
> NDUS Fourth Annual Accountability Measures Report
> www.ndus.edu/reports/details.asp?id=465
>
> NDSU FY05 Roundtable Alignment Progress Report and NDSU's Objectives for FY06: www.ndsu.edu/ndsu/administration/president/chapman/
>
> NDSU Campus Community Planning Survey www.ndsu.nodak.edu/ndsu/deott/univ_senate/plansurv.pdf.

NDSU's fundamental Strategic Plan, as approved by the SBHE during its July 2001 meeting, is built on five themes: It's About People, Students Are Paramount, Leveraging Support, Programs, and Stature.

Summary/Overview

Current Strengths of NDSU:
- Strong strategic planning based on the Roundtable cornerstones;
- Flexibility to undertake creative endeavors;
- Positive response from many legislators about cornerstone efforts;
- Opportunities and encouragement for professional advancement;
- Emphasis on technology campuswide;
- Efforts to encourage and promote diversity;
- Examples of outreach for positive change; and
- Involvement of numerous campus entities in planning processes.

Current Challenges:
- Continuation of recent improvements of faculty and staff salaries;
- More complete evaluations of instruction, perhaps with mid-semester surveys;
- More effective evaluation of advising; and
- Improvement in the level of graduate student stipends.

Areas of Opportunity:
- Potential for increased funding through state appropriations, grants, contracts, and gifts; and
- Student evaluation of academic advising.
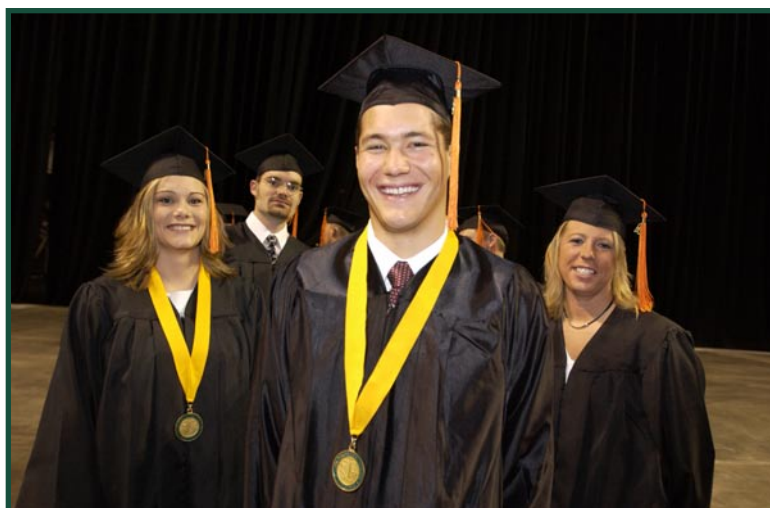
Chapter Seven

Criterion Three: Student Learning and Effective Teaching

At the core of North Dakota State University's classroom activities are the valued goals of quality student learning and effective teaching. These goals mirror HLC's call for institutions that are "distinctive, forward-oriented, learning-focused, and connected." NDSU has a long and proud history of producing highly sought graduates, who excel in their careers and in life.

Assessment workshops for faculty and department chairs were held when assessment activities were initiated more than a decade ago. At the same time, faculty were invited to a series of presentations by Thomas Angelo. Funds from a grant from the Bush Foundation were used to purchase 150 copies of the book "Classroom Assessment Techniques: A Handbook for College Teachers" by Angelo and Cross. Copies were distributed to each college and to each department during the initial period

At the core of North Dakota State University's classroom activities are the valued goals of quality student learning and effective teaching.

of distribution. During a subsequent experiment with increasing faculty awareness of assessment techniques, copies of the book were distributed to all new faculty at a banquet organized by the members of the University Assessment Committee (UAC).

> **Criterion Statement: NDSU provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.**

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> **Core Component 3.A. NDSU's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

Example of Evidence 3.A.1: NDSU clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.

The expected learning outcomes for undergraduate, graduate, and post-baccalaureate programs are clearly defined. Descriptions of these expectations begin in the "NDSU Bulletin," the General Education requirements, various "Fact Sheets" for each major, and continue through the syllabi for individual courses. Prospective students can view the objectives for each program as part of the online Fact Sheets. (See www. ndsu.nodak.edu/ndsu/academic/factsheets/).

Undergraduate Programs

Learning expectations for undergraduate programs fall into two categories—those for general education and those for the individual undergraduate majors. The seven general education learning outcomes and additional requirements embedded in the major are identified in the "NDSU Bulletin," that can be found at www.ndsu.edu/ndsu/deott/bulletin/ and the General Education Committee's home page at www.ndsu.nodak.edu/ndsu/deott/gened/index.shtml.

Courses from various disciplines that have been approved for general education purposes are listed at www.ndsu.nodak.edu/ndsu/deott/schedule/geindex.htm.

Learning outcomes for undergraduate majors are identified in one or more of the following ways: (a) in a unit's assessment plan and its annual assessment reports, (b) in the "NDSU Bulletin" (www.ndsu.edu/ndsu/deott/bulletin/), (c) in Fact Sheets and other materials prepared by departments, (d) on department homepages, and (e) in accreditation documents for individual programs.

Dual-Level Courses

Some courses with numbers in the 400- and 600-series may permit simultaneous enrollment by advanced undergraduates and by graduate students. Additional work is expected of graduate students and those expectations are to be clearly presented in the course syllabus. The statement in the 2004-06 "NDSU Bulletin" is:

> "Dual-listed courses: Dual-listed courses with 400- and 600-level course numbers permit undergraduate and graduate students in the same class. The same amount of credit for the course is earned by all students, but additional work required of students enrolled under the graduate level number. Credit may only be earned for the course at one of the levels." (www.ndsu.edu/ndsu/deott/bulletin/, page 105 of the Bulletin)

Graduate and Post-baccalaureate Programs

Learning expectations for graduate and post-baccalaureate programs are identified in the assessment plan for each unit with graduate or post-baccalaureate programs and its annual assessment reports. The learning outcomes for some graduate and post-baccalaureate programs are identified in accreditation documents for individual programs, and in graduate manuals published by departments.

> **Example of Evidence 3.A.2: Assessment of student learning provides evidence at multiple levels: course, program, and institutional.**

The two university offices closely associated with assessment efforts covered in this and several subsequent points are the Office of Accreditation and Assessment and the Office of Institutional Research and Analysis (OIRA), each of which evolved from the Office of Assessment

Learning expectations for graduate and post-baccalaureate programs are identified in the assessment plan for each unit with graduate or post-baccalaureate programs and its annual assessment reports.

and Institutional Research created in 1992. Their respective Web sites are
www.ndsu.edu/ndsu/accreditation/index.shtml and www.ndsu.nodak.edu/oia/.

Courses

The annual assessment reports submitted by academic units to the members of the University Assessment Committee (UAC) contain both direct and indirect evidence to assess student learning. Pre-tests and post-tests are among the more commonly reported direct measures of student learning. The use of portfolios as a direct measure of student learning is increasing.

For individual majors, direct evidence to assess student learning is provided by the sub-scores on professional licensure exams in fields such as accountancy, engineering, nursing, and pharmacy. A nationally-normed test for seniors is used in chemistry and previously identified a deficiency in student learning that was quickly corrected.

In 2002, the UAC requested that all departments with general education courses include information on student learning for the General Education learning outcomes identified for those courses as part of the unit's annual assessment report.

UNIV 189, Skills for Academic Success, or an equivalent course offered by a college or department, is required of all students entering NDSU having fewer than 24 transfer credits. This class represents an example outcome of one of the grants from the Bush Foundation. UNIV 189 (or its equivalent), which is required for students enrolling at NDSU after summer 1997, conducts pre- and post-tests that demonstrate student achievement. As a result of completing UNIV 189, students are more knowledgeable about the campus facilities and services, individual learning styles, preparation for examinations, and seeking academic assistance.

Programs

Assessment of programs represents a combination of universitywide assessments of student learning and reviews by professional accrediting agencies for programs where accreditation opportunities are available. Assessment of student learning also is considered during program reviews, which are completed at approximately six-year intervals by the Program Review Committee, a standing committee of the University Senate.

Academic departments submit an annual assessment report following the guidelines updated each year by the UAC. Members of the committee subsequently provide each department chair with a summary of the committee's analysis of that assessment report. The original procedure, established in 1992, called for distribution of reviews of assessment reports only to the originating department. To provide an opportunity for the reviews to be linked with budgeting and other decisions involving academic programs, copies of reviews of assessment reports are currently sent to the P&VPAA and the appropriate dean. Sharing of assessment results with students is the responsibility of the faculty teaching the courses and the department or program.

Figure 7.1: Average Ratings of Assessment Reports (0 – 10 Scale).
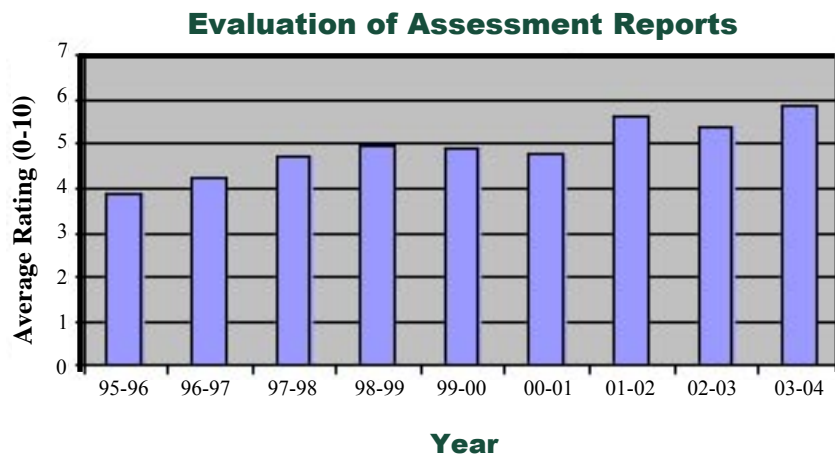
To increase institutionwide breadth to the process, the Vice President for Student Affairs (VPSA) has incorporated assessment activities into the annual reports for each unit under his direction. The individual reports are reviewed by the Director of Accreditation and Assessment and a summative review is returned to the VPSA. The original of the review is sent to the department or program. The appropriate Dean also receives a copy of the evaluation. Reports posted to the Web by North Dakota Extension Service personnel are reviewed and a summary report is provided to the Director of the North Dakota Extension Service and the two Associate Directors.

The General Education Committee has broad responsibilities, such as general education course approval and assessment of students' attainment of the General Education Intended Student Outcomes approved by the University Senate. The current requirements were implemented during

the fall semester of 1994. After the Spring 2003 semester, the committee required that "All general education course syllabi and course Web sites must identify the course as having been approved for meeting General Education requirements and include the General Education outcomes for which each course is approved and explain how students meet the general education outcomes by the activities in the course." The requirement can be found at www.ndsu.nodak.edu/ndsu/deott/gened/syllabi.shtml.

Several departments include summaries of exit interviews in their annual assessment reports. Because the questions asked tend to be programmatic in nature and not linked to learning in specific courses or learning outcomes, inclusion of information from senior surveys is discouraged in assessment reports. Surveys of alumni and employers are discouraged from inclusion in annual assessment reports for similar reasons.

Institution

Four surveys provide indirect measures. They are the ACT Alumni Outcome Survey, Noel-Levitz Student Satisfaction Inventory (SSI), National Survey of Student Engagement (NSSE) (www.ndsu.nodak.edu/oia/), and NDSU survey of supervisors of cooperative education internships (www.ndsu.edu/career_center/employers/cooperative_education.php). The spring 2003 Campus Climate Survey conducted by the NDSU Diversity Council (www.ndsu.nodak.edu/diversity/climatesurvey/index.html) provides evidence of the openness of our campus to diversity.

The Alumni Outcomes Survey (AOS) assesses "alumni's perceptions regarding the college's impact on their personal and professional growth and development and to provide a detailed employment and educational history." The survey gathers background information, employment history and experiences, educational outcomes, educational experiences, activities and organizations, additional questions, comments, and suggestions.

The five skills rated highest in importance by alumni responding to the AOS were, in order, "Living my own standard of ethics," "Verbal communication skills," "Effective leadership skills," "Defining and solving problems," and "Working cooperatively as a member of a team." The five top categories for impact of NDSU experiences in this survey were, respectively, working cooperatively as a member of a team, defining and solving problems, accessing and using information, verbal communication skills, and written communication skills.

The six attributes rated lowest in importance and for impact by alumni were the same. When compared to institutions of our current size, alumni provided comparable ratings for quality of instruction, quality of the program in the major or field, and availability of faculty outside of class time. In contrast, ratings by alumni for the value of General Education courses and commitment to lifelong learning, a General Education outcome, were lower than for the average score for universities of our current size. One interpretation for the latter observations is that these results are not unusual for institutions having large numbers of graduates in technical areas and small proportions of graduates in arts, humanities, and social sciences.

Results of the surveys are distributed to the campus via reports to the President's Cabinet, President's Council, University Assessment Committee, department chairs' meetings, staff meetings, the OIRA newsletter and Web site, "It's Happening at State" campus newsletter, and personal visits to the student body president and editors of the student newspaper. Summaries of the results are available at www.ndsu.nodak.edu/oia/.

SSI categories of high importance to NDSU students include institutional effectiveness, academic advising, safety and security, and registration effectiveness. Significant gains have been made in student satisfaction since 1999. General satisfaction of students for having college expectations met, overall satisfaction, and re-enrolling at NDSU if given the opportunity to "do it all over again," have shown substantial increases. Overall satisfaction and "do it all over again," are now significantly greater (P<.001 and P<.01, respectively) than the mean for four-year public colleges. (Source: Executive Summary of SSI results for 1999, 2002, and 2004 dated February 18, 2005. It can be found at www.ndsu.nodak.edu/oia/ssi/readme&exsummary&synopsis .pdf).

NDSU has made progress in those areas of medium importance to our students ("Concern for the individual," "Student centeredness," "Campus climate," and "Responsiveness to diverse populations") and in areas identified by students as of low importance ("Service excellence," "Campus support services," and "Campus life"). Distribution of CDs containing data for specific colleges and departments has assisted each unit in celebrating achievements while also identifying areas of opportunity for increasing student satisfaction.

NSSE results provide 41 benchmark items and multiple comparisons are possible for years of participation by NDSU and with national means. NSSE results provide a more detailed snapshot of how successful we have been in achieving our educational objectives. The Executive Summary comparing NSSE results for 2000 and 2002 (www.ndsu.nodak.edu/oia) includes an observation that "NDSU is moving in the right direction regarding improved student learning …."

As an example, almost all means for first-year students and seniors improved from 2000 to 2002 in the grouping for "Level of Academic Challenges." NDSU gained on the national average in four of the 10 comparisons in this category.

With the sole exception of perceptions of senior students of their relationships with faculty, student views of their relationships with other students, faculty, administrators, and administrative offices demonstrated improvements from 2000 to 2002. While NDSU has made, and continues to make, significant progress in student engagement and satisfaction, areas of opportunity exist for achieving all of our goals to student satisfaction. Many of the opportunities, including perceptions of access to faculty and quality of advising, reside in individual colleges and departments.

While NDSU has made, and continues to make, significant progress in student engagement and satisfaction, areas of opportunity exist for achieving all of our goals to student satisfaction.

Employers provided 126 usable responses to the surveys distributed for NDSU graduates from 2001 and 2002. The overwhelming majority of the responses (from 120 to 125 of the 126 responses) for the 12 major categories were that the performance of NDSU students "Average," "Above average," or "Excellent." The highest ratings were provided for "Analyzes and draws correct conclusions from various types of data" while the lowest rating was for "Demonstrates leadership potential." (Source: Career Center.)

The NDSU Diversity Council was formed in 2001, in part to develop an institutional strategic plan for diversity. A major activity was the collection of information to evaluate the climate and to develop recommendations for the future. Susan Rankin of Rankin and Associates was hired to collect data and develop a report of the findings. (See www.ndsu.nodak.edu/diversity/climatesurvey/index.html). The "Perceptions of Campus Climate" taken from the executive summary for that document included:

> • Thirty-three percent of the participants had observed conduct on campus that created an offensive, hostile, or intimidating working

or learning environment mainly due to ethnicity (39 percent), race (36 percent), gender (35 percent), sexual orientation (29 percent), and country of origin (29 percent).

• People most often observed harassment in the forms of derogatory remarks (65 percent), racial/ethnic profiling (31 percent), being stared at (31 percent), being deliberately ignored (30 percent), and written comments (24 percent).

• Fifty-one percent felt that the classroom climate was welcoming for people from underrepresented groups.

• Sixty-five percent thought the workplace climate was welcoming for employees from underrepresented groups.

Example of Evidence 3.A.3: Assessment of student learning includes multiple direct and indirect measures of student learning.

The "Guidelines for Reporting Assessment Activities" from the UAC (www.ndsu.edu/ndsu/accreditation/as_guidelines.shtml) urge departments to use multiple direct and indirect measures of student learning and give examples of each. As indicated previously in that chapter, departments tend to use more indirect than direct measures of student learning. Surveys of graduating seniors, alumni, and employers are the most common indirect measures of student learning, in part because the departments have traditionally collected these data as measures of the effectiveness of their programs.

Direct Measures—University Level

The 1999-2003 grant from the Bush Foundation "To Improve Undergraduate Learning Through Faculty Development and Improvement of Teaching" included several objectives related to direct assessment of student learning.

One of the three main funded activities was university assessment. Individual projects within the assessment focus included evaluating student skills in writing and in mathematics. In the writing assessment project, an English professor and graduate student conducted electronic surveys of faculty perceptions of student writing, analyzed and assessed student papers from a variety of disciplines and interviewed 26 faculty

members to determine the type and amount of writing their students were required to do, and the quality of student writing. They reported that:

- a great amount and variety of writing is expected of juniors and seniors at NDSU;

- instructors consider writing skills to be essential in their fields;

- even well-intentioned and creative instructors need guidance in writing clear, complete assignments; in creating guidelines and rubrics to show students what their assignments require; and in responding effectively to student writing.

In the quantitative project, a mathematics professor and research assistants administered tests in six to eight courses and three to four departments each semester for three academic years to determine what mathematics skills students needed to succeed in selected courses. The team worked with instructors in courses across the campus to develop customized pre-tests to determine whether students entering those courses have the required skills and knowledge. Test results identified students' retention of quantitative skills. Participating departments and the Mathematics Department continue discussing the implications of the research and working to strengthen communication about the capabilities of students exiting courses in Mathematics and the expectations of faculty teaching classes for which Mathematics is a prerequisite. Results of these studies are in various annual assessment reports from the Department of Mathematics.
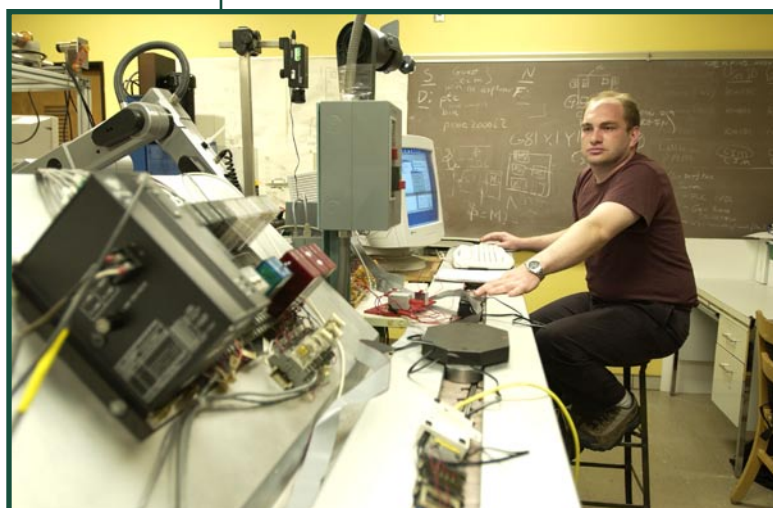
A component of the 2002-05 grant from the Bush Foundation, "Building a Caring Community of Leaders and Problem-Solvers (CCLP), A National Model for Reconsidering the Role of Higher Education in Society," assessed general education, leadership behavior, and emotional intelligence of first-year students. The CCLP program integrates problem-based learning techniques, service learning, and leadership training into first-year English, Speech, and Skills for Academic Success classes

that are attended by cohorts of about 25 students each. The program includes mentoring from upper-class students and social functions at the beginning and middle of each semester with students, mentors, instructors, advisers, and other CCLP team members. In addition, participants attend bi-weekly luncheon workshops on developing leadership, team-building, and problem-solving skills. Approximately 100 self-selected students participated in the learning community during 2003-04, the first year of the program, and nearly 200 students participated in 2004-05.

Some of the results of the CCLP's first year include a fall 2003 to fall 2004 retention rate of 89 percent for learning community participants, compared to 76 percent for non-participants of the same majors. The fall 2003 grade point average, adjusted for pre-college variables, was 3.03 for CCLP students and 2.90 for the non-CCLP control group. Results for CCLP students and for paired non-participants were comparable for the second year of this project.

Example of Evidence 3.A.4: Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

Department Chairs and Heads have received copies of the reviews of their assessment reports since the inception of the assessment program over 10 years ago. The recently implemented practice of providing copies of letters of review to the P&VPAA and the Dean of the appropriate college facilitate opportunities for the results of assessment of student learning to be incorporated into budgeting activities and evaluations of programs.

The UAC has focused on making results of student assessment of learning available to faculty through dinners, coffees, and assessment lunches funded initially by a Bush Foundation grant and later by the P&VPAA. The "Levels of Implementation" document patterned after the examples available from the HLC Web site and recently developed review form
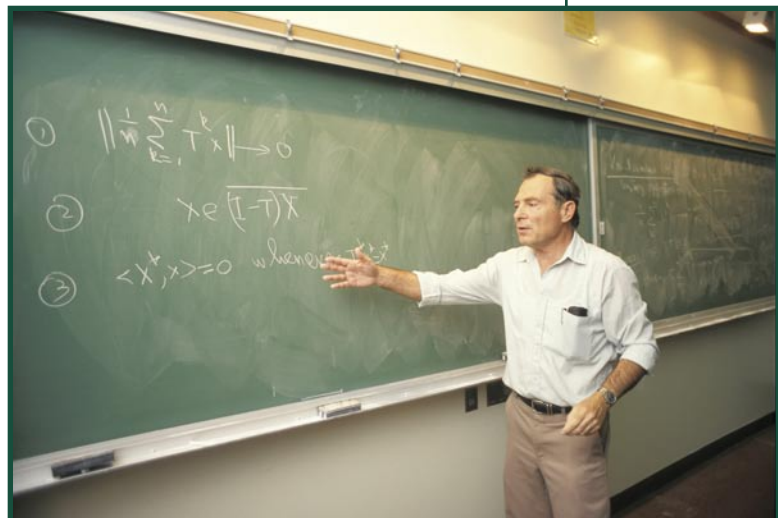
used by UAC members include opportunities for identification of how effectively departments provide assessment results to students. Communication of assessment results to students, with a few exceptions, remains an area of future emphasis for many departments.

Figure 7.2: Summary of Self-Reported Departmental "Levels of Implementation" for the 2003-04 Academic Year.

Self-Reported Level of Implementation

Reported Level (0-3 Scale)
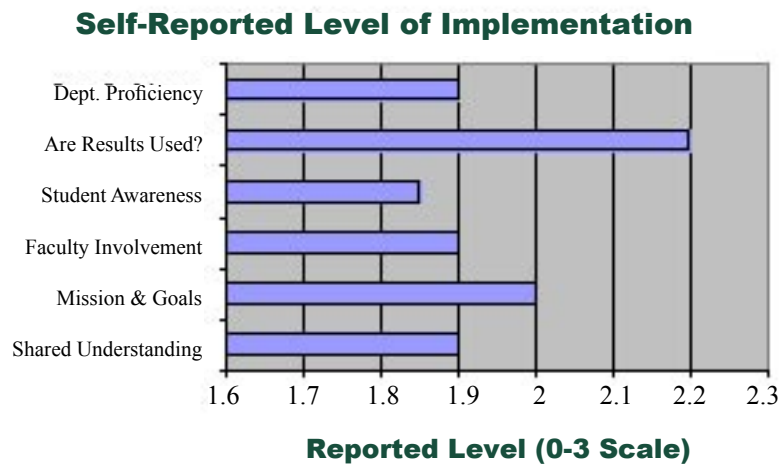
Example of Evidence 3.A.5: NDSU integrates into our assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, and transfer rates).

NDSU continues to subscribe to the principles outlined by Cecilia López in her 1996 White Paper "Opportunities for Improvement: Advice from Consultant-Evaluators on Programs to Assess Student Learning" (www.ncahlc.org/download/97ASSESS.pdf). The measures described in this Example of Evidence are typically classified as indirect measures of student learning.

Data from passage rates on licensing examinations can be used to improve student learning when the results are identified by category or area of competency. Passage rates on licensing examinations provide little information about specific strengths and weaknesses of a program when only aggregate data are available.

Example of Evidence 3.A.6: NDSU's assessment of student learning extends to all educational offerings, including credit and non-credit certificate programs.

Assessment of student learning is expected in all for-credit course offerings regardless of method of delivery (e.g., traditional classroom or online). The results of these assessments are included in annual assessment reports developed from each department.

The Division of Distance and Continuing Education and the Office of Accreditation and Assessment share the perspective that assessment of student learning is expected for all courses. The Director of Distance and Continuing Education is developing an assessment instrument tailored to distance education purposes.

Programs in the Division of Student Affairs submit annual reports to the VPSA following guidelines that incorporate assessment requirements into each document. Similarly, NDSU Extension Service personnel include the results of evaluating student learning during workshops and non-credit certificate programs as part of their annual reports. Procedures for reviewing assessment results from non-academic units and for providing feedback to these divisions have been described earlier in this chapter in Example of Evidence 3.A.2.

> **Example of Evidence 3.A.7: Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.**

The activities of the General Education Committee and UAC have been described in the previous chapter (See Examples of Evidence 2.A.2, 2.B.7, 2.C.1, and 2.C.5) and in the subsequent chapter (See Examples of Evidence 4.B.1, 4.B.2, 4.B.6, 4.C.3, and 4.D.2). The bulk of those activities will not be repeated here. However, after a review of materials provided by departments in the 2004-05 academic year, a subcommittee of the General Education Committee has recommended that General Education Category 9 "Computer Usage Integrated in All Majors" be eliminated as this outcome has become institutionalized because of the number of courses requiring computer usage across each curriculum.

Faculty establish the learning outcomes for the classes that they teach, identify the assessment techniques to be used in evaluating those learning outcomes to be evaluated, and are responsible for reporting the results to their unit administrator or curriculum committee for inclusion in the unit's annual assessment report. Unit (department or program) administrators receive the updated Assessment Guidelines in August before the start of each academic year and are responsible for coordinating assessment activities for their unit.

Faculty establish the learning outcomes for the classes that they teach, identify the assessment techniques to be used in evaluating those learning outcomes to be evaluated and are responsible for reporting the results to their unit administrator or curriculum committee for inclusion in the unit's annual assessment report.

Example of Evidence 3.A.8: Faculty and administrators routinely review the effectiveness of NDSU's program to assess student learning.

The UAC is a faculty-based committee and its annual review of assessment reports from campus units, its report to the University Senate, and frequent meetings with the P&VPAA contribute to this function.

Meetings with department Chairs and Heads have led to increasing the number of submission dates for annual assessment reports from one to four; providing, with permission, copies of exemplary assessment reports as examples, and dropping annual publication of a list of "gold star" assessment reports.

The annual reports from academic departments to their college and to the university begin with the section "Instruction and Student Success." Each department is asked to report on teaching initiatives; incorporation of technology into courses and programs; advising efforts; curriculum development, including new programs, deletion of programs and administrative changes; accreditation or other reviews; activities in student recruitment and retention, enrollment management, and other student activities; employment of graduates; senior professors teaching freshman and transfer students; and summer school activities.

Each college Dean combines the individual department reports into a college document for submission to the P&VPAA. The P&VPAA analyzes the information and prepares a university report for the State Board of Higher Education. In addition, the P&VPAA uses the annual college reports to evaluate the progress of each college in meeting its goals for student learning.

A member of the Executive Committee of the University Senate is a voting member of the UAC and assures frequent communication to that body.

The annual reports from the UAC to the University Senate and P&VPAA contribute to periodic oversight. In addition, the Director of Accreditation and Assessment frequently meets with the P&VPAA, the two associate VPAAs, and the director of the Office of Institutional Research and Analysis. Updates on assessment activities are provided at each meeting.

Much of the impetus for improvements in assessment activities continues to come from members of the UAC who represent individual colleges; from comments by Chairs and Heads of academic programs; and from conversations with the P&VPAA, the VPSA, and the Director of the Extension Service.

Core Component 3.B. NDSU values and supports effective teaching.

NDSU shares with all other institutions of higher learning the understanding that recognizing excellence in the classroom is an important function of a well-rounded university. Similarly, innovations in teaching methods and pedagogy must be encouraged by providing financial and technical support for those activities. The responses to the Examples of Evidence in this section provide information on NDSU's activities to assist faculty activities to increase student learning through enhanced effectiveness in the classroom.

Example of Evidence 3.B.1: Qualified faculty determine curricular content and strategies for instruction.

Planning of appropriate curricular content and strategies for instruction begins with qualified faculty having advanced degrees, continuing professional development, and experience in each discipline. That planning starts with key faculty reaching out to colleagues in that department. Departmental curriculum committees oversee curricular development at the unit level. Faculty in allied departments provide input into the curriculum and content of individual service courses. A curriculum committee in each college provides further oversight, and reports to the University Senate Academic Affairs Committee.

The Graduate Council must approve all graduate courses, after approval by the Curriculum Committee of the appropriate college, before materials are sent to the Academic Affairs Committee. Members of the University Senate vote on the curricular recommendations from the Academic Affairs Committee.

Planning of appropriate curricular content and strategies for instruction begins with qualified faculty having advanced degrees, continuing professional development, and experience in each discipline. That planning starts with key faculty reaching out to colleagues in that department.

Proposals for course deletions, changes in course titles or changes in the number of credits follow the same pathway as proposals for new courses. Curricular changes for each major are proposed by departments and discussed by college Curriculum Committees.

Proposals for new programs also are initiated by departments, carried to the college level, and discussed and approved at the University Senate before being placed on the agenda of the SBHE for approval.

Figure 7.3: Summary of Academic Affairs Approvals by University Senate for the 2004-05 Academic Year.

Academic Affairs Summary for

Faculty may elect to use, or not to use, Blackboard as a learning management system and may independently post course materials to the Internet if they choose.
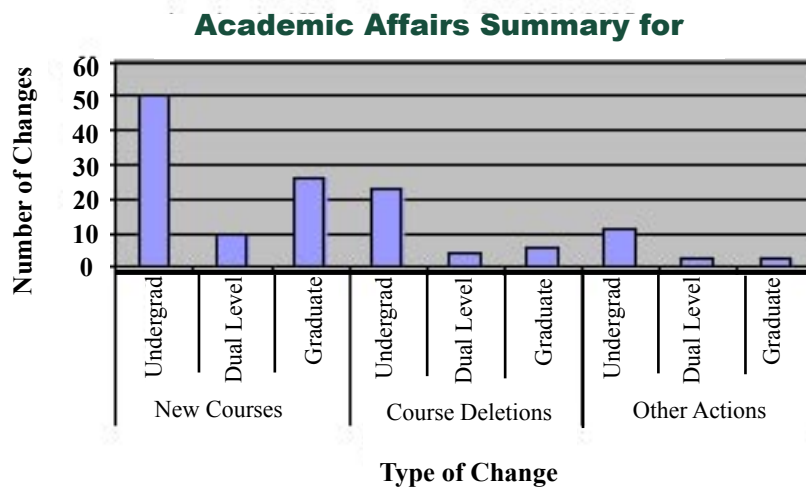
The Academic Affairs Committee has defined minimum criteria for course syllabi. (See www.ndsu.edu/ndsu/deott/academic_affairs/syllabi.shtml). Individual faculty, typically in consultation with their colleagues, identify course content and methods of instruction, and the number of credit hours identified for that course.

Faculty may elect to use, or not to use, Blackboard as a learning management system and may independently post course materials to the Internet if they choose.

> **Example of Evidence 3.B.2: NDSU supports professional development designed to facilitate teaching suited to varied learning environments.**

The support for professional development begins with a series of orientation sessions designed to introduce new faculty members to important aspects of the university. Start-up funds of varying amounts

help new faculty initiate teaching, research, and scholarly work. A senior faculty member often acts as a mentor to offer assistance in teaching and advising endeavors. A universitywide mentoring program is available to new faculty who may wish to interact with experienced faculty in other departments.

One of three main components of the 1999-2002 grant from the Bush Foundation was Non-Traditional Learning, which included Problem-Based Learning, Cooperative Learning, and Studio-Based Learning. A Faculty Institute for Excellence in Learning was initiated to facilitate faculty awareness of problem-based learning and incorporation of new classroom technology into their classes. Periodic workshops and pedagogical luncheons also introduced faculty to these alternative forms of learning. These activities are typically held on a monthly basis.

Pedagogical luncheons have been continued and are led by an Associate Vice President for Academic Affairs. Several discussion and training sessions have been held to assist faculty interested in using the Personal Response System (PRS or "clickers") in their classrooms. A faculty led "Teaching Circle" meets twice monthly to discuss topics ranging from new teaching methods to concepts of how students learn.

The P&VPAA supports faculty participation in semiannual teaching conferences sponsored by the Collaboration of the Advancement of College Teaching and Learning (www.collab.org/). Faculty participation at meetings of the American Association of Colleges and Universities and comparable organizations is also supported by the P&VPAA.

The University Senate Faculty Development Committee evaluates faculty proposals for course development, and, most recently in January 2003, awarded to 12 faculty members.

In 2002, a Peer Review of Teaching Board was initiated and provides the opportunity for pairs of faculty volunteers to work collaboratively to review each other's teaching methods and materials. Development of a Teaching Academy to coordinate varied teaching activities was proposed and was initiated during fall semester 2004.

For several years the President's Office has provided grants of up to $1,000 for professional development and travel. A total of 858 faculty and staff participated in this program during the 2004-05 academic year. The Office of the P&VPAA has provided partial summer salary support for faculty development efforts. Faculty have used this support in many ways,

The Provost & Vice President for Academic Affairs supports faculty participation in semiannual teaching conferences sponsored by the Collaboration of the Advancement of College Teaching and Learning.

including the development of new courses and redesigning existing classes to enhance student achievement.

A College Teaching Certificate Program for graduate teaching assistants was approved by the University Senate in February 2005. It will enhance the teaching skills of graduate students, as well as prepare them for teaching careers after completion of their graduate degrees.

Example of Evidence 3.B.3: NDSU evaluates teaching and recognizes effective teaching.

One form of student evaluation, NDSU Policy 332.2 (www.ndsu.nodak. edu/policy/332.htm), requires that all classes in every term use the Student Rating of Instruction (SROI) instrument to conduct a summative evaluation to determine perceptions of fairness, quality, student understanding of the subject, and instructor's ability to communicate effectively. Students complete the evaluation anonymously near the end of each course, with the instructor absent from the classroom. Each college and instructor can choose to append additional questions to that common form if additional evaluative information is sought.

To encourage faculty members to seek input from students during the academic term, NDSU Policy 332.1 requires all instructors to conduct a formative assessment in at least one class each term "for the purpose of improving instruction."

To encourage faculty members to seek input from students during the academic term, NDSU Policy 332.1 (www.ndsu.nodak.edu/policy/332. htm) requires all instructors to conduct a formative assessment in at least one class each term "for the purpose of improving instruction." In 2002, a Web-based formative assessment tool was developed (www.ndsu.nodak. edu/formative/). Since Fall 2002, it has been used in approximately 100 courses per semester by about 3,000 students each term.

Departmental Chairs and Heads evaluate teaching during annual reviews of faculty. College Promotion, Tenure, and Evaluation Committees consider teaching competency during third-year reviews of untenured faculty and during consideration of faculty for tenure and promotion. NDSU Policy 352.4.3 (www.ndsu.nodak.edu/policy/352.htm) requires the annual review of all full-time faculty members. NDSU Policies 352.2.35, 352.2.36, and 352.2.37 outline multiple sources of evidence for quality teaching that are to be considered. They include:

"• 2.3.5—peer, student, and client evaluation of course materials, of expertise and ability to communicate knowledge, and of respect for students and receptivity to their questions and concerns in all instructional settings;

• 2.3.6—peer evaluation of course content and design, of teaching methods, and of an individual's contribution to the improvement of instructional programs through the development and/or implementation of new courses, curricula or innovative teaching methods; and
• 2.3.7—peer evaluation of the development or implementation of innovative courseware tools that support technology-enhanced learning."

The Office of the P&VPAA implements the PTE review procedures of Policy 352 through the "Guidelines for Promotion and Tenure: Portfolio Preparation" (www.ndsu.nodak.edu/policy/352.htm). The guidelines require faculty to supply data from the SROI for all courses they teach at NDSU. The guidelines also specify that faculty must demonstrate "continuous improvement of courses or instructional programs" by providing the following supporting evidence:

"• Quality of teaching (administration and peer evaluation)
Evidence: Required statement by department Chair or appropriate unit Head, peers or department/unit PT&E Committee which evaluates course content and design, teaching methods, individual contributions to the improvement of instructional programs, and impact on student learning.
• Curriculum development
Evidence: A list of contributions in curriculum development including employment of innovative ideas, incorporating new techniques in classroom presentations and development and improvement of instructional materials.
• List educational committees and activities at departmental, college, and university levels, primarily involved with teaching, education, curriculum, or program development."

Recognition of effective teaching is demonstrated in various ways. It is one of the elements weighed by departmental Chairs and PT&E Committees when making decisions related to tenure, promotion, and merit pay. Two of the universitywide awards given annually specifically denote notable teaching efforts—the Robert Odney Award for Excellence in Teaching and the Peltier Award for Innovation in Teaching. Other universitywide awards for academic excellence, with teaching being one of the components, include three endowed Presidential Professorships (Engberg, Hogoboom, and Gehrts), the annual Faculty Lectureship, and the Chamber of Commerce Distinguished Professorship. Student

Two of the universitywide awards given annually specifically denote notable teaching efforts—the Robert Odney Award for Excellence in Teaching and the Peltier Award for Innovation in Teaching.

organizational awards for faculty efforts include the Blue Key Distinguished Educator Award, Mortar Board Outstanding Advisor, and Preferred Professor Awards, and associate membership in honor societies such as Golden Key and Phi Kappa Phi. Individual colleges annually recognize teaching excellence with honors, such as Outstanding Teacher, Teacher of the Year, and Excellence in Teaching Awards. Initiated in 2004, the College of Graduate and Interdisciplinary Studies co-sponsors teaching awards for teaching assistants.

Example of Evidence 3.B.4: NDSU provides services to support improved pedagogies.

Support for improved pedagogy includes a number of activities. Prior to the beginning of classes each academic year, a series of faculty workshops is offered and includes topics such as incorporation of classroom technology, suitable writing projects, and non-traditional forms of learning.

Support is available for increasing technology to enhance teaching and learning. Classroom multi-media equipment is made available and serviced through Information Technology Services (ITS). Software systems such as Blackboard are made available and an extensive set of training sessions for faculty and staff are offered each semester. Individual assistance is available from dedicated ITS personnel.

Peer Review of Teaching, pedagogical luncheons, the Teaching Academy, and comparable resources have been mentioned as various Examples of Evidence in this chapter. The Teaching Support Center serves as another resource that specifically addresses this Example of Evidence. Faculty who demonstrate a capacity to respond to one-on-one support from an experienced faculty member are referred to the Teaching Support Center. Referrals are typically in response to comments from students, results of the SROI, or observations by the Chair or Head of the department or program coordinator.

Additional information pertinent to this section was provided previously for Example of Evidence 3.B.2.

Example of Evidence 3.B.5: NDSU demonstrates openness to innovative practices that enhance learning.

Faculty at NDSU and other institutions are receptive to innovation and implementation of new techniques and practices to encourage enhanced learning by students. Examples that have been discussed previously include the uses of PRS, collaborative and group learning, CCLP for new students, the use of Blackboard as a teaching tool, placing classroom materials on personal or classroom Internet sites and participation in conferences sponsored by The Collaboration for the Advancement of College Teaching and Learning.

The guidelines for developing PT&E documents by individual faculty members include specific opportunities to include innovations and teaching.

The Peltier Award for Innovation in Teaching is presented each year to a faculty member in recognition of their innovations in the classroom.

The Teaching Circle, mentioned previously under Example of Evidence 3.B.2 and described in greater detail on page 155, is an example of a faculty-initiated activity that emphasizes current strategies of teaching and learning.

Example of Evidence 3.B.6: NDSU supports faculty in remaining current with the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.

The university has been successful obtaining three-year grants from the Bush Foundation targeted toward faculty development to enhance teaching and learning. Recent implementations have been discussed in previous sections of this chapter.

NDSU has a long history of supporting the use of technology, including applications for improved teaching and learning. Examples include equipping larger classrooms with permanent multi-media systems, sometimes accompanied by classroom renovation; mobile multi-media carts to be used among smaller units of classroom buildings; and support for numerous computer clusters distributed across our campus. The

The university has been successful obtaining three-year grants from the Bush Foundation targeted toward faculty development to enhance teaching and learning.

Blackboard Course Information system is used extensively on campus, and support has been provided for the periodic updating of that system and the training of faculty. Use of PRS began in 2002 and is being adopted in a number of classes to generate active student involvement.

The previously mentioned Peltier Award for Innovation in Teaching offers another example of receptivity to, and encouragement of, innovation.

> **Example of Evidence 3.B.7: Faculty members actively participate in professional organizations relevant to the disciplines that they teach.**

An effective learning environment encompasses the entire university experience and includes the emotional and physical environment of the classroom, experiences in Residence Living, opportunities to participate in student organizations, and spaces to spend time between classes.

Faculty, as a part of the PT&E process, are encouraged to provide active participation in regional, national, and international organizations pertinent to their professional responsibilities. Summaries of these activities are presented in various annual reports. Staff in Student Affairs are encouraged to participate in professional organizations as part of their career development and activities in continuing education. NDSU Extension personnel participate in regional projects and annual statewide development activities.

Classified staff contribute to faculty success and have multiple opportunities for training to develop new skills. Several opportunities, such as training for Connect ND (PeopleSoft) applications, are held on campus. Additional opportunities to develop new skills may be available locally or at regional and national workshops. Participation in these events is facilitated by professional development grants provided by the Office of the President.

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> **Core Component 3.C. NDSU creates effective learning environments.**

An effective learning environment encompasses the entire university experience and includes the emotional and physical environment of the classroom, experiences in Residence Living, opportunities to participate in student organizations, and spaces to spend time between classes. At NDSU, we believe that the whole of the learning atmosphere on campus is greater than the sum of the individual parts.

A variety of NDSU services, programs, and activities are designed to create a supportive total environment for effective learning. They include:

Student Services

- Student Financial Services
- Orientation and Student Success
- Academic Collegiate Enhancement (free tutoring for undergraduates, Primarily in General Education and other high enrollment courses)
- Counseling and Disability Services—personal counseling, academic counseling, career counseling, psychiatric services, chemical dependency services, and services for non-traditional students
- Multicultural Services
- Native American Pharmacy Program
- International Program Services
- TRIO Programs—Student Support Services, Upward Bound, Veterans Upward Bound, and McNair Scholars Program
- Center for Writers
- Career Center
- Wellness Center

Special Programs
- University Honors (Scholars) Program
- Cooperative Education
- Global Studies

Student Activities
- Student organizations and Student Government
- Honor societies
- Fraternities and sororities
- Athletics

University 189, Skills for Academic Success —A course designed to introduce students to university life during their first term on campus.

Advising of Students

Faculty Advising—In many units, students are individually assigned to advisors, and one-on-one advising is accomplished. Block advising, where one faculty member assumes the responsibility for advising a cohort of students is utilized in some instances.

Peer Advising—In some units, peer advising is used, where upper-division students within a program assist other students, and some have office hours.

Caring Community of Leaders and Problem-Solvers (CCLP)—This program, mentioned previously, was developed as part of a grant from the Bush Foundation to bring together smaller groups of students who wish to take certain common courses, live in a common residential setting, and share additional experiences. These are intended to enhance their sense of community along with their learning and leadership skills.

Other forms of facilitation and creation of favorable learning environments at NDSU include:

Articulation Agreements with Other Institutions, General Education Requirement Transfer Agreement (GERTA), and Determination of Transfer Credit Equivalencies—With approximately one-third of the NDSU undergraduates transferring from other schools, articulation agreements facilitate the transition into NDSU degree programs. Personnel from the Office of Admission travel to the state's two-year colleges each spring to assist in the transfer process.

Office of Registration and Records—Services such as those associated with registration, course and program changes, determination of transfer equivalencies, and graduation audits are important to students.

Physical Facilities and Technological Support—These elements are central to effective learning environments, including appropriately equipped classrooms, laboratories, practice rooms, and performance facilities; libraries; computer access, including computer clusters, network connections to dormitories, and off-campus access; and support services from ITS.

With approximately one-third of the NDSU undergraduates transferring from other schools, articulation agreements facilitate the transition into NDSU degree programs.

Example of Evidence 3.C.1: Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

The reviews of annual assessment reports from academic units were initially provided solely to the department Chair or Head as a means of encouraging both "buy-in" and inclusion of information that was complete and factual. However, the members of the UAC recognized that the call by the HLC for linkage of assessment results with budgeting and decision-making processes called for revision of this practice. As indicated earlier in this chapter, reviews of assessment reports are shared with the P&VPAA and with the appropriate Dean.

Assessment results are added to information on programmatic success from the annual reports and from Program Review in formulating the various decisions involved at the university level that impact individual departments and programs.

The inclusion of assessment results in annual reports submitted in Student Affairs has encouraged sharing of results. Individual programs in Student Affairs have a history of conducting extensive research on the impact of their programs on student success. The internal use of these results has led to refining existing programs and developing new activities to increase student satisfaction and student success.

Opportunities for faculty to use electronic assessments for their classes have been developed. In Fall 2001, the Survey of Student Engagement (www.ndsu.edu/SSE) was made available to faculty through the college deans and encouraged faculty to evaluate the effectiveness of their teaching. About 100 faculty members have used the survey each semester.

Example of Evidence 3.C.2: NDSU provides an environment that supports all learners and respects the diversity they bring.

Providing a supportive environment for all learners ranges from providing opportunities for recognition and treatment as individuals to recognition and appropriate consideration extended to groups. NDSU provides assistance for special learners through the Counseling Center – Disability Services offices by providing support, readers for students with limitations, and opportunities for additional time to complete examinations for students with documented needs.

Providing a supportive environment for all learners ranges from providing opportunities for recognition and treatment as individuals to recognition and appropriate consideration extended to groups.

The Office of Multicultural Student Services provides support for students of diverse backgrounds (www.ndsu.nodak.edu/multicultural/). The Office of International Programs (www.ndsu.edu/International/) coordinates activities for international students as a whole while fostering the development of clubs and organizations that maintain cultural activities for students of various nationalities. With more than 200 student organizations, (see www.ndsu.edu/memorial_union/studentorgs/orglist.php) there is at least one student organization available to meet the interests of all NDSU students.

TRIO programs (www.ndsu.nodak.edu/trio/) focus on income-eligible students who are typically first-generation college students. Programs offered through TRIO programs include the McNair Scholars, Student Support Service, Upward Bound, and Veterans Upward Bound. The home page for the VPSA includes a separate Fact Sheet for students who are members of the National Guard and Reserve (www.ndsu.edu/vpsa/Guard.htm) to facilitate their potential transition into active service.

Buildings are handicap accessible, sidewalks are wheelchair friendly, and listening devices are available for the hearing impaired in several larger classrooms.

Childcare drop-off services are available at the Wellness Center to assist students who are parents.

Example of Evidence 3.C.3: Advising systems focus on student learning, including the mastery of skills required for academic success.

A "Skills for Academic Success" course was being piloted during the last site-visit for re-accreditation in 1996 and became a part of the General Education requirements for all full-time, first-time students in 1997. Students transferring to NDSU without a comparable course from their originating institution or transferring fewer than 24 credits must take a 189 course here. The intent is to provide key information about "survival skills" as early in the academic career of students as possible to facilitate student success and satisfaction.

"Skills for Academic Success" classes are coordinated by the College of University Studies and may be offered by individual colleges or departments. The textbook for these courses has been customized for use on our campus. Results presented in annual assessment reports from the College of University Studies indicate that students make progress that is statistically significant (P<.001) in several desirable categories (understanding of personal learning styles, stress reduction, preparation for tests, seeking assistance in career planning, etc.). For the 2004-05 academic year, the only attributes evaluated that were not significant were relating learning in class to life outside of class (P<.03) and improved time management (n.s.).

Current registration procedures in the NDUS permit students to register for classes without consulting an academic advisor unless a hold is placed by Admission (typically for incomplete immunization records), the advisor, the Business Office, or the Registrar to enforce academic regulations. Faculty members typically assist at least 50 percent of their advisees during the scheduled advising week, and often assist a much higher percentage. Some colleges, such as Human Development and Education, use peer mentors to assist and supplement information that may be available from faculty.

Data from NSSE reveal that students in some colleges have a higher level of satisfaction with the academic advising process than for students whose major is in other colleges. One approach used to recognize the value of academic advising has been to emphasize the requirement that faculty incorporate documentation on advising in their Promotion, Tenure, and Evaluation portfolios.

> **Example of Evidence 3.C.4: Student development programs support learning throughout the student's experience regardless of the location of the student.**

The Libraries and ITS provide services to students on an anytime, anywhere basis. The Web site for the Library (www.lib.ndsu.nodak.edu/) provides access to e-journals, e-books, to a diverse electronic library, and to other services. ITS (http://its.ndsu.nodak.edu/) provides electronic access to information, services, training, acceptable use policies, and a helpdesk at the click of a mouse.

On-campus students have the advantage of faculty office hours. Students at remote locations use e-mail and chat features of Blackboard to contact

The Libraries and ITS each provide services to students on an anytime, anywhere basis. The Web site for the Library provides access to e-journals, e-books, to a diverse electronic library, and to other services.

faculty about questions that may or may not be confined to the subject of the course(s) in which they are enrolled.

"Skills for Academic Success," described in the previous section, is available online during the spring semester because of the opportunity to serve a variable number of students in an on-demand environment.

Many of the services of the Career Center are available online (www.ndsu. edu/career_center/), including a question and answer section, e-Recruiting, and a list of services available.

> **Example of Evidence 3.C.5: NDSU employs, when appropriate, new technologies that enhance effective learning environments for students.**

Documentation has been developed for several Examples of Evidence to demonstrate that the implementation of new, appropriate, and effective technologies is actively supported by NDSU and implemented by the faculty. That information will not be repeated here to avoid redundancy. (See Examples of Evidence 3.B.2, 3.B.4, 3.B.5, and 3.B.6 for information presented in this chapter.)

> **Example of Evidence 3.C.6: NDSU's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.**

NDSU procedures provide for regular reviews of teaching, general education, courses, programs, and technologies in order to enhance student learning.

NDSU procedures provide for regular reviews of teaching, general education, courses, programs, and technologies in order to enhance student learning.

Review of Teaching

Teaching is reviewed by universitywide mechanisms, including the previously discussed NDSU Policy 332.2: Student Rating of Courses and Instruction (www.ndsu.nodak.edu/policy/332.htm) and NDSU Policy 352.4.3: Promotion, Tenure, and Evaluation (www.ndsu.nodak.edu/policy/352.htm).

In addition, teaching is reviewed to enhance student learning through the programs of the University Senate's ad hoc Committee on Peer Review of Teaching (www.ndsu.edu/univsenate/prt/index.shtml). Beginning in the 2001-02 academic year, 10 NDSU faculty members compose a Peer Review Board to oversee the process, which includes observing classroom

instruction, interviewing students, and reviewing syllabi (www.ndsu.nodak.edu/ndsu/deott/univ_senate/sm200001/m0104a5.pdf). Peer review is now organized through voluntary pairing of faculty (www.ndsu.nodak.edu/prt/pfb/).

Documentation of teaching skills is a part of faculty portfolios prepared as part of the PT&E process described earlier in this chapter.

Review of Courses

All courses approved for general education are reviewed every five years to evaluate if they still meet the General Education Learning Outcomes for which they were approved. On January 16, 2003, the P&VPAA requested that all departments complete a curriculum review by May 16, 2003. Although the emphasis was on a review of courses with low enrollments or courses that were not frequently taught, departments were asked to address how their undergraduate and graduate courses meshed.

All new (proposed) courses are reviewed at the college level, again at the university level by the Academic Affairs Committee of the University Senate, and must be approved by the University Senate before becoming a "permanent" course. Graduate level courses also are reviewed by the Graduate Council before review at the university level by members of the Academic Affairs Committee of the University Senate. These processes have been described more fully in section 3.B.1 of this chapter.

Review of Programs

According to the University Senate constitution and bylaws (www.ndsu.nodak.edu/ndsu/deott/univ_senate/constitutionmay2001.pdf), the Program Review Committee has the following responsibilities:
- Develop criteria and procedures for review of academic programs;
- Perform a continuing review of the university's academic graduate and undergraduate programs with regard to such factors as mission, need, quality, cost, and contribution to other programs;
- Address concerns regarding duplication of programs and courses; and
- Recommend policies for levels of university support to the various programs.

The Program Review Committee is composed of one tenured faculty member from each college except University Studies, the President of the University Senate, the Dean of the College of Graduate and Interdisciplinary Studies, and the P&VPAA. Each department is subject to program review on a rotating basis of approximately six years. The

All courses approved for general education are reviewed every five years to evaluate if they still meet the General Education Learning Outcomes for which they were approved.

reviews involve a description of the program, including the mission statement, an overview, a brief history, goals, strengths, weaknesses, and changes implemented. The review also includes comments on databases including students served, cost of program, student evaluations, and external funding; graduate programs including overview and success of graduates; and the quality of the program and recommendations for improvement, followed by variety of appendices.

Review of Technology

Two university committees have the responsibility to examine how technology is used to enhance student learning. The Computing and Information Technologies Planning and Goals Committee (CITPG) (www.ndsu.nodak.edu/ndsu/cpg/) and the Technology-Enhanced Learning Committee (T-ELC) each have broad representation, including members from each college and various support groups. The role of T-ELC includes issues related to electronic delivery of curriculum, faculty activities, and the promotion, tenure and evaluation processes.

The Technology Fee Committee (www.ndsu.nodak.edu/tfac/) contains student, staff, and faculty members and provides the P&VPAA with recommendations about projects to use the technology fee in ways to improve computational resources on campus. Ten proposals were received on October 2005. Each was assigned to a committee member serving as the primary reviewer. The review session was scheduled for late October and results were not available as this chapter was drafted.

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Core Component 3.D. NDSU's learning resources support student learning and effective teaching.

NDSU is committed to providing the resources necessary to support student learning and effective teaching. A student-generated and disseminated technology fee, faculty led pedagogical lunches, peer review of teaching, faculty recognition, monetary stipends, and central administration practices demonstrate the campus community's commitment to teaching and learning.

The university ensures access to the facilities and services necessary to support learning and teaching. Those resources include libraries, technology services, performance and rehearsal facilities of the Division of Fine Arts, other teaching and learning support, the NDSU Downtown project, Teaching Circle, the University 189 Skills for Academic Success

NDSU is committed to providing the resources necessary to support student learning and effective teaching.

course, TRIO programs, the Center for Writers, the NDSU Honors Program, and Academic Collegiate Enhancement or ACE (formerly Super Tutor).

Additions to current facilities have been made through new construction and by obtaining additional structures. The Living Learning Center and classrooms in the Minard Hall addition represent examples of new construction while remodeling of Nelson Hall, the former Health Center, to provide additional classrooms is an example of converting an existing structure to a teaching role. The former YWCA has been purchased for office space and former Co-Op housing for students has been converted into office spaces for faculty and graduate students. Off-campus space has been secured for the Libraries to use for on-call storage of infrequently accessed materials.

The university evaluates the use of our learning resources to enhance student learning and effective teaching, and we regularly assesses the effectiveness of our learning resources to support learning and teaching through Assessment Committee activities and procedures for assessment.

One example of the NDSU commitment to teaching and learning can be read in the executive profile of a 1999 grant funded by the Bush Foundation. It states:

> "The Bush Foundation Planning Grant Committee at North Dakota State University (NDSU) presents the following proposal as a means of advancing student learning while emphasizing faculty involvement in the development and dissemination of the means and methodologies of creating enhanced opportunities for student learning. The three components of this proposal are: Nontraditional Teaching/Learning—Problem-Based Learning/Studio-Based Learning; Assessment of Student Learning; and University-wide Honors Program.

> "The primary purpose of Problem-Based/Studio-Based Learning is to create an alternative learning environment that incorporates

an active, problem-based approach to teaching as a counter to the more traditional teaching methodologies. Assessment is included as an overarching umbrella for determining student learning at NDSU. The proposal expects to implement a solid, administrative- and faculty-friendly assessment of student learning by evaluating current assessment methods and revising, retooling and refurbishing the assessment process as a whole. The University-wide Honors Program is a means to advance student learning through interdisciplinary courses that emphasize new instructional strategies and pedagogical practices that focus on team teaching by faculty from various disciplines."

Example of Evidence 3.D.1: NDSU ensures access to the resources (e.g., laboratories, libraries, performance spaces, and clinical practice sites) necessary to support learning and teaching.

From quality classrooms and laboratories to the expanding list of online journals, NDSU strives to provide students with the tool and skills they need to prepare for successful careers and lives.

A variety of resources are vital for students to fully immerse themselves in the university experience. From quality classrooms and laboratories to the expanding list of online journals, NDSU strives to provide students with the tool and skills they need to prepare for successful careers and lives.

NDSU Libraries

NDSU recognizes the importance of access to paper-based and technology-based resources in support of learning and teaching. The availability of both is crucial to a successful learning and teaching environment.

The university provides service at the Main Library, three branch libraries (Chemistry, Architecture/Landscape Architecture, and Health Sciences), and the Institute for Regional Studies. The library provides workshops and resources for the McNair Scholars Program, Governor's School, Upward Bound Program, and University Studies 189. Off-campus storage space has been secured for some materials that are rarely requested. Twice-daily courier service is available to facilitate delivery of these materials. A new reading room has been constructed as a resource for students and additional developments will be possible through a challenge grant that has been received.

The Libraries provide access to several hundred bibliographic and full-text databases. For more information, see www.lib.ndsu.nodak.edu/.

Additional information was presented in Chapter 3 in response to concerns expressed during the previous Site-Visit.

Information Technology Services

In a similar manner, ITS is at the core of the resources that support student learning and effective teaching. ITS provides both access and support in the effective use of technology, and directly supports the long range goals of the SBHE and the Higher Education Roundtable.

ITS services are an integral part of the day-to-day operations of NDSU, through the HelpDesk, classroom technology support, expertise in Blackboard support, cluster maintenance, and videoconferencing. For example, in 2001-02, ITS brought three Corporate Time calendar servers online, increased mail and network quotas, installed a MysSQL database server to backend NDSU's Web server, led a task force to revise the Network Usage Policy, and removed obsolete e-mail lists.

The use of Blackboard for instructional purposes has become so popular that a second server for this application was added for the 2004-05 academic year. Instructors who plan to assign technology-related projects may request support services from the Technology Learning Center (TLC) and the SPONGE project (online messaging to ITS staff about future classroom applications of technology by faculty). See www.ndsu.nodak.edu/sponge/. An extension of TLC and SPONGE was implemented by ITS staff in response to a growing need for enhanced support services for technology-intensive projects. The staff members of TLC and SPONGE assist instructors and students with Web sites, legally obtained music videos, electronic portfolios, and other projects.

Fine Arts

The Division of Fine Arts has four performance facilities, including Festival Concert Hall and Beckwith Recital Hall—both in the Music Education Building—and Askanase Auditorium and Walsh Studio Theatre in Askanase Hall.

Festival Concert Hall is a 1,000-seat hall performance facility that opened in 1981. It is the concert home for all NDSU major music ensembles and

for many local arts organizations. The facility also hosts the NDSU Lively Arts series, major musicals produced by NDSU Little Country Theatre and special student events. In addition, touring arts organizations have performed in the hall.

Beckwith Recital Hall provides a more intimate setting with capacity of 200 people. It is used as a classroom for art and music courses as well as faculty, student, and small group recitals.

The Music Education Building has a band practice room, a choral practice room and a suite of smaller practice rooms for individuals and small ensembles. The larger practice rooms serve as rehearsal space for NDSU major ensembles, and community groups. Most of the small practice rooms are available for use by NDSU students.

Askanase Auditorium, a 380-seat venue built in 1968, is the home of Little Country Theatre. The facility also is used as a large lecture hall, and it hosts occasional performances by student groups. It is the site for the MeritCare Foundation's annual Children's Miracle Network telethon.

Walsh Studio Theatre is a flexible studio-laboratory, which was added to Askanase Hall in 1976. It is used as a studio classroom for acting and directing classes, as a rehearsal facility for class projects, and as a performance space for both student and main stage productions.

All production spaces are handicap accessible and assistive listening devices are available upon request.

Clinical Sites for Pharmacy Practice, Clinical Laboratory Science, and Veterinary Technology

Many students obtain clinical experience at sites in North Dakota and adjacent regions of Minnesota. Students are not necessarily restricted to regional sites, however. For example, some students in Pharmacy Practice have served internships in sites ranging from Aleut villages in Alaska to townships in South Africa. Growth in some programs expands the geographic range of opportunities available to students.

Students may obtain clinical experience at sites where they have initiated contact and obtained an agreement to participate according to the guidelines developed by individual programs.

Many students obtain clinical experience at sites in North Dakota and adjacent regions of Minnesota. Students are not necessarily restricted to regional sites, however.

Other Teaching and Learning Support

NDSU Downtown
Additional sites devoted to support of learning and teaching include a renovated building in the heart of downtown Fargo. The project restored a 1903 historic warehouse that now houses the NDSU Visual Arts Department and a significant portion of the Architecture and Landscape Architecture Department. The NDSU Downtown project includes a large classroom, woodshop, art gallery, conference room, art and architectural studios, two computer labs, offices, and support spaces. Regular shuttle service is provided free of charge to students for easy access to and from the main campus.

Equine Center, Living Learning Center, New Space for Coatings and Polymeric Materials
The Equine Center and the Living Learning Center have been cited previously as examples in other sections of this document and serve as additional examples in this section. Development of new classroom, office, and laboratory space in the Research Park for the Department of Coatings and Polymeric Materials provided undergraduate and graduate students with additional opportunities to learn in state-of-the-art facilities. In an orderly, planned transition, space previously occupied by Coatings and Polymeric Materials has permitted expansion by the Department of Chemistry and Molecular Biology. That consolidation of space, in turn, provided the Department of Plant Sciences with additional space.

The Plant Sciences Teaching Circle
This group has met about twice per month since 1994 to discuss topics related to teaching. The Teaching Circle philosophy is "Everyone a Teacher, Everyone a Learner." Faculty and students from several departments and colleges share ideas and research on teaching or learning. In addition, many graduate students are or will find themselves in teaching environments, and they are welcome to attend.

University 189, Skills for Academic Success
The course is a first-year experience course that has been previously explained.

The Office of TRIO Programs
In 2004-05, the Office of TRIO Programs served 50 students in Upward Bound, 120 Veterans Upward Bound participants, 350 Student Support Services participants, and 25 students in the McNair Scholars Program.

The Center for Writers
The center (www.ndsu.edu/cfwriters/index.shtml) offers one-on-one conferences for writers to discuss their writing tasks with consultants. Assistance is available to student, faculty, and staff writers at any stage of the writing process. The staff are trained to help writers develop strategies to improve their skills and become stronger writers. The Center also offers assistance by providing course-specific workshops in the design of writing assignments, the evaluation of student writing, the planning of group writing projects, and the use of writing as a teaching tool.

Use of the Center for Writers continues to grow dramatically. The center reported 313 student contacts in 1999, 705 in 2000, 761 in 2001, and 889 in 2002. That number rose to 911 in the fall 2004 semester alone, with students coming from 91 different courses. Approximately 600 conferences had been conducted by the middle of the fall semester of 2005 for students in 125 classes.

Figure 7.4: Distribution of Conferences Completed by the Center for Writers. (Fall, 2005; Through October 27, 2005.)
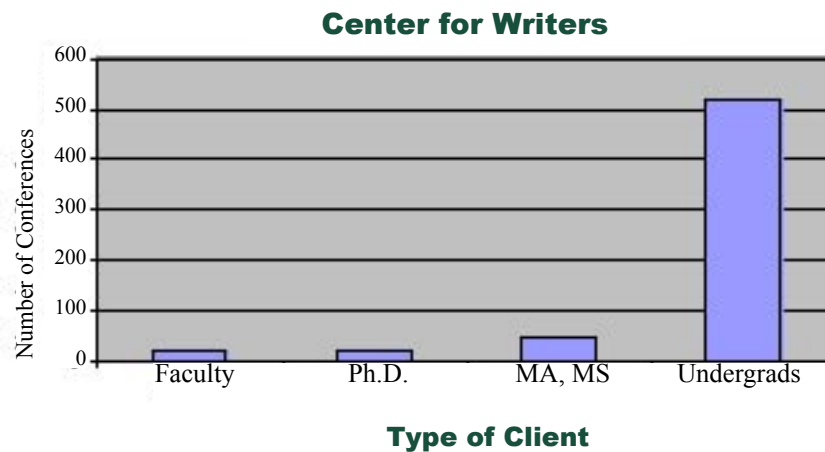
Universitywide Honors Program
The program advances student learning through interdisciplinary courses emphasizing new instructional strategies and pedagogical practices that focus on team teaching by faculty from various disciplines.

Academic Collegiate Enhancement (ACE) (formerly known as Super Tutor)
ACE (www.ndsu.edu/student_success/ace/) is a free service and provides learning support. Tutoring is available in accounting, biology, chemistry, economics, electrical engineering, English, mathematics, physics, psychology, sociology, speech, and statistics. Additional subjects may be covered upon request.

There were 2,295 tutoring contacts reported for ACE during the 2004-05 academic year, compared to 1,550 for Super Tutor the year before. For comparison, Super Tutor averaged 1,237 tutoring contacts each year from 1999-2003.

Figure 7.5: Frequency of ACE Tutoring Sessions, by Department, for the 2004 – 2005 Academic Year.

ACE Tutoring Subject Frequency (2004-05)
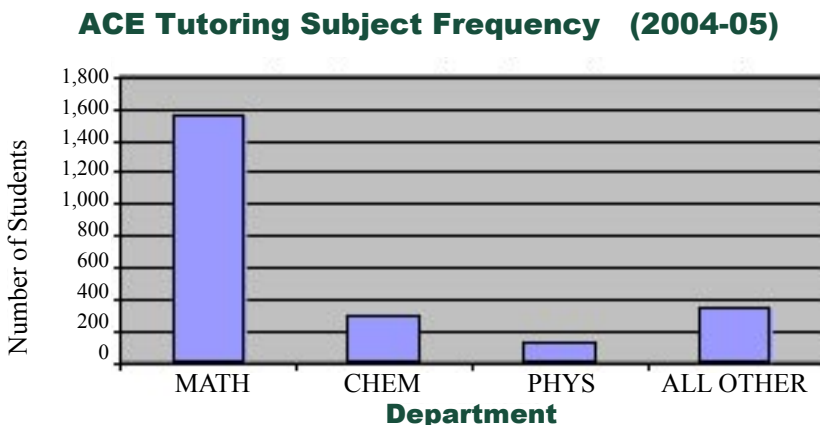
In addition, supplemental instruction (SI) is available for courses in chemistry (http://genchem.chem.ndsu.nodak.edu/si). SI provides additional opportunities for enhanced student learning through specialized assistance to students. The advanced undergraduate students that serve as mentors also gain valuable experience. The mentors work with an experienced faculty member to assist students in effectively learning the principles and techniques needed for success.

Intensive English Language Program
This program is designed to help non-native English speaking students develop their competence in the English language in order to succeed in academic pursuits. Enrollment varies, but generally averages about 30 students.

University Senate Library Committee
Composed of representatives from staff, faculty, and students, the committee serves as an advisory group to the NDSU Libraries.

> **Example of Evidence 3.D.2: NDSU evaluates the use of our learning resources to enhance student learning and effective teaching.**
>
> **Example of Evidence 3.D.3: NDSU regularly assesses the effectiveness of its learning resources to support learning and teaching.**
>
> **Example of Evidence 3.D.4: NDSU supports students, staff, and faculty in using technology efficiently.**

NDSU regularly documents and evaluates the use of its learning and teaching resources to maintain cost-effective access to the greatest number of resources possible at any given time.

NDSU regularly documents and evaluates the use of its learning and teaching resources to maintain cost-effective access to the greatest number of resources possible at any given time.

Libraries
During a typical week in the fall of 2004, an average of 7,600 students, faculty, staff, and members of the community visited the NDSU Libraries and there were 1,000 reference transactions. During fiscal 2004, there were 57,135 general circulation transactions and 6,000 reserve circulation transactions. NDSU Libraries reports that 15,022 books, serial backfiles, paper materials, and government documents; 4,084 e-books; 31,064 microforms; 227 audiovisual materials; and 92 serial subscriptions were added to the library collections in fiscal 2004.

In total, the Libraries have 800,000 printed books and other paper materials, 10,000 e-books, 460,000 microforms, 3,000 audiovisual materials, and 5,090 current serial subscriptions in the collection.

NDSU also takes part in an Interlibrary Loan program and a Tri-College document delivery service with Minnesota State University Moorhead and Concordia College. During fiscal 2004, NDSU Interlibrary Loan handled 21,116 loans provided to and received from other libraries.

Technology Services
In the annual report for 2003-04, ITS reported 40,463 calls to the NDSU Help Desk, 15 training sessions for Blackboard and approximately 75 classes each semester on technology topics through the Technology

Learning Center. The Sponge program worked with 33 instructors on 40 projects that included videos, electronic portfolios, publications, Web sites and digital photography. In excess of 760,000 pages of information on Blackboard was accessed on one day in mid-October 2005. There were more than 14 million hits on Blackboard by 20,213 user accounts during September 2005, the first month of classes for the fall semester. These statistics serve as testimony to the amount of information placed on Blackboard by faculty and to the use of this Learning Management System by students.

Assessment of Learning Resources
NDSU is committed to assessment, and it is becoming part of the culture of the institution. The university regularly assesses the effectiveness of teaching and learning resources through Program Review, the Student Satisfaction Inventory, the National Survey of Student Engagement and the Alumni Outcomes Survey. Student and faculty input is sought in order to prioritize needs within limited budgets. Assessment results from various sources drive change and upgrades at NDSU.

In 1993, the Assessment Committee formulated and approved 16 principles (www. ndsu.edu/ndsu/accreditation/ assessment/statement_ principles_uac.htm) designed to guide the assessment activities at NDSU. Also in 1993, the committee approved procedures for assessment (www. ndsu.edu/ndsu/accreditation/assessment/statement_procedures_uac.htm).

> **Example of Evidence 3.D.4: NDSU supports students, staff, and faculty in using technology effectively.**

ITS currently maintains 500 computers in 24 clusters across campus and provides training and support for approximately 1,200 office computers on campus. The NDSU Help Desk answered 16,525 calls during the 2004-05 academic year and generated 21,759 "tickets" used to track assistance provided to faculty, staff, and students. The Web site for student access

to various learning materials has been active since 2003. The Technology Learning Center and the Sponge program served 200 classes and had more than 2,300 walk-in student contacts during the 2004-05 academic year.

Additional information on ITS, use of the technology fee, support for Blackboard, and other activities that support effective use of technology by students, faculty, and staff has been presented at various points in this chapter and will not be repeated here.

Example of Evidence 3.D.5: NDSU provides effective staffing and support for our learning resources.

Responses to this Example of Evidence are distributed throughout this chapter. To avoid redundancy, that information will not be repeated here.

Example of Evidence 3.D.6: NDSU's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

All NDUS institutions participate in a number of programs and activities that support learning by students in a variety of locations and circumstances. High school students benefit from the Dual Credit Program (www.ndus.edu/students/dual-credit/ details.asp?id=213) that permits students to receive college credits while attending their local high school. The North Dakota University System Online (www.nduso.org/online.programs.html) serves as an umbrella organization for distance delivery of courses and a limited number of programs.

NDSU faculty have offered courses via interactive television in water resources law to students at the University of North Dakota and at Dickinson State University and courses in agricultural economics and reproductive physiology to students at Dickinson State University. The water resources law course has also been offered by distance delivery to lawyers and various professionals at sites in Bismarck, N.D.

NDSU faculty were instrumental in initiating statewide articulation

agreements that are in place for a variety of programs (www.ndus.
nodak.edu/students/ccn/articulation/agreements.asp) and in developing
guidelines for GERTA (www.ndus.nodak.edu/students/ccn/gerta/default.
asp) that are in place for public institutions in North Dakota. NDSU
faculty members participate in inter-institutional programs in gerontology,
retail merchandising, and family financial planning as part of regional
consortia (www.ndsu.nodak.edu/ndsu/jdeal/cdfs/grad_adm.shtml).

NDSU faculty also were instrumental in developing common course
numbering for lower-division courses that are taught at two or more
NDUS institutions (www.ndus.nodak.edu/students/ccn/matrix/default.
asp). Courses that share common prefixes and course numbers must have
content that is at least 80 percent comparable.

NDSU participates with Valley City State University to offer degrees
in elementary education. Students now receive a dual degree; one here
at NDSU in Child Development and one from VCSU in elementary
education, with NDSU as their primary campus and first major. The Skills
and Technology Center is a joint venture with the North Dakota State
College of Science (NDSCS). Students from NDSCS may also transfer to
NDSU in an implement dealership and management training program.

The Tri-College University represents collaborative efforts of NDSU,
Concordia College, and Minnesota State University-Moorhead to provide
students enrolled at one partner institution with access to courses offered
by another partner. The Office of Registration and Records assists students
by facilitating course enrollments at our partner institutions. The office of
the Tri-College Provost is located in the NDSU Downtown campus.

On-campus partnerships continue to be valued and encouraged. In
addition to the obvious instances of team-taught courses, research
partnerships and interdisciplinary programs are valued as a means of
providing cross-cutting, cross-discipline learning opportunities for
students. Undergraduate cross-discipline programs include Agribusiness
(Corporate Track), Biotechnology, Food Safety, Food Science, Logistics
Management, Management Information Systems, Natural Resources
Management, and Women's Studies.

Graduate interdisciplinary programs include Environmental and
Conservation Sciences, Food Safety, Genomics, Natural Resources
Management, and Transportation and Logistics.

*The Tri-College
University represents
collaborative
efforts of NDSU,
Concordia College,
and Minnesota State
University-Moorhead
to provide students
enrolled at one
partner institution
with access to
courses offered by
another partner.*

Opportunities for undergraduates are based upon linkages of departments and individual faculty with the local and regional business communities. For example, the 5:01 Entrepreneur Society meets monthly in the Research Park and provides obvious opportunities for faculty to interact with professionals representing various businesses. These contacts lead to an array of opportunities for students ranging from internships and cooperative placements to case studies used in classes and on-site projects that result in recommendations to improve productivity and efficiency. The net effect is a win-win-win situation for all involved.

Example of Evidence 3.D.7: Budgeting priorities reflect that improvement in teaching and learning is a core value of our university.

Financial support and encouragement of outstanding teaching and learning and of the implementation of new classroom strategies begins with the Promotion, Tenure, and Evaluation process and with salary advancements linked to merit. Each process is significant as a means of providing incremental salary adjustments that become further compounded across time by continued excellence in the classroom and in the laboratory sections of classes.

Teaching awards include one-time remuneration as another tangible recognition of faculty achievement.

Support for teaching and learning is evident in the recently announced capital campaign, "Momentum: the $75 Million Campaign for North Dakota State University." Of the goal, more than $30 million will be dedicated to scholarships for students and $10 million is intended for the Annual Fund, which is used for such things as enhancing classrooms, obtaining updated laboratory equipment, and inviting outstanding speakers to visit our campus. Approximately $65 million has been raised at the time that this report was undergoing completion.

Budgeting efforts to improve teaching and learning include the construction of additional classrooms and specialized laboratory spaces. For example, the planned new building for the College of Business Administration will feature 15 classrooms and five computer clusters. Students in finance will benefit from a dedicated room that will provide live market analysis and access to world news from various services. Faculty in Agribusiness and Applied Economics will have offices in the building, providing a unified approach and giving students opportunities to interact with instructors from two colleges currently housed in three buildings.

The net effect is that NDSU is not simply allocating existing resources to support teaching and learning, but is actively soliciting new funds to enhance our future capabilities.

Summary/Overview

Current Strengths of NDSU:
- Assessment is an important element of the NDSU academic culture;
- NDSU has a strong General Education program;
- NDSU has very dedicated faculty and staff;
- Technology is effectively used to enhance the learning environment for students;
- In excess of half of the funds from the current Momentum Campaign will be used to support teaching and learning; and
- New facilities are being added to better serve current and future students.

Current Challenges:
- Some annual assessment reports need improvement;
- Library and technology resources are in continual need of upgrading, and internal and external resources are sought for this endeavor (the library has been included in the new capital campaign); and
- User demands for quantity and diverse information technology services continue to escalate, while the capacity to meet these needs is a continuing challenge.

Areas of Opportunity:

- NDSU's work with Internet2 is making the university a leader in emerging technology.
- NDSU's work with the GP IDEA consortium has made the campus a part of a group that is considered a leader in using this approach to successfully offer graduate programs via distance involving multiple campuses.
- Growth of the base of external support for teaching and scholarship through Momentum and other avenues will help NDSU continue to grow and to serve students more effectively.

Chapter Eight

Criterion Four: Acquisition, Discovery, and Application of Knowledge

The wonder of acquiring, discovering, and applying knowledge is evident in NDSU classrooms, laboratories, libraries, and its multifaceted areas of outreach. The university is a remarkable place that is learning-focused and connected, while encouraging lifelong learning among its faculty, staff, and students.

President Chapman made the following statement in his 2002 State of the University Address to describe the university. *"NDSU's reputation as a campus on the move has allowed us to recruit from among the nation's best and brightest,"* he said. *"We are now an institution of choice for many researchers and scholars.*

> **Criterion Statement: NDSU promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.**

"NDSU's reputation as a campus on the move has allowed us to recruit from among the nation's best and brightest. We are now an institution of choice for many researchers and scholars.
--President Chapman, 2002 State of the University Address

Core Component 4.A. NDSU demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Example of Evidence 4.A.1: NDSU's governance structure and the State Board of Higher Education have approved and disseminated statements supporting freedom of inquiry for our students, faculty, and staff, and honors those statements in our practices.

State Board of Higher Education (SBHE) and university policies clearly outline support for freedom of inquiry.

SBHE policies in the 600-series (www.ndus.edu/policies/sbhe-policies/index.asp?id=2313) pertain to freedom of inquiry and several responsibilities of individuals with respect to those rights. Academic freedom for faculty is specifically addressed in SBHE Policy 401.1 (www.ndus.edu/policies/sbhe-policies/policy.asp?ref=2355).

NDSU Policy 325 (www.ndsu.nodak.edu/policy/325.htm) effectively mirrors SBHE Policy 401.1 and specifically addresses academic freedom on our campus. Additional policies distributed throughout the NDSU Policy Manual (www.ndsu.nodak.edu/policy/) touch upon elements supporting freedom of inquiry.

The University Senate Standing Committee on Faculty Rights (www.ndsu.edu/ndsu/deott/univ_senate/constitution.pdf, page 12) is charged with administering the directives of policies on academic freedom that have been established by the SBHE.

Example of Evidence 4.A.2: NDSU's planning and pattern of financial allocation demonstrate that we value and promote a life of learning for our students, faculty, and staff.

Example of Evidence 4.A.3: NDSU supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

Life-Long Learning–Students

Our financial allocations demonstrate an ongoing commitment to instilling a zest for continuing learning on the part of our students as well as supporting continuing personal and professional development by faculty and staff.

State Board of Higher Education (SBHE) and university policies clearly outline support for freedom of inquiry.

Academic Affairs and Student Affairs continue to engage on-campus students in curricular and extracurricular activities that convey the importance of learning throughout one's lifetime. The repeating theme communicated to students is that, unless constantly updated, much of their knowledge will be obsolete within a few years.

Service is a major aspect of student organizations and many groups conduct service activities on a monthly basis. The Volunteer Network (www.ndsu.edu/volunteer_network) provides opportunities for students to become engaged in the community and initiate a life-long tradition of involvement. The Omega Project initiated through the Volunteer Network invited students to apply for one of 15 opportunities to develop additional skills "necessary to become active and engaged citizens."

LeaderQuest, like the Omega Project, is a semester-long development program having goals that include assisting, challenging, and empowering students to become active and involved leaders (www.ndsu.edu/memorial_union/leaderquest/). LeaderQuest mentors have been members of the faculty, staff, and local community who have been trained to help students actively develop leadership experiences and skills. The initial group of mentors received training from experienced mentors from the University of Minnesota in spring 2005 and a second class will be developed for spring 2006.

Other examples of financial support to promote life-long learning for students, faculty, and staff include the Cooperative Sponsorship Committee, which matches other funds to sponsor presentations by visiting scholars; the creation of the position of Assistant Director for Service Learning and Civic Engagement in the Memorial Union; numerous co-curricular student programs; and extensive programming provided by Residence Life.

Service learning is embedded into co-curricular activities as the majority of the more than 200 student organizations have service to the community built into their activities. Several organizations feature monthly service

projects as an expected activity and also maintain a log of service hours contributed by members each month. Approximately 80,000 hours of service learning activities are reported by NDSU students each year. Additional information on service-learning is presented in section 4.B.4.

Life-Long Learning–Faculty and Staff

The use of professional development grants provided by President Chapman for continuing education of faculty and staff has been cited in many places throughout this document and will not be discussed in detail here. Similarly, the tuition waiver for faculty and staff represents an investment in the future of our colleagues and our university. Each effectively serves as an example of how an individual program can provide numerous, long lasting benefits.

Prior to the beginning of each academic year, a series of faculty workshops is offered on topics such as incorporation of classroom technology, suitable writing projects, and non-traditional forms of learning.

Further examples of professional development opportunities include annual programs such as Administrative Assistants Workshop, the Faculty Development Workshops for new and returning faculty held each August, and regular programs such as the Pedagogical Lunches sponsored by an Associate Vice President for Academic Affairs.

The FrontLine Leadership program is sponsored by the Office of Human Resources and the Office of the President. The management and supervisory leadership program is open to all managers and supervisors within the university.

The Staff Senate staff development committee identifies programs and activities that will provide motivational, personal, and professional growth opportunities, such as seminars and workshops, for university staff. In identifying programs, the committee assesses the needs and wants of staff through questionnaires and surveys.

In addition, the Provost and Vice President for Academic Affairs

(P&VPAA) has sponsored a faculty delegation to the annual AHEE Roles and Rewards Conference, and has funded consultants for the Honors Program and Problem Based Learning.

Example of Evidence 4.A.4: NDSU publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

NDSU publicly announces achievements of students, faculty, and staff through articles in the "It's Happening at State" newsletter and news releases to local media. In addition, the university acknowledges the excellence of its faculty through the development of awards and publicizing the recipients in on-campus materials and through local media.

There are six university wide awards that recognize faculty research: Faculty Lectureship, Waldron Award for Excellence in Research, NDSU Chamber of Commerce Distinguished Professorship, Jordan A. Engberg Presidential Professorship, Dale Hogoboom Presidential Professorship, and the Walter F. and Verna Gehrts Presidential Professorship.

The College of Agriculture, Food Systems, and Natural Resources presents the Larson/Yaggie Excellence in Research Award and the Eugene R. Dahl Excellence in Research Award as part of an annual event. Recognition is provided for several categories of staff. Early career and advanced career awards are presented to faculty for excellence in research, teaching, and service.

The College of Arts, Humanities, and Social Sciences annually presents the Outstanding Research and Creative Activity Award. The College of Business Administration honors a faculty member with the Excellence in Research Award. The College of Engineering and Architecture recognizes the Researcher of the Year. The College of Human Development and Education honors the Outstanding Faculty Member in Scholarship/Research and presents the James Lebedeff Endowed Professorship. The College of Pharmacy acknowledges the Researcher of the Year. Also, the College of Science and Mathematics presents the College Research Award and the James Meier Professorship. In addition, the Department of Health, Nutrition, and Exercise Sciences offers the Researcher of the Year award.

The College of Graduate and Interdisciplinary Studies, in conjunction with the other colleges, offers Graduate Teaching Awards and Graduate Research Awards in the College of Agriculture, Food Systems, and

NDSU publicly announces achievements of students, faculty, and staff through articles in the "It's Happening at State" newsletter and news releases to local media.

Natural Resources; the College of Arts, Humanities, and Social Sciences; the College of Engineering and Architecture; the College of Human Development and Education; the College of Pharmacy; and the College of Science and Mathematics.

The College of Graduate and Interdisciplinary Studies also offers a Community Service Award to a graduate student in the College of Business Administration, which is presented in conjunction with the college.

The College of Science and Mathematics gives the Graduate Research Award, Fred A. Bristol Jr. Scholarship, McCarthy Science Teacher Education Scholarship, William T. McMahon Memorial Scholarship, Ralph L. Pitman Memorial Award, and the Steinhaus-Rhinehart Scholarship. The College of Human Development and Education acknowledges the Outstanding Student of the Year. Graduate student awards are also presented annually by individual colleges.

Outstanding teaching is also recognized through the Odney Award for Excellence in Teaching and the Peltier Award for Innovation in Teaching.

At the departmental level, the Department of Biological Sciences presents the Outstanding Research Student Award and the Cassel Award. The Department of Chemistry presents the Milde Award to an outstanding graduate student. The Department of English gives the Graduate Student Paper Award, while the Geosciences Department presents the Brophy Award to an undergraduate student and the Department of Health, Nutrition, and Exercise Sciences awards the Graduate Student of the Year.

Outstanding teaching is also recognized through the Odney Award for Excellence in Teaching and the Peltier Award for Innovation in Teaching. The Odney Award is selected primarily on students' comments that describe a faculty member's ability to stimulate interest in a subject, demand rigorous thought, and demonstrate distinctive competence.

> **Example of Evidence 4.A.5: The faculty and students, in keeping with NDSU's mission, produce scholarship and create knowledge through basic and applied research.**

At NDSU, 25 departments organize regular "brown bag" seminars in which faculty, visiting scholars or graduate students present their research. Nineteen departments sponsor domestic or international study trips for students. Ten departments sponsor or co-sponsor research conferences that focus on undergraduate and graduate research. Twenty-six departments provide funding for graduate and undergraduate students to attend

conferences to present their research. In addition, 28 departments regularly have graduate and undergraduate students who attend conferences to present their research.

Evidence from 1996-2003 shows that most colleges were fairly consistent in their production of refereed journal articles. Changes were noted for two colleges. The College of Arts, Humanities, and Social Sciences showed a significant increase, while the College of Agriculture, Food Systems, and Natural Resources showed a decline due to a change in definition of publications.

Table 8.1. Refereed Publications, by College for 1997 – 2004. (Source: Criterion Four Writing Subcommittee and taken from college annual reports.)

Academic Year							
College[1]	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04
AG	238	206	191	184	223	259	248
AHSS	37	41	41	63	63	61	55
BUSN	16	6	12	15	18	16	14
E & A	25	46	34	70	34	43	25
HD&E	59	70	44	52	39	50	47
PHRM	35	42	17	34	21	43	46
S & M	259	306	289	248	233	299	268

[1]College abbreviations are:
 AG = Agriculture, Food Systems, and Natural Resources,
 AHSS = Arts, Humanities, and Social Sciences,
 BUSN = Business Administration,
 E & A = Engineering and Architecture,
 HD&E = Human Development and Education,
 PHRM = Pharmacy, and
 S & M = Science and Mathematics.

The Centers of Excellence initiative was proposed by N.D. Gov. John Hoeven to combine education and economic development to create higher paying jobs and new business opportunities for North Dakota. When leveraged with federal and private funding, as much as $150 million could be made available for research and commercialization of new products and services.

Educators, business leaders, and policy makers gathered on campuses across the state to map out the Centers of Excellence initiative. Forums were held at each of the 11 campuses of the NDUS. At the NDSU session, President Chapman and several administrators, faculty, and staff described the planned high technology business incubator, the Beef Systems Center of Excellence, the AgBiotechnology Center, the Center for Nanoscale Science and Engineering, and the Center for High Performance Computing.

NDSU and the University of North Dakota are primary forces in the Red River Research Corridor, an economic development opportunity initiated by U.S. Senator Byron Dorgan. Participating as an "economic engine," and providing opportunities and support for private research activities are consistent with NDSU's mission and goals of assisting individuals, communities, and our region.

Example of Evidence 4.A.6: NDSU and its units use scholarship and research to stimulate organizational and educational improvements.

One benefit of faculty involvement in research and applying their areas of specialization to teaching is that students receive leading-edge knowledge in their classrooms.

NDSU entered the 21st century with a strong sense of universitywide momentum, driven by President Chapman's challenge for each campus academic and service unit to define and reach its own "next level" of excellence.

One benefit of faculty involvement in research and applying their areas of specialization to teaching is that students receive leading-edge knowledge in their classrooms. For example, students in the College of Arts, Humanities, and Social Sciences learn from the scholarship of their faculty in topics ranging from composition to theater, from political science to visual art, and from archaeology to sociology.

As additional examples, students in the pre-professional programs in pharmacy and nursing benefit from the practical and theoretical research of their faculty and the contacts of the faculty with professionals in business and industry. Students in the sciences and in agriculture-related fields benefit from the successful research programs that generate numerous research grants in basic and applied topics. Opportunities for students to actively participate in research projects have been fueled by the recent increases in successful grant writing by faculty.

The increased faculty success in securing research funding represents a prime example of how scholarship and research facilitates educational

opportunities for students. Increased funding translates into obvious opportunities for students to work on leading-edge research in laboratories equipped with state of the art equipment. Students, in turn, become more effective in recognizing the applications and implications of the concepts taught in their classes through involvement in research.

Scholarly activities lead to the formation of professional involvement with faculty from other institutions. Through consortia, we assist in the delivery of some electronically offered educational programs. Examples include the College of Human Development and Education, which houses five such programs. Family Financial Planning and Gerontology are consortial master's degrees in the Department of Child Development and Family Science delivered online. Merchandising is a consortial master's degree in the Degree in the Department of Apparel, Textiles, Facility and Hospitality Management. Educational Leadership, also a consortial master's degree in the School of Education, is delivered via interactive video. Counselor Education, a master's degree in the School of Education, is also delivered in part via interactive video. The College of Arts, Humanities, and Social Sciences houses master's and doctoral programs in communication that are being developed for online delivery pending authorization from the Higher Learning Commission. Additional programs are in various stages of adaptation for electronic deliveries.

In terms of infrastructure support, NDSU administration appropriates funds for salaries, operating, and equipment. This topic was discussed in greater detail in Chapter 3 and allocations for equipment and operating expenses were presented in Figure 3.6.

Figure 8.1. Total Salaries (Teaching Faculty, Academic Year Plus Summer, Plus Other Salaries) by College for 2004-05. (Excludes Experiment Station and Extension.)
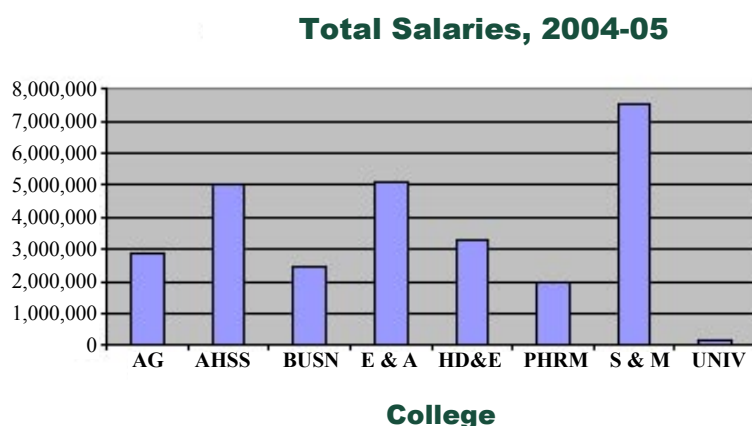
In terms of infrastructure support, NDSU administration appropriates funds for salaries, operating, and equipment.

Total Salaries, 2004-05

College

Core Component 4.B. NDSU demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to our educational programs.

The faculty have identified seven General Education learning outcomes to be achieved by students. Six categories of coursework, plus a requirement for a first-year experience, were established with a total of 36 to 37 credits. Courses in the wellness category may carry requirements for two or three credits that accounts for the variable nature of the total. Six additional categories were established that do not require additional credits and are either achieved through courses approved for the six categories bearing credits or are embedded within the major.

Data from the Office of Institutional Research and Analysis (OIRA) have shown that NDSU students complete an average of more than 50 credits of approved General Education courses before graduation.

Example of Evidence 4.B.1: NDSU integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

Students who start their collegiate experience at NDSU or transfer fewer than 24 semester credits must complete a minimum of 36 credits of general education courses here.

Students who complete a college-transfer program from a two-year college in the North Dakota University System (NDUS) and present an official transcript attesting to the completion of the general education requirements of the originating institution are considered to have fulfilled the lower-division general education requirements at NDSU. Individual programs may require additional courses during a student's last two years in residence that may be considered to be general education. (See: www.ndsu.edu/ndsu/deott/bulletin/cat0406/academic.pdf, page 21.)

Example of Evidence 4.B.2: NDSU regularly reviews the relationship between its mission and values and the effectiveness of its general education.

Courses approved for general education are reviewed every five years to determine if they still meet the General Education Learning Outcomes for which they were approved (www.ndsu.nodak.edu/ndsu/deott/gened/geforms.shtml).

The Long Form of the Academic Profile was administered to a stratified random sample of first-year students in spring 2004. The profile also was administered to students in learning communities and their non-learning community pairs. A summary of the resulting scores was compiled. The grade point average of the NDSU sample of first-year students was 3.11, or 2.3 percent higher than that for 458 students in peer institutions.

Table 8.2. Academic Profile Summary for 119 NDSU First-Year Students – April, 2004.   (Source: Office of Institutional Research and Analysis)

Percent Classified As			
Skill and Dimension Level	**Proficient**	**Marginal**	**Not Proficient**
Critical Thinking	3	12	84
Reading, Level 2	29	20	51
Reading, Level 1	64	20	16
Writing, Level 3	8	30	62
Writing, Level 2	17	38	45
Writing, Level 1	64	25	11
Mathematics, Level 3	5	14	81
Mathematics, Level 2	24	28	47
Mathematics, Level 1	53	29	19

Figure 8.2. Academic Profile Comparison for 119 NDSU First-Year Students and 458 Students from Peer Institutions. (Source: Office of Institutional Research and Analysis)
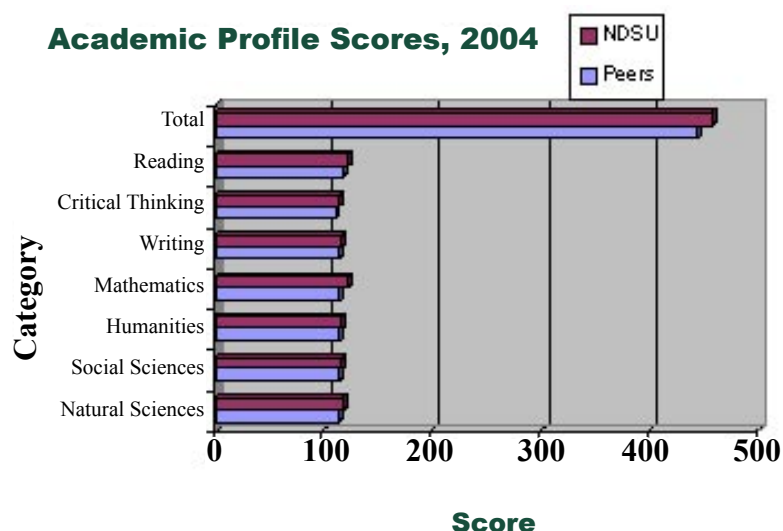
Academic Profile Scores, 2004

The expected learning outcomes for graduate and post-baccalaureate programs are identified in the assessment plan for each unit with graduate or post-baccalaureate programs and its annual assessment reports.

In addition, the General Education Committee arranged to have a stratified random sample of 36 seniors take the exams in 2004 and 2005. Data are not presented because of the limited number of self-selected participants from NDSU. Given the limited number of participants from NDSU and their self-selected basis, the fact that the average score for NDSU students was 93.3 percent of the maximum score and the average for these students was in the 100th percentile for all eight norm-referenced scaled scores must be interpreted with caution.

NDSU elected to ask students to complete the optional essay where the average score was 3.3 of a possible eight points. This value, despite the constraints of the sample, represents a source of concern. Continuation of writing assignments into the upper division is one aspect of the campuswide Vertical Writing Initiative that will be initiated in fall 2007. Details of this project are in the minutes of University Senate meetings for spring and fall of 2005 (www.ndsu.nodak.edu/ndsu/deott/univ_senate/).

> **Example of Evidence 4.B.3: NDSU assesses how effectively its graduate programs establish a knowledge base on which students develop depth of expertise.**

The expected learning outcomes for graduate and post-baccalaureate programs are identified in the assessment plan for each unit with graduate

or post-baccalaureate programs and its annual assessment reports. The learning outcomes for some graduate and post-baccalaureate programs are identified in accreditation documents for individual programs, and in graduate manuals published by departments.

Graduate seminars, student defense of the thesis or dissertation, and preliminary or qualifying examinations are used by departments to verify that students have a sufficient range and depth of knowledge to succeed in the profession. Each program incorporates procedures common to, and appropriate for, the individual profession. Details are available in the Graduate Student Handbooks developed by individual programs (www.ndsu.edu/gradschool/hand_books/hand_books.shtml).

> **Example of Evidence 4.B.4: NDSU demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.**

Participation in the McNair Scholars Program is one example of how programs at NDSU branch between various elements within this Example of Evidence (www.ndsu.edu/trio/msp/msp.html). This program encourages minorities, low-income, and first-generation undergraduate students to complete doctoral programs. A specific goal is to increase the number of minority students in the professorate. NDSU was one of the original universities invited to participate in this program, and we have had 25 students complete the Ph.D. degree. This represents one of the highest levels of fulfilling the objectives of this national program.

The increased success of faculty in receiving various grants has been discussed previously and will be mentioned only in passing as providing significant opportunities for undergraduate and graduate students to engage in scholarly research. Similarly, volunteer activities and fund-raising events initiated by students, faculty, and staff demonstrate the development and continuation of several types of civic engagement.

NDSU provides institutional support for Black History Month, Civil Education Month, Coming Out Week, Cultural Awareness Month, Human Rights Day, International Week, Women's Week, the Tri-College Powwow, national Safe Zone Program, and Training Our Campuses Against Racism (TOCAR).

Clubs and organizations foster leadership development and personal growth that cannot always be learned in the classroom. There are more than 200 organizations and clubs at NDSU, ranging from the Academy of Students of Pharmacy to Women in Science, Mathematics, Engineering, and Technology. Most departments sponsor clubs to develop and provide opportunities for students to enhance their communication and reasoning skills.

The Bison Leadership Awards ceremonies, sponsored annually by Student Affairs, recognize students, student organizations, and faculty in a number of categories.

The Bison Leadership Awards ceremonies, sponsored annually by Student Affairs, recognize students, student organizations, and faculty in a number of categories. Six student organizations were nominated at the completion of the 2004-05 academic year in the category of Community Service. The organization receiving the award had conducted several projects and raised in excess of $5,000 for charity. The student recognized at the Leader of the Year was an international student who had developed an exceptional record of involvement and of service. International Night received the award for Outstanding Cultural Program.

"The Great Moonbuggy Race," in which students design and build a vehicle to traverse lunar-like terrain, is an example of how activities foster creativity and inquiry. This project develops teamwork and problem-solving skills and applications of academic knowledge. In other areas, such as livestock judging teams, students are provided opportunities to travel and meet industry leaders. Students can develop networking skills and become involved with industry personnel in their particular discipline and build a positive attitude about study and work.

Civil engineering students regularly compete and excel in the American Institute of Steel Construction (AISC) steel bridge competition. In the competition, members of the NDSU student chapter of the American Society of Civil Engineers build bridges to required specifications. For example, at one recent event, the students needed to construct a 25-foot long, two-span steel bridge that would safely carry 2,500 pounds as an example of problem-solving and design skills.

The success of the student organizations at the national and regional levels is regularly acknowledged in the "It's Happening at State" newsletter and

"The Spectrum" student newspaper.

Example of Evidence 4.B.5: NDSU's learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.

Example of Evidence 4.B.6: NDSU's learning outcomes demonstrate effective preparation for continued learning.

All seven of NDSU's General Education Learning Outcomes contribute to providing graduates with the "breadth of knowledge and skills and the capacity to exercise intellectual inquiry." The outcomes are:
 • Communicate effectively in a variety of contexts and formats;
 • Locate and use information for making appropriate personal and professional decisions;
 • Comprehend the concepts and perspectives needed to function in national and international societies;
 • Comprehend intrapersonal and interpersonal dynamics;
 • Comprehend concepts and methods of inquiry in science and technology and their applications for society;
 • Integrate knowledge and ideas in a coherent and meaningful manner; and
 • Comprehend the need for life-long learning.

The Office of Institutional Research and Analysis has conducted an extensive review of 3,884 NDSU graduates and concluded that the number of exposures to Outcome 7, "Comprehend the need for lifelong learning" was 3.4 classes per student. Courses featuring this outcome are typically taken during the student's junior and senior years. See "Added November 2003" at www.ndsu.edu/oira/.

> *All seven of NDSU's General Education Learning Outcomes contribute to providing graduates with the "breadth of knowledge and skills and the capacity to exercise intellectual inquiry."*

Core Component 4.C. NDSU assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

The development of forward-thinking curricula begins with faculty at the individual course level and extends to department and college curriculum committees, the Academic Affairs Committee of the University Senate, and ultimately to the University Senate. Approval from the Graduate Council is also needed for courses developed for graduate students.

While other elected and appointed committees have review responsibilities for curricula and programs across the institution, the prime responsibility

for programmatic review lies with the University Senate's Program Review Committee. Departments and their curricula are subjected to rigorous examinations at regular intervals. Comments from external reviewers and professional accrediting bodies, when available, are included in the evidence considered by the Program Review Committee.

Department Chairs and Heads as well as appropriate Deans provide input into the development and maintenance of curricula that are designed to not just prepare students for contemporary careers, but to prepare them for careers of the future that will involve a more diverse, global society. Data from the National Survey of Student Engagement (NSSE) demonstrate that our current students have fewer "serious conversations with students who differ" from them "in terms of their religious beliefs, political opinions, or personal values." This represents an area of opportunity in the future.

It must be acknowledged that our alumni perceive that their discipline-based experiences are and have been of more value than their exposure at NDSU to culturally diverse enrichments. Observation suggests that this effect is not uncommon for universities where science, engineering, and professional graduates predominate.

> **Example of Evidence 4.C.1: Regular academic program reviews include attention to currency and relevance of courses and programs.**

Program Review

The Program Review Committee (PRC) is composed of one tenured faculty member from each academic college on the NDSU campus (except University Studies), the presiding officer of the University Senate, the Dean of the College of Graduate and Interdisciplinary Studies, and the designated representative of the P&VPAA. The Program Review Committee has the responsibility for:

- Developing criteria and procedures for review of academic programs;
- Performing a continuing review of the university's academic graduate and undergraduate programs with regard to such factors as mission, need, quality, cost, and contribution to other programs;
- Addressing concerns regarding duplication of programs and courses; and
- Recommending policies for levels of university support to the various programs.

Department Chairs and Heads as well as appropriate Deans provide input into the development and maintenance of curricula that are designed to not just prepare students for contemporary careers, but to prepare them for careers of the future that will involve a more diverse, global society.

Each department is subject to program review on a rotating basis. The reviews include a description of the program, including the mission statement, an overview, a brief history, goals, strengths, weaknesses, and changes implemented; comments on data bases including students served, cost of program, student evaluations and external funding; graduate programs including overview and success of graduates; and the quality of the program, followed by a variety of appendices.

The committee chair meets with the P&VPAA, the Chairs, and Deans of programs that have been reviewed to discuss the committee's recommendations for levels of institutional support. Recommendations to discontinue a program may be reviewed by the University Senate. For example, the Department of Economics was discontinued in response both to a review from the PRC and a mandated budget reduction from the governor. Two faculty from the previous Department of Economics then became members of the Department of Agricultural Economics. The resulting unit was renamed the Department of Agricultural and Applied Economics. The curriculum has been maintained and the major difference for students is that they now graduate from the College of Agriculture, Food Systems, and Natural Resources rather than the College of Arts, Humanities, and Social Sciences.

Program Review also can recommend growth for active departments. For example, the Department of Communication and the Department of Psychology were encouraged to pursue the development of Ph.D. programs based upon their reviews during the mid-1990s. Each now has a growing graduate program at the doctoral level.

As indicated in other Examples of Evidence, President Chapman and the P&VPAA have completed the second cycle of meetings with individual departments and programs. These meetings have included exchanges of future assumptions and expectations for each unit.

> **Example of Evidence 4.C.2: In keeping with NDSU's mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.**

> **Example of Evidence 4.C.3: NDSU's learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.**

Each department is subject to program review on a rotating basis.

Since the last self-study, NDSU has made strides in expanding its curricula. New disciplinary and interdisciplinary programs were created to move toward Carnegie Research Extensive status. NDSU employs well-established and rigorous processes to review academic programs for timeliness and relevance.

NDSU's general education program contains both cultural diversity and global perspectives requirements. (For previous discussion, please refer to section 4.B.1.)

Courses approved under cultural diversity focus on the social, personal, and interpersonal effects of different cultures. Students learn to comprehend how the behaviors, perspectives, and values of various cultures differ. Examples of cultural comparisons may include those based on ethical systems, ethnicity, gender, languages, nationality, race, religion, sexual orientation, spirituality, and worldview.

The cultural diversity requirement may be met by taking three credits as part of the six credits required in the humanities and fine arts or as part of the six credits required in the social and behavioral sciences in a course approved for cultural diversity. Students also may submit a written petition to substitute study abroad experiences to meet this requirement. These experiences must be equivalent to the same time commitment as a three credit NDSU course and include an academic component.

In addition, students are expected to take courses that focus on analysis of worldwide issues. These global perspective courses illustrate the interdependence of the world and its people. Students who study abroad can petition to use international experience credits to meet the requirement.

NDSU continues to expand our programs related to multiculturalism, international programs, and diversity. As additional overseas opportunities are created for students, more students are participating in them. Since 1995, NDSU has increased its Study Abroad Program options for students

and refined the study abroad process. The number of exchange programs (bilateral agreements that allow students to pay tuition and fees to their home institution) available to students has also increased. In addition, the Office of International Programs promotes study abroad at new student orientation, in classes, and during information sessions.

The Study Tour option has contributed to the rise in numbers. Study Tours are faculty-led, short-term programs. NDSU offers these programs in Architecture and Landscape Architecture, as well as Agribusiness and Applied Economics. Faculty members in other areas such as Hospitality and Tourism and Apparel and Textiles have offered international and national programs throughout the years.

International Education Week celebrates the benefits of international education and exchange worldwide. Held each fall, International Education Week is a joint initiative of the U.S. Department of State and the U.S. Department of Education designed to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences in the United States.

NDSU has partnered with the Ansal Institute of Technology (AIT), Gurgaon, Haryana, India, in offering a "twinning" program of study since the fall of 2004. The program will prepare students at AIT for a period of one to three years in selected disciplines and allow them transfer to NDSU, so they can complete NDSU degree requirements. At present, the selected disciplines are Bachelor of Science degrees in computer and electrical engineering, computer science, business administration, and biotechnology, as well as a master's degree in business administration.

> **Example of Evidence 4.C.4: Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.**

Several colleges feature advisory boards, which offer insight and suggestions on various programs. These boards often feature alumni and persons from the affiliated fields who provide their knowledge and expertise.

Indirect evidence to assess student learning at the program level is also available for several academic majors from a variety of sources. Colleges and departments typically conduct regular surveys of their alumni and

Several colleges feature advisory boards, which offer insight and suggestions on various programs.

employers as a part of normal practice. Several departments receive feedback from the NDSU survey of supervisors of internships arranged through Cooperative Education. Details are presented in many annual reports of assessment of student learning.

For those programs having external accrediting agencies, these bodies provide additional external assurances that the curricula under review contain current information that will permit graduates to become competent professionals.

> **Example of Evidence 4.C.5: NDSU supports creation and use of scholarship by students in keeping with its mission.**

> **Example of Evidence 4.C.6: Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.**

The assignment of team projects and case studies encourages students to apply what they have learned, develop specific areas of responsibility, and integrate individual activities as part of problem-solving on a larger scale than may be accomplished by individuals.

Faculty members expect students to master the knowledge and skills necessary for independent learning in programs of applied practice. However, students also are expected to learn to perform as part of a team. The assignment of team projects and case studies encourages students to apply what they have learned, develop specific areas of responsibility, and integrate individual activities as part of problem-solving on a larger scale than may be accomplished by individuals.

NSSE results for 2005 indicate that NDSU seniors are much more likely to have worked with classmates outside of class to prepare assignments than were students from Doctoral Intensive universities. A similar result was noted for the comparison between seniors from NDSU and for the average of all institutions participating in the 2005 survey. See "Added September 21, 2005" at www.ndsu.edu/oira/.

> **Example of Evidence 4.C.7: NDSU provides curricular and co-curricular opportunities that promote social responsibility.**

North Dakota is one of eight states in a consortium dedicated to supporting greater cultural diversity in the land-grant system by bringing the needed technical skills and training to each of the member states. Change Agent States for Diversity (CASD) was initiated by Cooperative Extension, and is a catalytic step in beginning the transformation of the land-grant system. Through this collaborative approach, the consortium develops successful models and strategies that can be applied throughout the system.

According to results of the 2005 NSSE survey, first-year students at NDSU were more likely to have participated in community service or volunteer work than comparable students at other institutions. NDSU seniors reported slightly more experiences with volunteer and service work than students at Doctoral Intensive institutions but fewer experiences than the average for all participants in the 2005 NSSE survey.

Information previously presented in sections 4.A.1, 4.B.1, 4.B.4, 4.C.2, and 4.C.3 is also germane to this Example of Evidence.

> **Core Component 4.D. NDSU provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**
>
> **Example of Evidence 4.D.1: NDSU's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.**
>
> **Example of Evidence 4.D.2: NDSU follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.**

Elements of ethics and responsibility are widely distributed in what we choose to do and how we complete our activities. Structure is provided by the Policy Manual (www.ndsu.nodak.edu/policy/), regulations for responsible use of technology (http://its.ndsu.nodak.edu/), and compliance with federal regulations (www.ndsu.edu/research/compliance/) for an Institutional Animal Care and Use Committee, an Institutional Biosafety Committee supervising use and access to infectious agents and RDNA, and an Institutional Review Board for the protection of human subjects.

The campus retains the services of a General Counsel and a faculty member has been hired as an ethicist. A regional ethics institute has been formed and is active.

Inappropriate use of information technology is not tolerated on this campus. (See Policy 158 for additional information at www.ndsu.nodak.edu/policy/158.htm). Representatives of off-campus interests who wish to distribute information must apply for, and receive, permission to do so. Irresponsible or inappropriate handouts and pamphlets are not approved for distribution (www.ndsu.nodak.edu/policy/154.htm). The purposes are

Elements of ethics and responsibility are widely distributed in what we choose to do and how we complete our activities.

to assure that students, faculty, and staff are not subjected to offensive materials rather than promote censorship.

NDSU's General Education requirements include "Comprehension of Personal and Professional Ethics Integrated into Majors." In 1997 and 2004, the General Education Committee requested information from all majors on how they were implementing this requirement. Ethics is a facet of many capstone courses and is typically embedded in a variety of upper-division courses in each major.

Example of Evidence 4.D.3: NDSU encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility.

Information pertinent to this Example of Evidence has been discussed in several areas of this chapter. To reduce redundancy, that material will not be reproduced here.
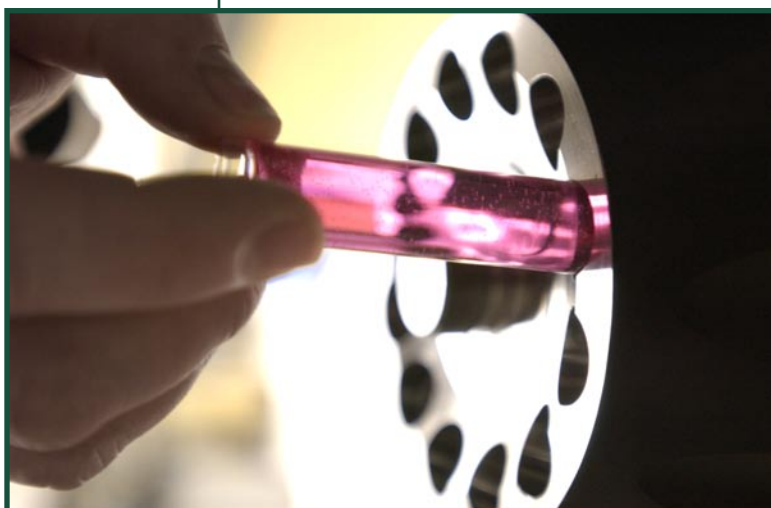
Example of Evidence 4.D.4: NDSU provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.

Oversight has been discussed in the combined response to Examples of Evidence 4.D.1 and 4.D.2.

Example of Evidence 4.D.5: NDSU creates, disseminates, and enforces policies on practices involving intellectual property rights.

The NDSU Research Foundation was incorporated in May 1989, as a scientific and educational organization with 501(c)(3) status. Its goal is to assist NDSU in its teaching, research, and service missions by managing the intellectual property produced by the university faculty, staff, and students. Governed by a 15-member board led by President Chapman, the Research Foundation is directed to develop linkages between NDSU and private sector entities, to facilitate involvement of NDSU faculty and staff

in corporate research and development activities, to enter into partnerships and joint ventures with other university-related foundations, and to promote economic development and rural revitalization in North Dakota.

This independent, nonprofit organization assists in NDSU's ability to work with private businesses and manages the intellectual properties of the university. The foundation is a vehicle for transferring scientific discoveries, technology, products, and processes developed by NDSU research through licensing to the marketplace. It handles the patents, trademarks, and other intellectual property protection as well as licensing agreements for the university; and it enables faculty to become involved in research, product development, and business endeavors.

Major foundation activities since the last HLC visit include:
*   Establishment of two dedicated endowments for wheat and durum breeding;
*   Issuing 58 Plant Variety Protection (PVP) certificates for agricultural varieties and eight pending applications;
*   The issuance of 40 patents and 21 pending applications; and
*   Achieving 16 registered trademarks and four pending applications for registration.

The NDSU Technology Transfer Office (TTO) handles all NDSU intellectual property (IP) related matters, including interpreting and implementing IP policy, facilitating confidentiality agreements, material transfer agreements, inter-institutional agreements, and IP language in sponsored research and other agreements.

The NDUS was granted more authority to implement a systemwide IP policy by the North Dakota Legislature. Policy 190 of the NDSU Policy Manual addresses IP that could be of financial benefit to the individuals involved and to NDSU. The policy can be found at www.ndsu.nodak.edu/policy/190.htm.

NDSU policies encourage individual and institutional growth. One of our fundamental campus themes is "It's About People," which states, in part, "Increased investments in people are critical to attracting and retaining quality faculty and staff, thereby increasing NDSU's educational standards." To that end, NDSU annual research expenditures have more than doubled over the last five years to approximately $100 million. The expansion of NDSU's research capabilities and research expenditures is leading to additional invention disclosures for the TTO and NDSU Research Foundation.

Summary/Overview

Current Strengths of NDSU:
- NDSU graduates are highly sought by employers.
- NDSU's general education program contains both Cultural Diversity and Global Perspectives requirements.
- The NDSU Research Foundation was established to manage the intellectual property produced by the university faculty, staff, and students.
- The NDSU Technology Transfer Office (TTO) is in place to handle all NDSU intellectual property (IP) related matters, including interpreting and implementing IP policy and facilitating confidentiality agreements.
- NDSU's annual research expenditures are currently in excess of $100 million, and continue to grow.

Current Challenges:
- Annual reports from all major units on campus should be deposited in the University Archives.
- Annual reports for academic colleges should be reconfigured in a common format.
- Continued growth of infrastructure to support rapid growth.

Areas of Opportunity:

- While NDSU continues to expand its programs related to multiculturalism, international programs, and diversity, these are areas of potential growth.
- Developing new linkages for economic development in the region.

Chapter Nine

Criterion Five: Service Meeting Needs

Service is embedded in the core of activities for land-grant institutions, and NDSU is no exception. Maintaining an acceptable length for this chapter means that not all aspects presented by the Criterion Five Writing Subcommittee of the Self-Study Steering Committee can be incorporated. Readers interested in greater detail are encouraged to review the writing subcommittee's final report at (www.ndsu.edu/ndsu/accreditation/cry_fv.htm).

> **Criterion Statement: As called for by its mission, NDSU identifies its constituencies and serves them in ways both value.**

NDSU's mission statement identifies both external and internal constituents and the ways in which we serve them. External constituents refer to people and entities that are global, regional, and local. Special emphasis is placed on culturally diverse clientele and residents of North

Service is embedded in the core of activities for land-grant institutions, and NDSU is no exception.

Dakota. Internal constituencies consist of the institution's students, staff, and faculty.

President Chapman's themes of "It's About People," "Students are Paramount," "Leveraging Support," "Programs," and "Stature" all focus on creating a more equitable and engaged university.

This chapter examines the four core components of this Criterion statement, providing representative examples of evidence of support.

Core Component 5.A: NDSU learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Example of Evidence 5.A.1: NDSU's commitments are shaped by its mission and its capacity to support those commitments.

In addition to our mission of addressing the needs and aspirations of people by building on the land-grant foundation, NDSU shapes itself congruent with the core values of the North Dakota University System (NDUS). The complete statement of values and beliefs can be found at www.ndus. nodak.edu/policies_procedures/ sbhe_policies/policy. asp?ref=2516.

The Research and Technology Park (RTP) is one highly visible way NDSU addresses the needs and aspirations of people (www.ndsuresearchpark.com). The NDSU Research and Technology Park Inc. is a 501(c)(3) corporation where university researchers and private industry combine their talents to develop new technologies, methods, and systems. The organization's 10-person board of directors includes NDSU and local community members who represent legal, financial, economic development, manufacturing, service, and high technology sectors.

Since its groundbreaking on May 19, 2001, the success of the RTP has led to its rapid expansion and development. Currently there are three buildings

in the RTP, two owned by NDSU, and one by Phoenix International, a private corporation. An extended-stay hotel that will serve as a teaching laboratory for students studying hospitality and tourism is under construction by a local developer. The hotel will be donated to NDSU after seven years of operation.

A research and manufacturing facility is under construction for Alien Technology Corp. The structure will be used to produce "Radio Frequency Identification" (RFID) tags for retail and supply-chain uses. The plant will be operational in 2006 and bring about 300 jobs to Fargo by 2007. By the end of the decade, the company could potentially need 1,100 employees producing an annual payroll of about $55 million.

Phoenix International Corp., a John Deere company, occupies the first building erected on the site and is the RTP's cornerstone tenant. The facility provides laboratory and office space for 320 employees. It is home to Phoenix International's New Product Introduction Center, which focuses on new product development.

Research I, the park's second building, houses the administrative offices of both NDSU research department and the RTP's administrative offices. Research I is also home to NDSU's Department of Coatings and Polymeric Materials, a branch of chemistry that specializes in plastics and paint research, and NDSU's Center for High Performance Computing (CHPC), an advanced computing resource center for researchers and private sector partners.

Research II, the third building, was completed in March 2004. It is occupied by the Center for Nanoscale Science and Engineering (CNSE), which engages in pioneering, interdisciplinary research, and technology development on materials whose functional design starts at the atomic-molecular scale.

The growing success of the RTP in nurturing start-up companies is evidenced by the location of successful companies at the site. These companies will relocate to the technology incubator building when it is completed in October 2006. The center will provide venture capital, supply services business networking, and technical assistance.

NDSU Research and Technology Park

1. PHOENIX INTERNATIONAL
2. RESEARCH I
3. CNSE
4. ALIEN TECHNOLOGY - PHASE I
5. ALIEN TECHNOLOGY - PHASE II
6. NDSU INCUBATOR BUILDING
7. UNIVERSITY HOTEL
F. FUTURE EXPANSION

Figure 9.1--Overhead perspective of current and future buildings in the NDSU Research and Technology Park.

> **Example of Evidence 5.A.2: NDSU practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.**

Statewide Activities:
NDSU makes many efforts to understand the changing needs of the people it serves. These efforts are demonstrated by the following examples.

The NDSU Extension Service has eight program teams that regularly survey North Dakotans to identify assets and needs of the population. The surveys are conducted through several formats: electronically through

distribution from county extension offices to local clientele and agency professionals; focus groups; telephone surveys; or the local advisory committee may identify specific needs.

Extension specialists share information with two statewide advisory committees, the State Board on Agriculture Research and Education (SBARE) and Citizens' Support Group for Nutrition, Youth, and Family Science (CSGNYFS). SBARE was developed through legislative action in 1997 and serves as an advocacy group in the state legislature on budget matters. CSGNYFS addresses and identifies educational needs of North Dakota families, youth, and communities;,and advocates for extension programming in the state legislature (www.ag.ndsu.nodak.edu/agsub.htm).

Entities such as the Northern Crops Institute (NCI) and the Upper Great Plains Transportation Institute (UGPTI) provide opportunities for input from diverse constituencies in-state and throughout the region. The mission of the NCI has world-wide impact by providing short courses where international clientele learn how to use regional crop products efficiently and effectively. NThe roles of the NCI and UGPTI are described in additional detain under Example of Evidence 5.A.5. The North Dakota Forest Service provides support in-state for establishing and maintaining our woodland resources. These examples are supplemented by feedback received at the department, college, and division levels by advisory boards that assure that NDSU is responding to the array of constituents that are served.

Scanning **Faculty Perspectives:**
The Faculty Survey of the Higher Education Research Institute (HERI) was made available to NDSU faculty in 1989, 1998, 2002, and 2005 with 214, 198, 190, and 122 respondents, respectively. Conclusions presented in the Executive Summary for 1989, 1998, and 2002 (www.ndsu.nodak.edu/oia/inst_analysis/exec summ/executive summary of faculty survey.pdf) included identification of "colleagues" as the main reason for accepting a faculty position at NDSU, level of teaching load stress had not increased and "salary and benefits" and "prestige of NDSU" were the lowest-ranked reasons for accepting employment at NDSU. Information from the "Faculty Survey Data 1989 – 2005: Trends and Comparisons with Peers and Student Survey Results" is available at www.ndsu.nodak.edu/oia. Expanded results of the HERI Faculty Survey are available online but access is limited to NDSU IP addresses or those with confidential user-Ids and passwords (www.ndsu.nodak.edu/oia/restrictedreports/index.php).

For the 2004 – 2005 peer group report, NDSU faculty, relative to peers, were more likely to have received a teaching award (57.0 vs 50.0%), were more likely to have a spouse or partner who was an academic (37.0 vs 30.3%), and were less likely to plan to retire in the next three years (10.7 vs 14.7%).

During the last two years before completing the survey, NDSU faculty were less likely to have considered early retirement (24.0 vs 29.8%), were less likely to have changed academic institutions (5.0 vs 9.3%), and were more likely to have received funding from foundations (30.5 vs 23.2%) or business and industry (31.9 vs 26.6%).

All NDSU respondents in the 2004 – 2005 report identified development of critical thinking abilities of students as important or very important. NDSU faculty were more likely than colleagues at peer institutions to agree that "Faculty here are strongly interested in the academic problems of undergraduates" (84.3 vs 71.2%), that "There is adequate support for integrating technology in my teaching" (81.7 vs 65.5%), and "There is adequate support for faculty development" (57.5 vs 40.7%). (See: www. ndsu.nodak.edu/oia/restrictedreports/2022_PEER.XLS).

Example of Evidence 5.A.3: NDSU demonstrates attention to the diversity of the constituencies it serves.

The university promotes diversity in a variety of ways through its academic requirements, organizations, conferences it sponsors, hiring policies, and awareness events. Each of these items has been addressed in part in Chapter 3 (responses to previous concerns) and also in Chapters 5, 6, 7, and 8.

The cultural diversity and global perspective elements of the General Education requirements were discussed in Chapter 8. For information, see www.ndsu.edu/ndsu/deott/registrar/geneds.stm. The Women's Studies program at NDSU, the International Studies programs, and the Tapestry of Diverse Talents also were described in Chapter 8.

NDSU is working to achieve a diverse student, staff, and faculty population. We actively recruit international and underrepresented students. NDSU has several campus organizations that promote diversity. NDSU has approximately 30 student organizations related to gender, ethnicity/country of origin, sexual orientation, or religion. The complete

NDSU is working to achieve a diverse student, staff, and faculty population. We actively recruit international and underrepresented students.

list of student organizations is available at www.ndsu.edu/memorial_union/studentorgs/orglist.php.

The Cultural Diversity Tuition Waiver (www.ndsu.edu/finaid/resources/waiver.html) is administered by the Office of Student Financial Services. This program provides opportunities for students from traditionally underrepresented populations to attend NDSU tuition-free for up to five years for undergraduate students, two years for master's degree students, and three years for doctoral candidates. NDSU has increased the number of new diversity waivers offered each year from 60 in 2001 to 70 in 2002, and has maintained that number. At any one time, there are approximately 220 waivers in place.

Several campus offices provide support to underrepresented groups. They include Multicultural Student Services, Counseling and Disability Services, International Programs, Native American Pharmacy Program, Equity and Diversity Office, and TRIO. Services are available for non-traditional students, including the Non-Traditional Student Association and a commuter student lounge in the Memorial Union.

We host activities to celebrate diversity such as Cultural Awareness Month, Native American Month, Black History Month, Women's Week, and International Week. These events provide educational and entertainment programs aimed at raising awareness and celebrating the respective group.

Women in Science, Math, Engineering, and Technology (WISMET) is an Experimental Program to Stimulate Competitive Research (EPSCoR)-funded effort to support, retain, and recruit women in science, mathematics, engineering, and technology fields at NDSU.

New Employee Orientation for staff (held quarterly) and for faculty and academic staff (held annually) incorporates a segment on campus climate issues. Included is information on the university's harassment, diversity, and non-discrimination policies. NDSU's policies on consensual relationships and information for faculty about working with students with disabilities are also discussed.

NDSU's Safe Zone project was created to provide a welcoming environment for gay, lesbian, bisexual and transgender persons. It establishes an identifiable network of persons who provide support, information, and a safe place for GLBT persons within our campus community. As of March 2004, NDSU had approximately 150 Safe Zone

NDSU hosts activities to celebrate diversity such as Cultural Awareness Month, Native American Month, Black History Month, Women's Week, and International Week.

allies who had attended the training and agreed to the program's pledge (www.ndsu.nodak.edu/memorial_union/safezone/).

NDSU co-sponsors the annual Professional Issues Conference Related to Gay, Lesbian, Bisexual, and Transgendered People and their families. The conference brings together professionals in the fields of secondary and higher education, mental health, spirituality, legal services, law enforcement, and rights advocates.

Example of Evidence 5.A.4: NDSU's outreach programs respond to identified community needs.

Each year, NDSU students provide in excess of 100,000 hours of community service work as part of academic service-learning courses and an additional 15,000-20,000 hours of community service work through their involvement in co-curricular activities. These include campuswide service projects and service projects sponsored by student organizations or residence halls. The community service/service-learning experiences are coordinated to address the specific needs of community agencies located within the Fargo-Moorhead metropolitan area, as well as the outlying communities. The service work ranges from assisting senior citizens, children or people with disabilities, to working with homeless persons and community improvement projects.

The NDSU Agricultural Experiment Station and NDSU Extension Service strive to foster the ongoing development of diverse human and natural resources essential for viable communities (www.ext.nodak.edu and www.ag.ndsu.nodak.edu/research.htm).

Volunteer Income Tax Assistance (VITA) is a free service provided by the NDSU Accounting Club for people with incomes up to $35,000. The club offers assistance from the second week of February through the end of March; and assists approximately 20 to 25 taxpayers per week.

The National Youth Sports Program is a five-week program of sports and educational activities for 350 at-risk children each summer on the NDSU campus. A Girls Sports Clinic Program is available during the academic school year for 50 girls.

NDSU encourages and supports increased participation and interest in mathematics and science courses for junior high girls to increase their options to enter careers in mathematics, science, and engineering careers. NDSU has hosted and coordinated the Expanding Your Horizons

NDSU encourages and supports increased participation and interest in mathematics and science courses for junior high girls to increase their options to enter careers in mathematics, science, and engineering careers.

in Science and Mathematics conference for approximately 25 years. The conference averages 700 7th, 8th, and 9th graders and is held in cooperation with Minnesota State University Moorhead, Concordia College, and the Veteran's Administration Hospital.

NDSU also reaches out to K-12 schools. An example is Edutech, which grew out of a grant written by Information Technology Services (ITS) personnel. It was created to strengthen education technology services and opportunities for North Dakota administrators, school districts, and teachers. The mission is to improve student achievement by providing teachers with the tools, support, and training to effectively utilize technology in the classroom (www.edutech.nodak.edu/).

Example of Evidence 5.A.5: In responding to external constituencies, NDSU is well served by programs such as continuing education, outreach, customized training, and extension services.

Distance and Continuing Education is an area of increasing activity at NDSU and represents a major component of our planning for the future. While more than 2,000 students were registered for the 118 courses available electronically for spring semester, 2006, and taught by 39 individual faculty, the desire to offer degrees and programs by distance delivery forms the basis for our request for a change in the Statement of Affiliation Status. (See Chapter 10 for details.)

NDSU operates more than 40 centers and institutes for research and development in areas ranging from business to agriculture and family-related issues to pharmaceutical care. These centers provide numerous examples of engagement and collaborative efforts with educational, governmental, community, and industry sectors. For a list of links to the centers or institutes; see www.ndsu.edu/research/centers_institutes.php.

The NDSU Extension Service has been selected to be a member of a seven-state consortium focusing on diversity. The program is titled "Change Agent States for Diversity (CASD)." Goals include building the capacity of the land-grant system to function in a multicultural world and setting standards to support thriving, culturally diverse communities through extension, research, and academic programs (www.ag.ndsu.nodak. edu/diversity/index.htm).

NDSU operates more than 40 centers and institutes for research and development in areas ranging from business to agriculture and family-related issues to pharmaceutical care.

The Northern Crops Institute (NCI) is a program that combines continuing education, customized training, and technical services. NCI (www.northern-crops.com/) is an international marketing and learning center, whose mission is to "facilitate the international and domestic marketing of Upper Great Plains agricultural crops" and to teach the "world food industry how to purchase, process, and use the crops of North Dakota, South Dakota, Minnesota, and Montana." NCI has served people from over 120 countries since its inception in 1983. Participants include food industry employees, such as pasta makers, bakers, trade teams, and commodity traders.

The Upper Great Plains Transportation Institute (UGPTI) conducts research and outreach dealing with the movement of people, goods, and commodities in small urban and rural environments. UGPTI's Advanced Traffic Analysis Center assists second-tier cities, state Departments of Transportation, and other entities in conducting traffic analysis, training, and research. The Center provides support for Intelligent Transportation Systems deployment activities, including advanced traffic signal control and traveler information systems, incident management systems, and integration of advanced systems (www.atacenter.org).

The hotel under completion in the Research and Technology Park is an example of support for NDSU's academic programs. After completion, the hotel will provide unique experiences for students and provide highly-trained employees for the hospitality industry that represents a major source of income for the region.

> **Core component 5.B. NDSU has the capacity and the commitment to engage with its identified constituencies and communities.**

The authorization and basic funding for outreach and service activities are appropriated each two years by the North Dakota Legislature and approved through the State Board of Higher Education. However, the

foundation for our involvement with the public resides in our land-grant traditions and with the integrity and commitment of our faculty, students, and staff.

Example of Evidence 5.B.1: NDSU's structures and processes enable effective connections with its communities.

Students represent an internal community and ongoing planning at several levels is intended to assure that they receive appropriate services. For example, NDSU is currently planning a "one-stop" student service center with the current expansion of the Memorial Union. The center's purpose will be to serve students in a convenient manner during and outside normal business hours. The "one-stop shop" is but one example of the expanded services planned for the Memorial Union after the remodeling project is completed.

The NDSU Extension Service is an obvious component of maintenance and expansion of services to citizens throughout North Dakota and the region. For example, several Extension specialists have made general statements that approximately 40 percent of their calls are from Minnesota residents.

Educational opportunities in several rural North Dakota communities were expanded when video conferencing capability was installed with cooperative financial support from the Technology Opportunities Program through the U.S. Department of Commerce, NDSU, and county government. Learning centers were established in NDSU Research Extension Centers, several county extension offices, and similar community facilities to provide rural residents access to educational programs offered by NDUS and other higher education institutions.

The Alumni Association, the Development Foundation, the Research Technology Park Board, Team Makers, and additional advisory boards discussed in previous sections of this chapter provide multiple opportunities for constituents and communities to communicate current needs and future expectations to NDSU administration and faculty.

> **Example of Evidence 5.B.2: NDSU's co-curricular activities engage students, staff, administrators, and faculty with external communities.**

Registered student organizations typically complete at least one community service project in order to receive funding from student

The NDSU Extension Service is an obvious component of maintenance and expansion of services to citizens throughout North Dakota and the region.

activity fees, as required by the Congress of Student Organizations (CSO). In addition to community service, students raise funds and conduct food drives for various charities. Student organizations must provide a completed Volunteer Service form (www.ndsu.nodak.edu/volunteer_ network/vncsoreport.htm) to CSO each semester as part of remaining in good standing.

NDSU's Center for Science and Mathematics Education explores ways to assist K-12 teachers through professional development opportunities and program enhancements for science, mathematics, and engineering curricula. The programs in which the Center is involved include such programs as the Graduate Student-University-School Collaborative for Science, Mathematics, Engineering, and Technology; Governor's School; the North Dakota Biomedical Research Infrastructure Network (BRIN); the World Wide Web Instructional Committee; State Science Fair; and the state's Science Olympiad system (www.ndsu.nodak.edu/csme).

The Division of Distance and Continuing Education hosts the "Worldwide Lessons in Leadership" satellite conference. Participants learn how to improve relationships among employees, customers, and investors; take action to address ethics issues with effective responses and preventive measures; and build a positive work environment.

The North Dakota Agricultural Weather Network (NDAWN), administered from the NDSU Soil Science Department, focuses on measuring, interpreting, analyzing, and disseminating timely, accurate, and detailed climatic data for North Dakota and the Red River Valley (http://ndawn.ndsu.nodak.edu/index.html).

NDSU, Concordia College, and Minnesota State University-Moorhead sponsor the annual Northern Great Plains History Conference. The conference attracts hundreds of participants as topics of historical importance are presented and discussed.

The annual "R&D Showcase," hosted by NDSU, highlights ways in which campus research and development activities can successfully interact with

the business community to spur economic growth. Representatives of area businesses, faculty, staff, and students are encouraged to attend.

A summer camp experience called Nurturing American Tribal Undergraduate Research and Education (NATURE) focuses on science, mathematics, and engineering opportunities for American Indian students, in an effort to attract the youth to careers in those fields. The EPSCoR-funded project is a continuation of the former Navy-funded program called "An Adaptive Systemic Initiative of Tribal Collaboration for Increasing Native American Participation in Mathematics, Science, and Engineering."

The NDSU Student Athlete Advisory Council sponsors the annual "Bison Halloween Party" as an event for the entire family. Open to the public, the party includes games, candy and prizes, and is an opportunity to meet Bison players, coaches, trainers and athletic department administrators.

Example of Evidence 5.B.3: NDSU's educational programs connect students with external communities.

Linking students to external communities is an embedded feature of many internships and practicums for graduate and for undergraduate programs. A selected number of examples is provided in the response to the next Example of Evidence, item 5.B.4.

Cooperative Education is designed to integrate classroom study with planned, supervised, and evaluated work experience linking student academic programs with career goals and interests. NDSU averages 400 placements per year which provide students an opportunity to test a career decision before graduation; gain practical experience; network with professionals and potential employers; improve resume writing, job search, and interviewing skills; earn money to defray college expenses; and gain a competitive edge in the professional job market after graduation. All placements are at least one semester in length. For more information, visit www.ndsu.edu/career_center.

Employer testimonials from cooperative education employers such as Bobcat Co., Phoenix International, Cargill Financial, and Eide Bailly can be found at www.ndsu.edu/career_center/employers/cooperative_education.php. Testimonials from students and general information can be found at www.ndsu.edu/career_center/students/cooperative_education.php.

The NDSU Career Center offers opportunities for students to connect

Linking students to external communities is an embedded feature of many internships and practicums for graduate and for undergraduate programs.

with employers through Meet the Firms, Engineering and Tech Expo, Tri-College Career and Internship Fair, Spring Career Fair, Design Expo, Summer Jobs Fair, On-campus Jobs Fair, and the N.D. Education Connection Job Fair.

NDSU has increased its study abroad options for students and refined the study abroad process. In 1995, 22 students studied overseas; in 2003-04, there were 135. The number of exchange programs (bilateral agreements that allow students to pay tuition and fees to their home institution) also has increased. Three exchange programs in 1995 grew to 12 programs in 2004.

The study tour option also has contributed to the rise in numbers. Study tours are faculty-led, short-term programs. NDSU offers the programs in architecture and agricultural economics. Other faculty members in areas such as Hospitality and Tourism Management, Business Administration, and Apparel and Textiles have offered international study tours.

Approximately 10 percent of faculty members currently offer an academic service-learning component as either a requirement or an extra-credit option to students.

Approximately 10 percent of faculty members currently offer an academic service-learning component as either a requirement or an extra-credit option to students. NDSU students engaged in these activities contribute more than 100,000 hours of service activities to non-profit agencies located in the Fargo-Moorhead and surrounding communities.

In 2003-04, NDSU students participated in 129,733 hours of service-learning, with the College of Human Development and Education providing 67,048 hours, the College of Pharmacy 30,233 hours and the College of Arts, Humanities and Social Sciences 16,889 hours. Using a $17.77 hourly value of volunteer time, as set by the Association for Volunteer Administration, the monetary value of NDSU service hours is $2.276 million.

Information about the Volunteer Network is available at www.ndsu.edu/ndsu/memorial_union/volunteer.

Example of Evidence 5.B.4: NDSU's resources – physical, financial, and human – support effective programs of engagement and service.

In addition, the Native American Pharmacy Program (NAPP) serves to recruit American Indians into the College of Pharmacy and provides counseling and retention services to increase the opportunity for academic

success. From 1996-2004, 11 NAPP participants graduated with degrees in pharmacy.

Many NDSU academic programs involve students in outreach efforts related to their studies. The activities are embedded in individual programs through internships, practicum, field experiences or clinical laboratory activities specific to each area of study. Some examples include:

- The Department of Nursing provides outreach services to individuals and groups who are from diverse backgrounds and cultures through nursing clinical laboratory activities. Examples include multiphasic health screening services at regional powwow events and providing health-related services to underserved populations such as low-income senior citizens, homeless persons and residents of women's shelters. A free hearing screening service has been made available to agriculture workers who are at risk for developing hearing loss.

- The College of Pharmacy operates the pharmacy service at a local, federally funded community health center (Family Healthcare Center, Fargo). The pharmacy, primarily serving medically indigent and ethnic minority persons including refugees, serves as an experiential clinical practice site for students.

- The College of Business Administration supports accounting students who offer assistance with income tax preparation to low-income community members through the VITA program.

- The Graduate Student-University-School Collaborative for Science, Mathematics, Engineering, and Technology (GraSUS) program trains graduate and advanced undergraduate students to work in the classroom with science and mathematics teachers of grades 6-12 in eastern North Dakota and western Minnesota. The project provides professional development for participating

teachers and university fellows with the goal of improving science, technology, engineering, and mathematics education.

Example of Evidence 5.B.5: Planning processes project ongoing engagement and service.

NDSU's planning processes are rooted in the campus themes "It's About People," "Students Are Paramount," "Programs," "Leveraging Support," and "Stature." They provide guidance as the university works to be engaged with the public and provide outstanding service.

President Chapman publicly announces accomplishments and future direction for the university during his annual State of the University Address, which often is a well-publicized announcement of goals and achievements. "Collectively, we have become a powerful group and we routinely accomplish remarkable things," Chapman said of NDSU faculty, staff and students in his 2005 speech. "We are very good at doing what our mission statement calls for us to do; which is to address the needs and aspirations of people in a changing world."

In his October 2004 address, he described a "new vision for NDSU's future."

NDSU's goals are to become a recognized center for innovative instruction, become a national center for emerging technologies and new agricultural products, and expand the university's global perspective.

Under "Students Are Paramount," Chapman said the university will continue to increase enrollment through managed growth, setting a goal of 2,000 graduate students and 1,000 international students. NDSU currently has 1,603 graduate students and 616 international students.

In the area of "Programs," Chapman said NDSU will strive to become a leader in interdisciplinary approaches to education, increase support for the NDSU Libraries, and launch a review of the curriculum to insure that programs are at the cutting edge of education. He said NDSU's goals are to become a recognized center for innovative instruction, become a national center for emerging technologies and new agricultural products, and expand the university's global perspective.

The themes, discussed in Chapter Two, can be found in their entirety at www.ndsu.nodak.edu/legislators/major_themes.shtml. President Chapman's State of the University Addresses can be viewed at www.ndsu.nodak.edu/ndsu/administration/president/chapman/address/.

Many individual units have developed their own strategic plans, and the university's vice presidents are actively engaged in strategic planning for

their respective areas. For example, during the past 12 years, the Division of Student Affairs has been involved with four division-wide planning processes. Among the planning topics were:

- cultural diversity goals;
- organizational development efforts;
- relationships with students;
- health and wellness;
- student learning;
- delivering services and programs;
- organizing and utilizing resources; and
- space, facilities and staffing.

The President's Diversity Council, with much campus input, has developed a five-year strategic plan to address issues of inequity and harassment at the university. In addition, Teaching Our Campuses Against Racism (TOCAR), a collaborative effort between NDSU, Minnesota State University, and Concordia College assesses institutional racism at each of the campuses.

Core Component 5.C: NDSU demonstrates its responsiveness to those constituencies that depend on it for service.

Example of Evidence 5.C.1: Collaborative ventures exist with other higher learning organizations, and education sectors.

NDSU's many collaborative efforts cross a wide range of topics and academic areas. Some representative examples follow.

Collaborations are a built-in component for all member institutions of the NDUS. Early examples were the "ag articulation agreement" that served as a template for additional articulation agreements and the sharing of information on individual courses that led to the common course numbering system.

After development of articulation agreements in agriculture, the Office of Registration and Records initiated articulation agreements with four two-year institutions in the NDUS. These agreements permit students at an originating institution to enroll in courses at two-year colleges with the assurance that specified courses will meet curriculum requirements for the specific program of interest at NDSU (www.ndsu.nodak.edu/ndsu/deott/transfer/tranprog.htm). For example, the articulation agreement with Bismarck State College provides matrices for 108 individual programs (www.ndsu.nodak.edu/ndsu/deott/transfer/bsc/bscmain.htm).

Collaborations are a built-in component for all member institutions of the NDUS.

Tri-College University (TCU) is a long-standing consortium between NDSU, Minnesota State University Moorhead and Concordia College. Students may be enrolled at one institution and take courses at another school at no additional cost or admission processes. Additional information about the TCU was provided previously in response to Example of Evidence 3.D.6.

To avoid duplication of programs among in-state institutions, NDSU and Valley City State University partnered to meet the needs of students who wish to attend college at NDSU, but plan to pursue a major in elementary education. The SBHE has not approved a stand-alone program at NDSU. VCSU faculty travel to NDSU weekly to teach elementary education courses to students enrolled in its program. These students receive the same privileges as NDSU students and take non-major courses offered by NDSU faculty, but their degrees are conferred by VCSU at our commencement ceremony. Beginning in the fall of 2005, all students entering this program had a dual major at NDSU in Child Development.

NDSU is a member of the U.S. Arabic Distance Learning Network, a consortium of schools committed to expanding opportunities for students to study Arabic languages and Islamic culture. The program offers two years of instruction in Modern Standard Arabic. In the first year, NDSU students receive instruction from a qualified Arabic professor through interactive video technology supplemented by an on-site teaching assistant. The second year of instruction is offered through an articulated study abroad option in Morocco.

The Great Plains Interactive Distance Education Alliance is a partnership of mostly land-grant institutions in the central plains states that includes NDSU, South Dakota State University, Iowa State University, Kansas State University, Montana State University, Colorado State University, the University of Nebraska-Lincoln, Oklahoma State University, Texas Tech University, and Michigan State University. The alliance was formed as a Fund for the Improvement of Postsecondary Education (FIPSE) project to develop models for higher education collaborations on degree programs offered via distance education.

Information Technology Services (ITS) has developed and maintains several in-state working agreements and partnerships in addition to agreements external to the state (http://its.ndsu.nodak.edu/about/partnerships.shtml). One example is the Interactive Video Network (IVN), which is offered between colleges and universities across North Dakota. IVN allows students to participate synchronously in courses while

The Interactive Video Network (IVN), which is offered between colleges and universities across North Dakota, allows students to participate synchronously in courses while the course is being broadcast from a central location.

the course is being broadcast from a central location. NDSU and other university system institutions may cross-list courses in their registration schedules to broaden course offerings to students.

Service-learning projects are developed in close collaboration with community agencies, to ensure that community needs are being met and that traditionally underrepresented groups have a voice in the projects' development.

NDSU service-learning courses provide students with opportunities to assist:
- local K-12 schools;
- pre-schools;
- nursing homes,;
- hospitals;
- facilities for people with developmental disabilities;
- environmental agencies, homeless shelters;
- food pantries and local agencies serving immigrant populations;
- people living in poverty; and
- other advocacy groups.

Example of Evidence 5.C.2: NDSU's transfer policies and practices create an environment supportive of the mobility of learners.

Through the NDUS, students have access to a master list of all articulation agreements, common course numbering, and the General Education Requirements Transfer Agreements (GERTA) that facilitate planning for transfer to and from any NDUS institution (http://www.ndus.nodak.edu/students/default.asp?ID=376).

Articulation agreements developed by NDSU with regional community colleges provide prospective transfer students with user-friendly, reliable guides to academic planning and transfer preparation. Students may complete associates degrees or select courses that fit into baccalaureate degree programs of study at NDSU. Once agreements are completed with colleges, they are posted to the NDSU Web page, linked to both Admission and Registration and Records.

The Office of Registration and Records has developed an online database for prospective transfer students to identify course equivalencies between their transferring institution and NDSU (www.ndsu.nodak.edu/ndsu/deott/transfer/). This is updated frequently and includes thousands of courses

Articulation agreements developed by NDSU with regional community colleges provide prospective transfer students with user-friendly, reliable guides to academic planning and transfer preparation.

from regional, national, and international colleges and universities. This document, along with articulation agreements, provides a useful guide when transfer students select courses at their originating institution.

The collaborative student process allows students to be mobile within the state and take courses at any university system institution while retaining their enrollment status and associated benefits at their home institution. Students indicate their intent to an NDSU Collaborative Student contact, who, in turn, handles necessary notification and registration with the other participating institution.

A growing number of courses are being made available via various modes of distance education by a growing number of in- and out-of-state higher education institutions. NDSU will accept transfer credits for any course successfully completed by a regionally accredited post-secondary institution, whether they are taken prior to or concurrent with NDSU courses.

The collaborative student process allows students to be mobile within the state and take courses at any university system institution while retaining their enrollment status and associated benefits at their home institution.

Special Student Status is available for students who are pursuing degrees at other post-secondary institutions and may take a limited number of courses at NDSU under a non-degree seeking status. This facilitates degree opportunities for students who are temporarily residing in the Fargo area, are home for the summer, or are conducting an internship in the area.

The Office of Admission regularly visits two-year colleges in the Tri-State area to inform prospective transfer students about the transfer admission process, transfer credit evaluation process and provide guidance for their final term registration at their current institution. During pre-registration for each spring semester, the Registration and Records Office staff accompanies the Admission staff to two-year colleges across the region to conduct on-site registration opportunities and advising. One of the Registration and Records staff completes all transcript evaluations to assure consistency. Faculty in each department then approve the evaluation to assure acceptability of each course.

Incoming transfer students who make early application to NDSU are permitted to register early, via Web or phone registration. This process helps assure that transfer students are able to enroll in courses required in their major.

Example of Evidence 5.C.3: Community leaders testify to the usefulness of NDSU's programs of engagement.

The following examples can be read in their entirety at "Research in the News" (www.ndsu.edu/research/news_stories.shtml).

The October 12, 2003, editorial of "The Forum" of Fargo-Moorhead was entitled "The state of NDSU very good." The editorial discussed President Chapman's State of the University Address with these words, "He and his leadership team recognized the untapped potential of the university and set about the business of tapping it. The results have been astonishing." The editorial went on to describe that a "new era" was underway at NDSU, and that "NDSU's potential is limited only by the reach of the school's vision."

A "Forum" editorial, entitled "Campuses generate the vitality," was printed February 27, 2004. The editorial discussed a report that stated that more NDSU students were finding good jobs in North Dakota. "The role of NDSU and other campuses in the region has been vital to that success," it stated.

A letter to the editor by U.S. Sen. Byron Dorgan, printed in "The Forum" January 8, 2004, described the efforts to develop a high technology research corridor in the Red River Valley, anchored by NDSU and the University of North Dakota. The senator wrote that more than $100 million in research dollars has been secured for North Dakota universities over the past several years, which brought companies such as Alien Technology, Symyx Corp., Tessera Corp., and others. Dorgan wrote, "We are in some cases creating, and in other cases building on, existing Centers of Excellence at our universities. From deep brain research, to energy research, aerospace research and training, and more at UND, to micro- and nanotechnology research, corrosion, and polymers research, data mining, and more at North Dakota State University, we are making major progress in building this research corridor."

A "Forum" article, dated October 11, 2003, reported Xcel Energy's $150,000 pledge to help cover start-up costs for a new technology incubator at the NDSU Research and Technology Park. The article also noted that "Xcel Energy was an early supporter of the NDSU research park, granting $50,000 in 1999 for the initial feasibility study."

In a December 1, 2005, "Forum" article, reporter Amy Dalrymple wrote about the Scheels All Sports $1 million contribution toward the

The October 12, 2003, editorial of "The Forum" of Fargo-Moorhead said that a "new era" was underway at NDSU, and that "NDSU's potential is limited only by the reach of the school's vision."

construction of NDSU's $13 million College of Business Administration building. "The gift is part of the NDSU Development Foundation's $75 million campaign announced this fall," she wrote.

Example of Evidence 5.C.4: NDSU's programs of engagement give evidence of building effective bridges among diverse communities.

TOCAR is a collaborative effort among local institutions of higher education. The mission of TOCAR relates to examining the institutional racism on each campus and working in teams to strategically create multicultural and anti-racist organizations (www.ndsu.nodak.edu/diversity/tocar.php).
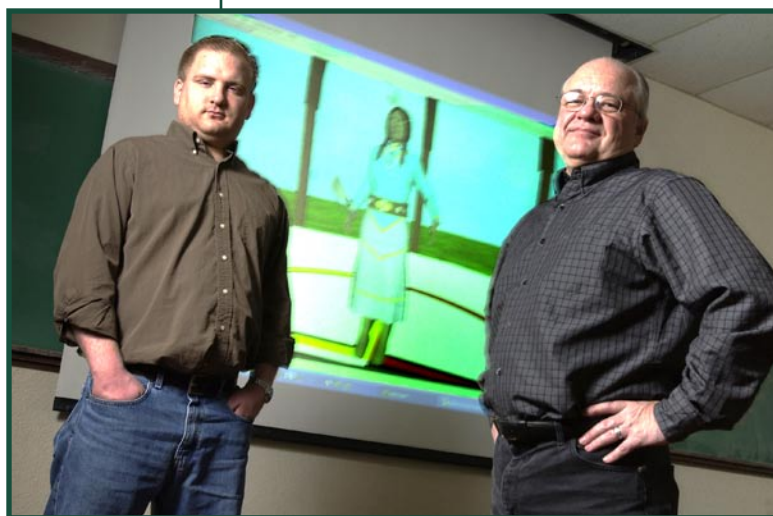
The NDSU Diversity Council, also discussed previously, focuses primarily on those dimensions of diversity that have significant impact on individuals and groups in society: age, ethnicity, gender, mental and physical abilities, race, religion, and sexual orientation (www.ndsu.nodak.edu/diversity/index.php?action=home).

The Office of TRIO Programs at NDSU administers a number of projects funded by federal grants from the U.S. Department of Education. The department provides academic and supportive assistance to high school students preparing to attend college through Upward Bound, veterans preparing to attend college through Veterans Upward Bound, students presently enrolled in college through Student Support Services and upper-division students who are preparing for graduate education through the McNair Scholars Program. Two-thirds of the participants served by the projects must come from families with incomes under $24,000, where neither parent graduated from college (www.ndsu.edu/trio/). TRIO also administers Child Care Accessibility Means Parents in School (CCAMPIS), which focusesss on assisting students receiving Pell grants.

Through ND EPSCoR, the Science Bound program provides hands-on experience for graduating high school students interested in science, engineering, and mathematics. In addition, ND EPSCoR gives priority to Upward Bound bridge students and participants belonging to under-represented groups in the sciences, mathematics, and engineering (www.ndsu.edu/epscor/index.htm).

The Professional Issues Conference is a TCU event that provides opportunities and information related to GLBT people and their families. NDSU has been involved in planning this conference and has had faculty and staff members participate as presenters for the past several years.

"Expanding Your Horizons," mentioned previously, is an annual event hosted by NDSU for junior high school girls to broaden their interest in the fields of science, technology, and engineering.

The Office of International Programs helps build bridges by participation in recruitment fairs and visiting high schools in Japan, Korea, Hong Kong, Taiwan, and Malaysia. The office also annually attends career fairs in Canada.

The Offices of Admission and Multicultural Student Services regularly visit tribal colleges in the state. To provide educational opportunities beyond the tribal colleges' two-year degrees, diversity waivers, scholarships, and special academic programs are available at NDSU. Cultural programming, services, and support are provided to current and prospective students by the Office of Multicultural Student Services.

Through Counseling and Disability Services, professional counselors and learning specialists provide services for students. Programming also is provided to non-traditional students, including those who are older-than-average or have families. For example, Project 65 allows people age 65 or older to audit one course per semester free of tuition and related fees (with the exception of the application fee). Courses do not count as credit toward a degree, but they enrich the lives of seniors living in the area.

The Alternative Career Program for Experienced Farmers and Ranchers offered agricultural producers and spouses an opportunity to complete a degree or enhance their skills to facilitate a desired career change. Federal, university, and private funds were available to provide tuition scholarships and support distance-delivered courses. Emphasis shifted during the program as it became clear that potential participants placed greater value

on being able to receive courses in their local community via technology than on receiving a scholarship for tuition to attend at a campus.

The Intensive English Language Program is designed for non-native English speakers who have been identified as needing additional English language skills in order to be successful in college or for those who want to improve their abilities to communicate. The program is administered through the Office of International Programs, Department of Modern Languages, and Office of Distance and Continuing Education. The primary audiences include international students and students whose scores on English proficiency exams were not adequate for unconditional admission to NDSU.

Example of Evidence 5.C.5: NDSU participates in partnerships focused on shared educational, economic, and social goals.

Many partnerships exist between NDSU and various audiences. A select number of examples that have not been highlighted previously will be discussed here.
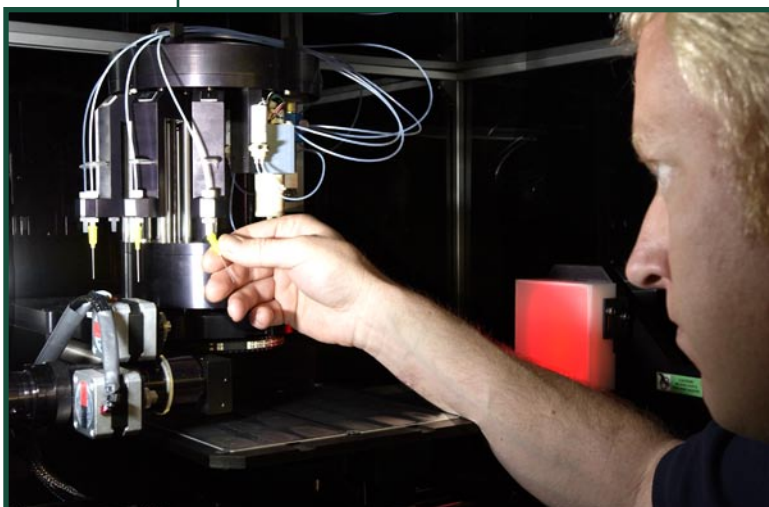
The Division of Student Affairs develops a close relationship with students through student advisory boards for the Dining Service, Memorial Union, Student Advisory Committee for Alcohol and Drugs, Wellness Center, Career Center, Varsity Mart Bookstore, Bison ID Card, Residence Life, Residence Hall Association, and the Advisory Board for Student Affairs. The boards create an environment where issues of importance can be discussed by students and staff. In addition, there are regular meetings with student leaders and President Chapman and retreats with student leaders.

The NDSU Development Foundation and the Alumni Association provide financial support for the institution and work to maintain a healthy relationship with the institution's alumni and friends. The Alumni Association provides communication, leadership, and programming to enhance loyalty and commitment to the institution among students, alumni,

faculty, staff, parents, and friends (www.ndsufoundation.com/ and www.ndsualumni.com/).

NDSU cooperates with North Dakota's Information Technology Department and the Educational Technology Council to operate SENDIT Technology Services, which serves as the Internet support center for K-12 students and schools across the state.

Within the NDUS and between Tri-College University institutions, library resources are shared to increase the volume of resources available to students.

Extension county offices and the services they provide assist NDSU with its statewide mission and land-grant heritage to serve the diverse needs of people throughout the state. Research and teaching faculty in agriculture participate in numerous regional research and advisory committees.

The Alliance for North American Mobility in Engineering (ANAME) was designed to help prepare engineering students to function effectively in the international business climate fostered by the North American Free Trade Agreement. The program was sponsored by a FIPSE grant and formed a consortium between NDSU and five other North American universities located in Canada, Mexico, and the United States. Part of the grant provided scholarships for NDSU students to study at one partner institutions.

Example of Evidence 5.C.6: NDSU's partnerships and contractual arrangements uphold the organization's integrity.

NDSU Policy 712, Contracts and Agreements, states that all contracts must be approved by the NDSU General Counsel pursuant to North Dakota State Board of Higher Education Policy 840. Board Policy 840 requires each institution to adopt procedures ensuring that contracts and agreements are reviewed and approved by the institution's legal counsel prior to execution by institution officials. Legal counsel can approve "form" contracts, which then subsequently do not need additional legal review unless substantially changed.

Where required, contracts and agreements will have provisions inserted that are mandated by federal and state laws. Some examples of inserted requirements include FERPA, Gramm-Leach-Bliley, HIPAA, Non-Discrimination, OMB circular A-110 and Federal Acquisition Regulations, nonappropriation, and indemnity limitations. Other NDSU

Extension county offices and the services they provide assist NDSU with its statewide mission and land-grant heritage to serve the diverse needs of people throughout the state.

entities which address integrity issues, often as a part of partnerships, grants, and contracts, include the Institutional Review Board for Protection of Human Subjects in Research (IRB), the Institutional Animal Care and Use Committee (IACUC), and the Institutional Biosafety Committee (IBC).

> **Core Component 5.D: Internal and external constituencies value the services NDSU provides.**
>
> **Example of Evidence 5.D.1: NDSU's evaluation of services involves the constituencies served.**

Students, faculty, staff, and the public have a voice in NDSU's governance processes.

The university president is advised by various people such as the internal auditor and the general counsel, and groups such as the President's Cabinet and President's Council.

The University Senate is a shared governance body with membership consisting of student, staff, faculty, and administrative members. There are currently 11 student members elected by the Student Government, four staff members elected by the Staff Senate, 45 faculty members elected by the various colleges, and 11 permanent administrative members. The University Senate meets approximately once per month during the academic year, and its presiding officer is advised by the Executive Committee.

The University Senate standing committees (www.ndsu.edu/ndsu/deott/univ_senate/constitution.pdf) include:
- Standing Committee on Faculty Rights;
- Academic Affairs (reviews course and program proposals);
- Academic Integrity;
- Campus Space and Facilities;
- Computing and Information Technology Planning and Goals;
- Faculty Development;
- Faculty Personnel;
- General Education;
- Library;
- Program Review;
- Research and Consulting;
- Teaching and Professional Service;

- Technology-Enhanced Learning;
- University Assessment;
- University Athletics;
- Grade Appeals Board;
- Council of College Faculties (NDUS).

A number of open forums have been held to discuss issues of interest to faculty and staff. A list of representative examples includes:

- NDSU's Department of Intercollegiate Athletics held open forums in January 2002 to discuss and review the results of the NCAA Division I feasibility study and the university's reclassification to Division I.

- R. Craig Schnell, Provost and Vice President for Academic Affairs, and Patricia Jensen, former Vice President and Dean of Agriculture, Food Systems, and Natural Resources, hosted a forum Dec. 11, 2002, to evaluate a list of nine information technology needs for NDSU.

- During fall 2003, a series of open forums was held related to NDSU's self-study in preparation for a comprehensive site-visit by a team from the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). The Self-Study Steering Committee's major issues in re-accreditation included "Diversity," "Finance," "General Education," "Governance," "Mission and the Common Good," and "Technology and Learning."

- Information Technology Services (ITS), Agriculture Communication, and the Information Technologies Planning and Goals Committee (CITPG) held an open forum Jan. 29, 2003, to discuss wireless networking on campus.

The NDSU Student Senate has been an active participant in several projects on campus, such as the expansion of the Memorial Union and the Wellness Center.

The NDSU Staff Senate's mission is to represent broadbanded staff on matters and proposals that would improve the status of employees, and to improve communication between staff and other university personnel (www.ndsu.nodak.edu/staff_senate/index.shtml).

The public participates through a variety of ways, including such activities as college advisory groups, the State Board of Agricultural Research and Education, boards and committees of the NDSU Alumni Association and Development Foundation, and Extension county committees.

Example of Evidence 5.D.2: Service programs and student, faculty, and staff volunteer activities are sought after and valued by civic and business leaders.

There are numerous examples of NDSU service programs and volunteer efforts by students, faculty and staff that civic and business leaders seek and value.

As previously mentioned, NDSU has hosted and coordinated "Expanding Your Horizons in Science and Mathematics" for 7th, 8th, and 9th grade young women for 25 years. The conference is held in cooperation with Minnesota State University Moorhead, Concordia College, and Veteran's Administration Hospital. Governor's Schools are a six-week summer residential program held on the NDSU campus to provide opportunities for gifted North Dakota high school students to experience advanced study in mathematical sciences, laboratory sciences, performing arts or business/entrepreneurship. Students in mathematical sciences are introduced to mathematics theory, computer science, and discrete mathematics, while laboratory sciences places students in the research laboratory of a mentor scientist. Business/entrepreneurship participants are introduced to the techniques and psychology of building a business through classroom work and placement in a local business environment. Performing arts students work with faculty to prepare a presentation for performance at several sites in the state.

Science Olympiad provides the opportunity for junior and senior high school students to explore the world of science through team competitions in various events from astronomy to water quality. Students compete at the regional and state levels for the chance to participate in a national

tournament. The competitions are balanced among the various science disciplines of biology, earth science, chemistry, physics, computers, and technology and require knowledge of scientific facts, concepts, processes, skills, and science applications. NDSU hosts the State Science Olympiad each year in late April.

Like the Science Olympiad, students compete at regional and state Science Fairs with the goal of reaching the national competition. The goals of Science Fairs are to promote student involvement and interest in science, foster university-community cooperation in developing the scientific potential, and communication skills of tomorrow's leaders, recognize the achievements of talented science students, and salute science teachers for their outstanding dedication and commitment to students. NDSU hosts the Southeast Regional Science Fair every March, and it hosts the State Science Fair in April of alternate years.

Community agencies receive in excess of 125,000 hours of student service-learning activities. This effort has been discussed previously.

Example of Evidence 5.D.3: NDSU's economic and workforce development activities are sought after and valued by civic and business leaders.

As earlier described, the Northern Crops Institute (NCI) is an international meeting and learning center intended to facilitate the international and domestic marketing of agricultural crops of the Upper Great Plains and encourage the use of crops from North Dakota, South Dakota, Minnesota, and Montana.

Another example discussed earlier is the Research and Technology Park, which has a goal of turning local ideas, often generated at the university, into high-technology businesses (www.ndsuresearchpark.com/). The listing of centers and institutes (www.ndsu.edu/research/centers_institutes. php) contains examples that range from business (the Small Business Institute, and the Institute for Business and Industry Development) to cultural (Germans from Russia Heritage Collection and the Emily P. Reynolds Historic Costume Collection) to weather-related (ND Agricultural Weather Network Center).

The NDSU Career Center (www.ndsu.nodak.edu/career_center/) typically participates in nine career and job fairs each year and provides services to employers to screen and schedule interviews for appropriate candidates. Each annual employment report may include approximately

Northern Crops Institute (NCI) is an international meeting and learning center intended to facilitate the international and domestic marketing of agricultural crops of the Upper Great Plains.

270 employers representing a diverse cross-section of employment opportunities.

Example of Evidence 5.D.4: External constituents participate in NDSU's activities and co-curricular programs open to the public.

Fundamental examples of external participation include the individuals and organizations that participate as members of advisory boards for academic programs, student organizations, and university-level activities. Alumni and employer input is sought for evaluating and enhancing academic programs. Cultural events held on campus attract wide audiences, including primary and secondary school students, parents, and teachers.

Students from area schools also participate in sports activities led by varsity athletes and may participate in any of the several sports camps offered each summer by members of the coaching staff. Faculty in the Fine Arts tutor young musicians, guide young artists, and encourage developing actors and actresses.

NDSU is the home for the state FFA convention.

Relocation of the day lily and iris collections to increase accessibility by the public is a featured activity. In a related area, a newspaper column and gardening advice service provided by an Extension Horticulturalist receives inquiries from surrounding states, not just the immediate area.

Agricultural Field Days and various workshops held throughout the state are well attended. Educational programs and opportunities to speak with specialists and administrators provide encouragement for participation by constituents, and lead to strong support for NDSU.

Agricultural Field Days and various workshops held throughout the state are well attended. Educational programs and opportunities to speak with specialists and administrators provide encouragement for participation by constituents, and lead to strong support for NDSU. Producers and commodity groups often testify in support of funding for NDSU programs at hearings conducted during legislative sessions.

Example of Evidence 5.D.5: NDSU's facilities are available to and used by the community.

The following organizations, among others, use NDSU facilities, including infrastructure and technology for their events:

- Woodlands and High Plains Powwow;
- Virtual Conference on Bioinformatics and Genomics;
- National Conference of Governor's Schools;

- North Dakota Governor's School;
- YMCA;
- Upward Bound Program;
- North Dakota Supreme Court;
- Higher Education Legislative Committee;
- El Zagel Shrine football game;
- Red River Conference on World Literature;
- North Dakota regional and state Science Fairs;
- Fargo-Moorhead Symphony;
- North Dakota 4-H and FFA;
- USA Wrestling;
- Speech and debate tournaments sponsored by the Department of Communication;
- Police officer training;
- Crop insurance hail adjusters workshop;
- National Endowment for the Humanities ;
- Office of Naval Research; and
- North Dakota Special Olympics.

Example of Evidence 5.D.6: NDSU provides programs to meet the continuing education needs of licensed professionals in its community.

NDSU continues to sustain quality in Continuing Education programming. Learning opportunities that meet the educational needs of individuals, organizations, community, and state are offered through the office of Distance and Continuing Education (DCE).

DCE non-credit activities generally fall under two main areas of focus:

CEU Related Activity for Certification or License Renewal
CEU activities are coordinated for a variety of professions, including, but not limited to, childcare professionals, social workers, counselors, psychologists, and educators. Examples include:
- Stepfamilies Conference;
- Promoting Non-violent Coping Skills;
- First Moves: Helping Children and Parents Adjust;
- ND CPA Society: Annual Tax Update (via satellite);
- Developmentally Appropriate Care for Children;
- SENDCAA Childcare Conference;
- Preventing Discipline Problems;
- Dakota Fatherhood Summit III.

Non-credit activities are often a collaborative undertaking where NDSU departments, local businesses, government agencies, non-profit organizations or associations work with the Office of Distance and Continuing Education in effort to serve the needs of the people.

Non-Credit Activity (Workshops, Conferences, Seminars, Online Skills Training)

Non-credit activities are often a collaborative undertaking where NDSU departments, local businesses, government agencies, non-profit organizations or associations work with the Office of Distance and Continuing Education in effort to serve the needs of the people. Examples of noncredit activities include:

- Financial Strategies for Successful Retirement;
- Planning, Purchasing, and Negotiation;
- Lessons in Leadership Satellite Conference;
- Speed Reading, Memory Skills and Accelerated Learning;
- Multiple Intelligences;
- How to Study and Succeed in College;
- Introduction to Counselor Supervision (Independent Study);
- Open Water Scuba.

NDSU's Center for Science and Mathematics Education (CSME) (www.ndsu.edu/csme) looks for new ways to help teachers through professional development opportunities and program enhancements for science, mathematics, and engineering curricula. Established in 1998 with the mission of providing infrastructure to support multiple K-16 education projects, CSME oversees professional development programs for secondary science teachers, including the M.Ed. (Science Education) degree program. It is involved in such programs as the Graduate Student-University-School Collaborative for Science, Mathematics, Engineering, and Technology (www.ndsu.edu/csme/grasus); the North Dakota Biomedical Research Infrastructure Network; the World Wide Web Instructional Committee (www.ndsu.edu/wwwic); State Science Fair; Sonja Kovalevsky Day; and the state's Science Olympiad system.

The College of Pharmacy provides continuing education opportunities for practicing pharmacists each October and provides links to opportunities for continuing education (www.ndsu.nodak.edu/pharmacy/alumni/continuinged.htm). The NDSU Extension Service has developed "print on demand" publications (www.ext.nodak.edu/) that may be downloaded by consultants, producers, gardeners, and homemakers. In addition, the NDSU Extension Service conducts a number of training workshops for

certification or recertification of pesticide applicators and training in nutrient management for croplands and worker protection.

This brief list of examples helps demonstrate that individual colleges, units, and programs provide support to the professions identified in their mission statements. By doing so, NDSU showcases our commitment to providing individuals throughout the region, nation, and world with opportunities to achieve their economic and educational goals.

Summary/Overview

Current Strengths of NDSU
- As an institution, NDSU has clear goals due to President Chapman's themes and the campus has enthusiastically accepted them;
- NDSU is actively addressing challenges regarding diversity.
- Bush grants for Problem Based Learning promote a more engaged classroom experience for students;
- A Bush grant for Learning Communities promotes service learning in the community;
- Strong support has come from Student Government, in such as areas as fee increases for the Wellness Center and the planned Memorial Union expansion, and in tuition increases;
- Partnerships with the private sector are a strength, as highlighted by the success of the NDSU Research and Technology Park.

Current Challenges

- Consideration of identifying, assessing, and creating programs to better serve constituencies such as non-traditional students, permanent residents, and GLBT students, including extended hours for some student services and some revised course offerings;
- Maintaining and enhancing the level of support we have from students and the public; and
- Despite significant advances related to diversity, challenges and opportunities still exist.

Areas of Opportunity
- Implementation of the President's Diversity Council's strategic plan will serve to maximize equity at NDSU;

- Proceeding on collaborative efforts with the TOCAR Anti-racism Team to become an Anti-Racist Multicultural Institution;
- A one-stop student service center in the expanded Memorial Union will better serve students during and outside normal business hours; and
- The strategic locations of the seven Research Extension Centers provide opportunities for additional delivery of programs and services throughout North Dakota and serve roles in stimulating regional economies.

Chapter 10

Request for a Change in the Statement of Affiliation Status: Approval to Offer Degree Programs Online

What Change is Being Proposed?

Specific Change Proposed:

North Dakota State University (NDSU) requests a change in the Statement of Affiliation Status to offer online degree programs.

The Specific Commission Policy Relevant to this Change:

Change in Educational Offering (Policy I.C.2.b.4, Adopted November, 1999)—Degree programs offered through distance delivery methods. (See also current Handbook of Accreditation, page 7.2-2).

Supporting Information for the Proposed Change

Institutional Philosophy and Land-Grant Ideal
NDSU was established as a land-grant institution in 1890. NDSU's mission is guided by the land-grant ideal that universities with such designation promote liberal and professional education.

Staying true to the land-grant ideal and with careful consideration of the North Dakota University Systems' (NDUS) charge (Appendix A) for its campuses to grow and prosper, President Joseph Chapman shared a strategic vision with the NDSU campus and community in 2004. Most notable was his declaration of five primary themes (Appendix B) for the institution. These new themes clearly lay the groundwork for NDSU to move forward in its pursuit to become a nationally recognized Doctoral and Research University-Extensive institution. The themes also serve as the impetus behind NDSU's' desire to become an exemplary provider of (online) higher learning in the State of North Dakota.

Distance Education Experience
Offering online programs is in accordance with NDSU's vision, in particular, the major theme, Programs. Verbatim, "NDSU will use emerging technologies to expand capabilities to meet student demand in the university's traditional areas of focus, including agriculture, engineering, applied sciences and extension, as well as expansion into new academic areas and professional fields."

The practice of teaching and learning at a distance is not new to NDSU. NDSU first began teaching at a distance in the early 1990's, via the North Dakota Interactive Video Network.

The practice of teaching and learning at a distance is not new to NDSU. In addition to its Agricultural outreach efforts and established Extension Centers, NDSU first began teaching at a distance in the early 1990's, via the North Dakota Interactive Video Network (ND IVN). ND IVN is a telecommunications system developed by state officials in effort to provide and share educational resources across the state. The ND IVN system proved to be very effective, and as a result, an Agricultural consortium lobbied for and was successful in the development and implementation of an Agricultural-affiliated interactive video system. This new system essentially allows NDSU to reach out to many areas of the state.

Although proven effective, video-systems continue to present barriers for many learners, mainly in relation to rigid time schedules and on-site participation requirements. Such constraints and the advancement of teaching and learning technologies, have inspired significant growth in the

field and practice of Distance Education. It is primarily for these reasons, that NDSU was motivated to develop its first internet-based course in 1998. Since then, NDSU's online initiatives have grown considerably:

Figure 10.1. Number of Internet-Based Courses Offered Through Distance Education for Recent Spring Semesters.

Number of Courses
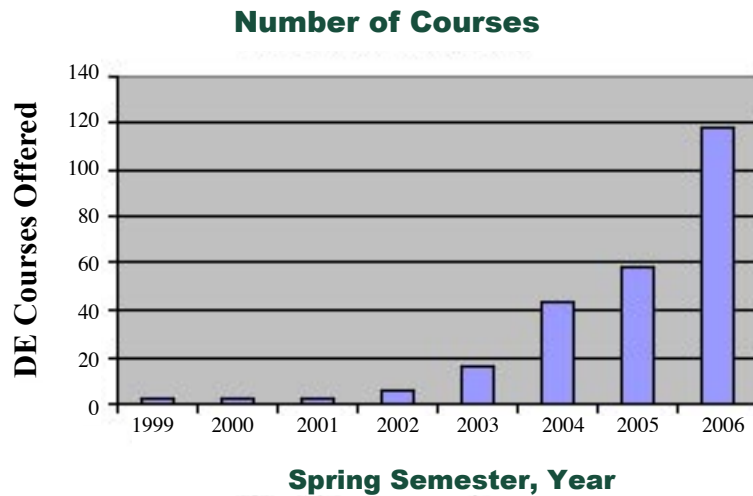
Compelled by the recent and significant growth in online teaching and learning opportunities, NDSU responded proactively by redirecting the Division of Distance and Continuing Education (DCE) in that it became part of the College of Graduate and Interdisciplinary Studies. The Dean of the College has since formed a Distance Education (Advisory) Council. Such actions represent major steps taken to underscore the importance of and commitment to distance delivery of degrees and programs at NDSU.

NDSU also affirmed its commitment to online learning when it joined the Great Plains Interactive Distance Education Alliance (GPIDEA). Through the GPIDEA collaborative, NDSU offers three (online) graduate level programs and two certificate options.

With the many courses that NDSU offers online, two undergraduate minor options are made available. NDSU expects to offer two (online) undergraduate majors in the near future.

Expected Outcomes of the Proposed Change:

Broader Access
The acknowledged potential benefits of technology and distance education include remote access to the learning environment, online services to

NDSU also affirmed its commitment to online learning when it joined the Great Plains Interactive Distance Education Alliance (GPIDEA).

diverse learners, opportunities for subject matter reinforcement through repetition, access to online discussion groups, data retrieval, and in-depth (and potentially peer) evaluation. It is probable that many of these advantages will also benefit traditional students as well.

Increased Academic Outreach
More recently, NDSU faculty have developed and taught courses that use on-line web capabilities, and the number of these courses continues to grow. Statistics were previously provided in Chapter 7 in responses to Example of Evidence 3.D.3. The statistics of 14,000,000 hits on Blackboard by 20,213 user accounts during September 2005, serve as examples of our current level of development in using electronic delivery of courses and information. The number of faculty teaching courses is illustrated in Figure 10.2 below.

Figure 10.2. Number of Faculty Teaching Distance Education Courses Electronically for Recent Spring Semesters. (Excludes ND IVN)
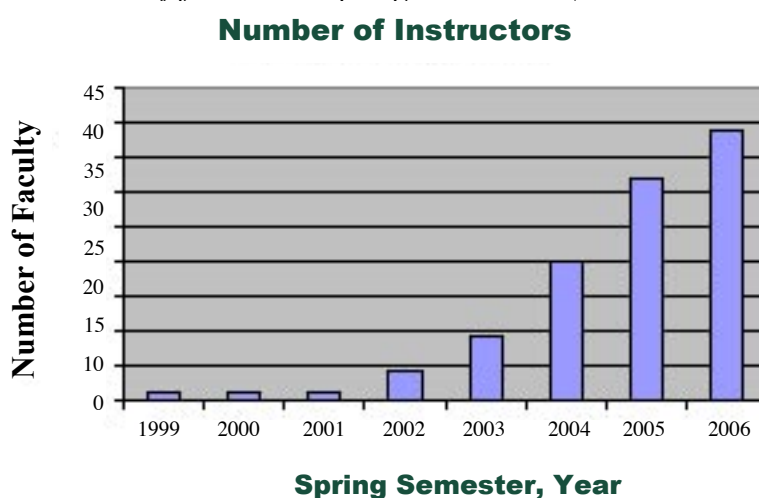
NDSU faculty have developed and taught courses that use on-line web capabilities, and the number of these courses continues to grow.

Number of Instructors

Local, regional, and international demand: Once approved, traditional and nontraditional methods of publicizing courses and programs will be used to attract local and regional students, as well as students in other parts of the country or from other regions of the world. In addition to its existing online programs, NDSU is in the process of converting other residential programs for online delivery as well as establishing strategic educational partnerships abroad. For example, NDSU is establishing a relationship with the Ansal Institute of Technology (AIT), located near Gurgaon, Haryana, India. A Memorandum of Understanding has been signed between NDSU and AIT for a "twinning" program. Students from AIT may complete their last year of study, a minimum of 30 credits, at

NDSU and receive a degree from NDSU. For students unable to study in the United States, online degree programs would be an attractive alternative approach for receiving a quality degree from a United States-based institution.

Degree programs involved in the twinning arrangement with AIT include:
- Architecture
- Biotechnology
- Business Administration
- Computer Engineering
- Computer Science
- Education
- Electrical Engineering
- Facility Management
- Hospitality and Tourism Management
- Interior Design
- Retail Management

The Food Safety program at NDSU is intending to offer an on-line graduate certificate program based on the courses it has offered for several years. These courses are being converted to distance delivery at this time (early 2006) and will be offered for the first time as distance delivered courses this year. The faculty intend to offer a distance delivered graduate certificate soon thereafter.

Effective Online Instruction via Mentoring and Service
In addition to faculty and student support services, experienced NDSU faculty, such as those who teach online courses in the Department of Communication, routinely offer their expertise to those who are new to the field of teaching online. It is also common for them to share their curriculum/online courses with their departmental colleagues. Building on existing courses allows the faculty to use experience and past success as the foundation for the distance delivered courses. In this case, initiating distance delivered courses is not a matter of starting anew, but rather, is a matter of expanding upon and sharing the instructors' current

understanding of effective online teaching techniques for the subject matter. It is expected that the practice of sharing curriculum designed for online use among faculty at NDSU will grow.

Comprehensive and Collaborative Evaluation
The Division of Distance Education has implemented a new course evaluation tool. The instrument is designed to gather data pertaining to student learning experiences and demographics in an effort to better understand distance learners and their particular needs. Course evaluations will be made available electronically with student feedback submitted anonymously for review, necessary action (if need be), and inclusion in academic assessment efforts.

Academic Achievement
NDSU acknowledges that Students are Paramount, and as such, has elected to assume a prudent approach that involves learning from the experiences of our faculty and students, and learning from the experiences of other institutions in effort to provide superior learning experiences in and out of the classroom. Educational practices and processes will be routinely visited as we learn and grow in effort to avoid the compromise of quality in teaching and learning.

Enhanced Student Services
As a central unit and access point for distance students, the Office of Distance and Continuing Education interacts with student service offices (i.e. Admissions, Registration and Records, Financial Aid, Business Office, Library Services, and Information Technology Services) on a routine basis in an effort to ensure successful student experiences in all related matters.

Because Students are Paramount, services and related information provided to online students were reviewed and changes were implemented (by the offices noted above) in an effort to improve efficiency and effectiveness. For example, one of the first changes instituted was to provide student admission information and related application forms online. Additionally, NDSU (as well as all other NDUS campuses) recently implemented a new student records system (PeopleSoft) which includes Distance and Continuing Education (DCE) academic activity. The inclusion of DCE academic activity will help ensure that services available to on-campus (traditional) students are extended to non-traditional and remote students. Related information is available at: www.ndsu.nodak.edu/registrar.

Because Students are Paramount, services and related information provided to online students were reviewed and changes were implemented in an effort to improve efficiency and effectiveness.

The Offices of Distance and Continuing Education and Registration and Records continue to work together in order to monitor and improve services for DCE students. As a result of such interaction, a position that focuses primarily on DCE matters (and is thereby partially funded) was created and offers a direct line of communication between offices. The position also streamlines procedures related to DCE course records creation and registration. The position reports directly to and is housed in the Office of Registration and Records.

Financial aid information and application is available to all students at the following url: www.ndsu.edu/finaid/apply/apply.html. Student business office account information (i.e., tuition balances) is available online via their individual PeopleSoft accounts.

With the growth in the number of students engaged in computer assisted and (or) online learning, NDSU Library Services was prompt in responding to access issues. Library resources are made available to DCE students through the following url: www.lib.ndsu.nodak.edu/services/dist-ed-services.php. Required textbooks and related course materials are generally made available at the NDSU bookstore where students may acquire by visiting the following URL: http://www.ndsuvarsitymart.com/home.aspx.

NDSU Information Technology Services (ITS) continues to provide primary IT services for on-and-off campus students. The Office of Distance and Continuing Education works with the remote student in acquiring IT services. Information pertaining to IT services is made available at: http://its.ndsu.nodak.edu/index.php.

Academic departments continue to provide primary academic advising services. Many departments now provide recommended curriculum guides online and use email and phone for primary modes of communication. In the instance of transfer students, the Office of Registration and Records works with the departments and students to define appropriate plans of study, often using electronic forms of communication as well.

As mentioned previously, the Office of Distance and Continuing Education serves as a primary point of contact for students in search of online courses and programs. Given this, the student service related information (and departments) mentioned is also provided at www.ndsu.edu/dce.

The Offices of Distance and Continuing Education and Registration and Records continue to work together in order to monitor and improve services for DCE students.

Impact on Current Mission, Numbers and Types of Students Served, and the Breadth of Educational Offerings:

Expanded accessibility of degree programs is a key facet of making quality educational programs available to in-state and world-wide audiences, which is consistent with NDSU's goals and published values, and shared vision of its land-grant mission.

Students served through distance education programs are envisioned to include place-bound individuals who can improve their personal and professional skills through educational opportunities that are not fixed in place and time. Experience at NDSU and elsewhere has shown that a number of enrolled students are anticipated to be from the local area or residents of the campus. These students are often characterized by having constraints on their personal schedules. For these individuals, flexible access to learning opportunities is an attractive and effective way to further their education. NDSU currently has nearly 120 courses developed for online delivery, spanning across several academic disciplines (see Figure 10.2 and Appendix C), which serve over 2,000 students (illustrated in Figure 10.3 below.)

Figure 10.3. Number of Students Enrolled in Distance Education Internet Courses for Recent Spring Semesters.
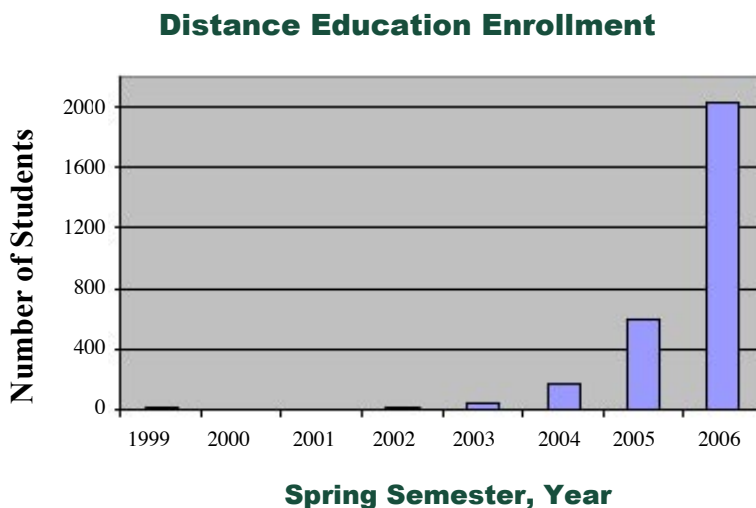
What Factors Led NDSU to Undertake the Proposed Change?

Expanded accessibility of degree programs is a key facet of making quality educational programs available to in-state and world-wide audiences.

Description of the Relationship Between the Proposed Change and Ongoing Planning at NDSU:

Institutional Mission
The request for permission to offer degree programs online represents a conscious effort to expand services as broadly identified in our mission statement (see Appendix B).

Advances in and Access to Technology
The rural nature of North Dakota challenges us; however, technological advances inspire us to look to unconventional, yet effective and efficient ways, to reach out to the people of North Dakota. Technology today not only offers great opportunity for growth in teaching, but also offers a new venue for learning and the exchange of ideas. Technology then, is a perceived cornerstone in NDSU's mission to become a Research-Extensive University.

Faculty Interest
NDSU takes pride in its people: faculty, staff, and students. Faculty interest in online learning continues to grow considerably (see Figure 10.2), often inspired by peers, but more often inspired by their current or prospective students. NDSU Faculty involved in distance education have often expressed their desire to stay current with the use of technology in learning in an effort to stay in-line with (or ahead of) the tech-savvy abilities of their students (and/or children.) Faculty are seemingly cognizant of the benefits that online learning provides to those who would not otherwise have access, particularly in such a predominantly rural state like North Dakota.

Student Demand/Enrollment Challenge
Challenge #3: Demographic projections for North Dakota present an enrollment challenge for the university, was identified during NDSU's' last comprehensive visit. NDSU's' request to offer online programs is a proactive step in staying competitive and keeping up with trends in higher education. Currently NDSU provides online coursework to many

students (see Figure 10.3), however, permission to offer online programs would allow NDSU to respond to frequent inquiries from those currently underserved.

Organizational, Professional, and Community Needs
In addition to meeting the needs of traditional students, distance education also serves the needs of organizations, professions, and communities. Whether it is a matter of organizations calling for specialized needs, individuals challenged to enhance their knowledge or skills in order to excel in their work, or communities committed to changing their social fabric, distance education has become an instrumental means to serve such exigencies. Founded on the land-grant philosophy, NDSU is committed to serving the diverse educational needs of people (see Appendix B).

Ongoing Planning
NDSU leadership has taken significant steps toward establishing a solid foundation for online learning initiatives. As previously mentioned, the Dean of the College of Graduate and Interdisciplinary Studies now oversees all online course initiatives administered by Division of Distance and Continuing Education (DCE). DCE is the centralized unit on-campus through which much of the existing (and future) online coursework (and programs) is offered. Primarily a self-funded unit, DCE is charged with generating its own operating and development budget for distance education initiatives. As mentioned earlier, it is anticipated that the newly formed Distance Education Council will provide recommendations and guidelines on such pertinent matters, as well as issues of pedagogy, and faculty and student services.

Description of the Needs Analysis Related to the Proposed Change:

Internal Analysis
Prior to offering the existing online degrees at NDSU, academic and support units conducted an internal analysis of the need and their ability to respond. Several planning and implementation meetings were conducted for quality assurance. In the case of the GPIDEA programs, review is ongoing, both at the local campus and alliance levels.

The Offices of Admissions and Distance and Continuing Education receive frequent requests for information pertaining to online courses and degree programs. Distance and Continuing Education also receives encouragement from potential clientele for additional online program development and related services.

NDSU leadership has taken significant steps toward establishing a solid foundation for online learning initiatives.

External Analysis

The Office of Distance and Continuing Education conducted a needs analysis in 2003, with off-campus students and potential clientele. The goal of conducting the analysis was to gain feedback on issues such as desired subjects or specialized needs, preferred timeframes, fee/tuition tolerance, and preferred location/delivery. Feedback received indicated that there was considerable interest in flexibility and convenience.

The College of Agriculture also conducted a needs analysis with North Dakota farmers who either had or who were considering retiring. The goal of the analysis was to learn about their educational interests, specifically, whether they were interested in pursuing other Ag-related careers or starting anew. The analysis was also conducted in effort to determine the likelihood that individuals would come to campus to pursue educational goals. Feedback suggested that many of the individuals were unlikely to come to campus but were interested in teaching and learning at a distance.

Description of the Involvement of Various Constituencies in Developing this Proposed Change:

Three instrumental groups that have been involved in developing distance degree programs at NDSU include interested students, faculty, and staff who will be involved in the program. For example, requests for additional online graduate courses from current and potential students have identified that sufficient demand exists for an online graduate program in Communication. A key faculty member who has considerable experience in the development of online curricula has served as a knowledgeable resource for his colleagues in the Department of Communication and other academic areas.

Sufficient interest to initiate development of an online master's degree exists among the faculty and the Chair of the Department of Communication, and as a result, approval was sought and obtained from the Dean of the College of Arts, Humanities, and Social Sciences. Encouragement and approval has also been obtained from the Director of the Division of Distance and Continuing Education and the Provost and Vice President for Academic Affairs (P&VPAA). Nearly all the courses required for the online degree have been developed. The department intends to offer the online degree in the near future (2006).

Three instrumental groups that have been involved in developing distance degree programs at NDSU include interested students, faculty, and staff who will be involved in the program.

In addition to academic units, support units such as Distance and Continuing Education, Admissions, Registration and Records, Financial and Business Office Services, Library Services, and Information Technology Services, are generally involved in the planning process, often at varying levels and stages at NDSU. In the event that programs are encouraged by off-campus constituents in effort to meet a specialized need, it is common for NDSU to invite their participation in and feedback on the planning and implementation process.

What Necessary Approvals Have Been Obtained to Implement the Proposed Change?

What Internal Approvals Were Required and What Documentation is Available to Confirm These Actions?

Current approvals for preliminary development include those from the Department, the Dean of the individual college, the Director of the Office of Distance and Continuing Education, the Dean of the College of Graduate and Interdisciplinary Studies (if at the Graduate level), and the P&VPAA. These processes will be continued.

What External Approvals Were Required and What Documentation is Available to Confirm These Actions?

Approval from each of the committees or groups mentioned in the previous section is needed before seeking approval from the State Board of Higher Education (SBHE).

What Impact Might the Proposed Change Have on Challenges Identified by the Commission as Part of or Subsequent to the Last Comprehensive Visit?

What Challenges Identified During the Last Comprehensive Visit are Directly Related to This Proposed Change?

> *Challenge #3: Demographic projections for North Dakota present an enrollment challenge for the university.*

Our enrollment has continued to grow, and NDSU has become a much stronger institution than it was during the previous site-visit in 1996.

Our enrollment has continued to grow, and NDSU has become a much stronger institution than it was during the previous site-visit in 1996.

Offering degree programs online would permit NDSU to follow current educational trends, to respond to requests from students, and thereby potentially increase enrollment numbers. The lack of an opportunity to offer online degree programs would be counterproductive.

How has NDSU Addressed the Challenge?

NDSU has increased student enrollment by the two obvious methods of increased recruitment of new and transfer students and by increasing retention of enrolled students. Recruitment and retention efforts include making online learning opportunities and services available, entering collaborative relationships such as that of GPIDEA, working with NDUS online and other NDUS campuses to ensure a wide variety of quality educational opportunities exist, and building educational relationships abroad. For example, An Associate Vice President for Academic Affairs is currently visiting and communicating with institutions in India, Malaysia, and other countries in Asia, to identify opportunities for collaborative education agreements, such as that of AIT.

What are NDSU's Plans to Implement and Sustain the Proposed Change?

How Have Appropriately Credentialed Faculty and Experienced Staff Necessary to Accomplish the Proposed Change Been Involved in Curriculum Development and Oversight, Evaluation of Instruction, and Assessment of Learning Outcomes?

Approval
NDSU is among those institutions where bottom-up initiatives are strongly encouraged. In the instance of proposing an online (existing) degree, the initiative generally starts in the department with the faculty and Chair of the department. Subsequent discussions are held with the Dean of the College; the Director of the Division of Distance and Continuing Education and Dean of Graduate and Interdisciplinary Studies; the P&VPAA; and SBHE.

In addition to above, in the instance that the degree program would be entirely new, approval would be sought from the Curriculum Committee
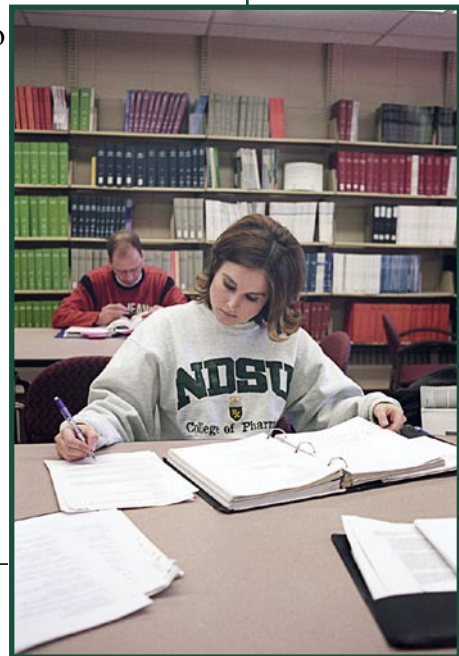
of the College; the Graduate Council (if the program would be at the graduate level); the campus-wide Academic Affairs Committee, and the University Senate.

Quality Assurance
Evaluation of instruction will follow traditional patterns. All students will complete six questions in the required Student Rating of Instruction, plus any additional questions that the college, department, and instructor may wish to add. Any additional requirements established by the Director of Distance and Continuing Education and Dean of Graduate and Interdisciplinary Studies will be met.

The Office of Distance and Continuing Education and academic departments work together to ensure instructional goals and learning outcomes are being met. The results of the evaluation of student learning for the outcomes established for each course and the complete program will be included in the department's annual assessment report. The report will be reviewed by one member of the UAC and the Director of Accreditation and Assessment. A completed review will be sent to the Chair of the Department, Director of Distance and Continuing Education, Dean of Graduate and Interdisciplinary Studies, the Dean of the College, and the P&VPAA.

A Distance Education Council has been appointed to provide advice and input into both policy and direction for distance education.

<u>What Administrative Structure Has Been Developed to Support This Proposed Change (Accountability Processes and Leadership Roles)?</u>

This question was initially addressed in the section discussing the proposed change and ongoing planning at NDSU. To elevate the recognition and role of the Division of Distance and Continuing Education, and to bridge the 'gap' that often exists between traditional educational efforts and those of DCE, the Dean of the Graduate School (now the Dean of the College of Graduate and Interdisciplinary Studies) has oversight for distance delivery and reports directly to the P&VPAA. A Distance Education Council has been appointed to provide advice and input into both policy and direction for distance education.

<u>How Will NDSU Make Learning Resources and Support Services Available to Students, Including General Student Support Services, Library Resources, Academic Advising, and Financial Aid Counseling?</u>

These services are currently available to students through electronic access. While minor enhancements to promote accessibility will be inevitable, no major restructuring of access venues are anticipated.

Students may use the undergraduate Web-page for access to services (www.ndsu.edu/undergraduate/).

Major services include:
    The Campus Connection portal: www.ndsu.edu/registrar/connect/index.shtml,
    Registration and Records: www.ndsu.edu/registrar/,
    The Business Office: www.ndsu.edu/business_office/,
    Computing Services: http://its.ndsu.nodak.edu/,
    Financial Aid: www.ndsu.edu/finaid/,
    NDSU Libraries: www.lib.ndsu.nodak.edu/,
    The Division of Student Affairs: www.ndsu.edu/vpsa/division.shtml, and
    Academic Affairs P&VPAA): www.ndsu.edu/ndsu/vpaa/.

These services, and more, are also identified on the Division of Distance and Continuing Education's Web-site (www.ndsu.edu/dce).

Individual departments will continue to assign academic advisors.

What Financial Data Documents NDSU's Capacity to Implement and Sustain the Proposed Change? (e.g. – Projected budgets, recent audit reports, revenue streams, cost of facilities and projected facility and equipment costs.)

The Division of Distance and Continuing Education was established as a self-supporting unit and continues to operate on that basis. The office has been able to provide small grants to faculty to assist in converting traditional courses to on-line delivery.

Detailed financial information, including budgets, will be made available to the Consultant-Evaluators during the Site-Visit.

What Timeline Will be used to Implement the Proposed Change?

An online master's degree program in Communication is near completion and would be ready to offer upon HLC approval. Courses that are part of a certificate in Software Engineering are currently offered online and as such, could also be offered upon HLC approval. Other programs will follow in an orderly manner as each is able to provide assurances that the quality of the courses for each program meets or exceeds defined expectations.

While General Education is not an issue for graduate courses, it is possible that undergraduate online degree programs may be developed before the next site-visit.

What are NDSU's Strategies to Evaluate the Proposed Change?

<u>What Measures Will NDSU Use to Document the Achievement of Our Expected Outcomes?</u>

Enrollment

Enrollment and successful completion of online programs will be the ultimate documentation of success.   The Director of Distance and Continuing Education and the Dean of the College of Graduate and Interdisciplinary Studies will join with the Deans from the academic colleges, departmental Chairs and faculty, and support units, to ensure programs are successful.

Student Achievement

Student academic achievement represents a second measure to document success. An existing model used within the Department of Communication to compare student achievement in online and traditional sections of COMM 110 "Fundamentals of Public Speaking" can be adapted to identify levels of achievement for students in the online master's program. Successfully completing programs and degrees will be a measure of success.

Student Satisfaction

A third set of measures will come from the Student Rating of Instruction (SROI) evaluations expected for all courses offered by NDSU, assessments of student learning that also are expected for all courses, and formal review by the Program Review Committee of the University Senate. The results from each set of measures are made available to the department, to the appropriate Dean, and to the P&VPAA.

Impact on Budgets

Another measure of achievement will be the impact on budgets at the faculty, department, college, and university levels.

<u>How Will Assessment of Student Learning be Integrated into the Assessment Program?</u>

Current expectations for the assessment of student learning in all courses, regardless of the form of delivery, will continue.

Enrollment and successful completion of online programs will be the ultimate documentation of success.

Evaluation of student learning is currently embedded into departmental assessment activities at the level of the individual course. Reporting of those activities is based upon the department's assessment plan.

While General Education is not an issue for graduate courses, it is possible that undergraduate online degree programs may be developed before the next site-visit. Departments are expected to include evaluations of student learning as a part of their annual assessment reports.

The Department of Communication, has proposed that a key faculty member having experience in providing online classes be appointed as director of the department's online programs. One of the responsibilities of this individual would be to report assessment of student learning and their results to compliment the department's section on traditional activity.

Summary

Online learning is a phenomenon that is notably impacting the Field of Education, seemingly not simply a trend, but rather, an evolving practice driven by innovation and demand. Increasingly, the demand for online learning is driving higher education institutions to reconsider their pedagogical approaches.

As a land-grant institution, NDSU has an obligation to provide good quality educational opportunities to citizens of North Dakota. For that reason, NDSU must consider innovative and effective ways to reach out to people aspiring to learn but are somehow impeded from attending a campus. Online learning can be an effective way to limit barriers that prevent people from gaining access to quality education.

NDSU is committed to ensuring that online learning programs are quality driven and that student learning experiences remain positive. To that end, and for the aforementioned reasons, NDSU believes its' request to offer online programs is appropriate.

Chapter 11

Formal Request for Reaccreditation and Change in the Statement of Affiliation Status

North Dakota State University (NDSU) is a dynamic institution dedicated to effective service to students, faculty, staff, and the diverse audiences that we serve. We maintain and expand vital linkages with those we serve as we strive to fulfill our mission and our mission statement. Our exceptional growth is based upon curricula that meet the needs and expectations of students, strong administrative support, and exceptional faculty and staff.

We believe that we have provided evidence that is more than sufficient to document that we have met, and exceeded, each of the five Criteria for Accreditation, and the 21 Core Components that are embedded into the individual Criteria.

Request for Reaccreditation

NDSU respectfully requests that the Higher Learning Commission of the North Central Association grant 10-year accreditation status and the requested change in the Statement of Affiliation Status.

Request for Change in the Statement of Affiliation Status

NDSU respectfully requests that the Higher Learning Commission of the North Central Association grant a change for the Approval of Distance Education Degrees description in the Conditions of Affiliation.

The current statement, approved on August 25, 2004, is:
> "No prior Commission approval required to offer distance education degree programs out-of-state and programs facilitated by North Dakota University System On-line."

The proposed statement is:
> "No prior Commission approval required to offer distance education degree programs out-of-state."

NDSU respectfully requests that the Higher Learning Commission of the North Central Association grant 10-year accreditation status and the requested change in the Statement of Affiliation Status.

Chapter 12

Members of the Self-Study Steering Committee and Other Contributors

The development of any Self-Study document becomes a group project. North Dakota State University (NDSU) has a proud tradition of participation by a number of individuals representing as many sections of the university as possible. The initial Self-Study Steering Committee started work in January, 2003 with the charge to "Tell the truth". The committee was also free to invite resource persons to join each working group and contribute to the process and the products.

The listings below attempt to identify as many individuals as possible that contributed to the shared ownership of the Self-Study document and the Focus Group materials that became a foundation for the Self-Study. A large number of individuals contributed in a variety of ways. Appreciation is expressed to each contributor. Without the individual and collective efforts, this document would not have been possible.

Members of the Self-Study Steering Committee

Name:	Representing:
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Karen Bjellum	Staff (Accreditation and Assessment)
Tom Barnhart	Faculty (Health, Nutrition, and Exercise Science), former Presiding Officer of University Senate)
Ray Boyer	Staff (Facilities Management)
Tom Bremer	Professional Staff, Libraries
James Burgum	Undergraduate students (former Student Government President)
Joseph Chapman	University President
Cary Clambey	Faculty (Science and Mathematics)
John Cook	Faculty (Civil and Industrial Engineering)
Jim Deal	Department Chairs and Heads (Child Development and Family Science)
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Lynn Dorn	Bison Athletics
Kathy Enger	NDSU Libraries
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Mary McDonald	Staff (Accreditation and Assessment)
Dante Miller	Student (current Student Government Vice President)

Donald Miller	Department Chairs and Heads (Pharmacy Practice)
Daniel Mostad	Student, former Student Government President)
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Nancy Olson	Continuing Education
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R. Craig Schnell	Provost and Vice President for Academic Affairs
Deanna Sellnow	Faculty (Communication)
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William Slanger	Director, Office of Institutional Research and Analysis
Sally Sologuk	Staff (Northern Crops Institute)
Kerri Spiering	Director, Office of International Programs
Sandy Sprafka	Information Technology Services
Kevin Thompson	Graduate School, Department Chairs and Heads
Steven Venette	Graduate Students
David Wahlberg	University Relations
Matthew Walker	Faculty (Business Administration)
Jaclynn Davis Wallette	Director, Multicultural Student Services
Gary Wawers	Controller (Financial Services)
Whitney Weston	Undergraduate student, long-term student representative
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Frank Yazdani	Department Chairs and Heads (Civil Engineering)
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David Wittrock	Dean, College of Graduate and Interdisciplinary Studies
Dale Zetocha	Executive Director, Technology Transfer/ Research Foundation

Memorial Union Scheduling and Arrangements

Gary Fisher	Associate Director/Operations, currently Director, Wellness Center
Helena Johnston	Coordinator, Reservations and Event Services
Vicki Miller	Administrative Secretary, Memorial Union
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Janna Mausolf Stoskopf	Director. Memorial Union (and currently Interim Dean of Student Life)

APPENDIX A

I. Legislative Initiative

The 1999 North Dakota Legislative Assembly passed a resolution directing a study of the North Dakota University System to specifically address:

1. The expectations of the NDUS in meeting the state's needs in the 21st century
2. The funding methodology needed to meet those expectations
3. An accountability system and reporting methodology

II. Roundtable Development

A roundtable consisting of 61 state leaders – 21 legislators and an additional 40 leaders from the private sector, government and education – was formed to assist the Interim Committee on Higher Education in conducting the study.

III. The Challenge

Expectations

Roundtable members were challenged to look into the future, think outside the box and take bold actions, but also to be realistic and non-parochial and to bring forth a clear set of expectations to serve as cornerstones upon which the North Dakota University System for the future should be built.

Accountability

Roundtable members also were asked to identify and agree upon a reasonable number of University System accountability measures to replace the extensive, and often conflicting, accountability measures currently being applied. The accountability measures identified were to be consistent with the expectations for creating a university system for the 21st century. For example, the University System should be high-quality, responsive, entrepreneurial, flexible and accessible. The desired result, as stated by the roundtable, is a university system characterized by "flexibility with accountability."

Report of the Roundtable on Higher Education
Overview and Summary
A Look Into the Future: Change Urgently Needed

The overwhelming consensus of the 61 members of the Roundtable on Higher Education was bold steps must be taken to ensure:

• North Dakota's future is not an extension of the trends of the past
• All of North Dakota must benefit from a stronger economy and
• The economic vitality of North Dakota is closely linked to the North Dakota

University System. Roundtable members spent seven months studying global forces and projections, examining North Dakota's economic and demographic trends and developing recommendations for creating a North Dakota University System for the 21st century.

IV. Goal of the Roundtable

The goal developed and agreed upon by the Roundtable on Higher Education is:
"To enhance the economic vitality of North Dakota and the quality of life of its citizens through a high-quality, more responsive, equitable, flexible, accessible, entrepreneurial, and accountable university system."

V. Cornerstones

The roundtable identified six key cornerstones on which to build a university system for the future. Those cornerstones are:

1. Economic Development Connection

Increase the direct connections and contributions of the University System to the economic growth and social vitality of North Dakota

2. Education Excellence

Provide high-quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be life-long learners, good citizens, leaders and knowledgeable, contributing members of an increasingly global and multi-cultural society

3. Flexible and Responsive System

Create a university system environment which is responsive to the needs of its various clients and is flexible, empowering, competitive, entrepreneurial and rewarding

4. Accessible System

Create a university system which is proactively accessible to all areas of North Dakota and seeks students and customers from outside the state. It provides students, business, industry, communities and citizens with access to educational programs, workforce training opportunities and technology access and transfer – and does so with the same performance characteristics as described in the Flexible and Responsive System goal.

5. Funding and Rewards

Develop a system of funding, resource allocation and rewards which assures quality and is linked to the expressed high-priority needs and expectations of the University System assures achievement of the expectations envisioned

6. Sustaining the Vision

Develop a structure and process which assures the University System for the 21st century, as described by these goals, remains connected, understood, relevant and accountable to the present and future research, education and public service needs of the state and its citizens – sustaining the vision

VI. Summary of Recommendations

Members of the six roundtable cornerstone task forces developed a total of 92 specific recommendations to implement roundtable intentions and expectations. The 92

recommendations were condensed into 27 summary recommendations. The main thrusts of the collective set of roundtable recommendations, by assigned responsibility, are:

State Board of Higher Education
1. Take the leadership in ensuring key steps required for implementation of the roundtable are taken, specifically to develop and recommend (to the Legislative and Executive Branches):
    • A long-term plan for the financing of the NDUS
    • A resource allocation mechanism
    • Accountability mechanisms, both performance and fiscal
2. Change policies and procedures to empower campus presidents; grant to the campuses the same conditions being sought for the NDUS – flexibility with accountability
3. Develop a university system which has intellectual capacity and programs aligned with the needs of the state
4. Develop a delivery system capable of making the capacities of the NDUS accessible to all of North Dakota, including:
    • Learning centers
    • Distance delivery
    • Collaborative delivery
    • Duplicated programs where appropriate
5. Cooperate with other participants in collectively moving the agenda forward

Executive Branch
1. Assume leadership in ensuring the necessary technology infrastructure is extended throughout North Dakota
2. Work with the SBHE and the Legislative Branch in devising funding and accountability mechanisms and then:
    • Revise and simplify the budget process in conformance with these agreements
    • Modify accountability mechanisms – both performance and fiscal – to make them consistent with those of the other key stakeholders
3. Be a full participant in efforts to communicate to the public and other audiences the message emerging from the roundtable and to move the agenda forward

Legislative Branch
1. Work with the Executive Branch to ensure the necessary technology infrastructure is extended throughout North Dakota
2. Work with the SBHE and the Executive Branch to create agreed-upon funding and accountability mechanisms and then:
    • Modify budget and appropriation processes so they are consistent with the directions and expectations of the roundtable
    • Utilize the agreed-upon accountability process
    • Bring the audit function into conformance with the intent of the roundtable

3. Take steps to ensure actions of the legislature and its staff reflect a relationship with the NDUS which grants flexibility with accountability
4. Participate with other entities in communicating the agenda which has emerged from the roundtable and in continuing the process in future years

The NDUS
1. Take steps to ensure the collective capacity of its campuses – intellectual assets and programs – are aligned with the needs of the state and its citizens. In this regard, find ways to utilize the strengths of tribal colleges, private institutions and other providers to expand the educational asset base available to the citizens of North Dakota
2. Expand the definition of institutional clients to include nontraditional students, employers and other groups in addition to the traditional student body which has been the hallmark of the NDUS
3. Create a delivery system which can make these intellectual assets accessible to citizens throughout the state:
• Learning centers
• Technology
4. Provide the staff leadership necessary to create new financing, resource allocation and accountability
mechanisms
5. Create a culture, policies and practices which support and reward entrepreneurial behavior and responsiveness to clients on the part of campus leaders and staff
6. Develop the information systems and processes to ensure accountability can be (and is) demonstrated in accordance with the agreed-upon measures

NDUS Campuses
1. Create unique, high-quality institutional strengths – capacities which serve to make the NDUS, as a system, a stronger enterprise and one which is aligned with the needs of the state and its citizens
2. Collaborate with others in utilizing these strengths in ways which serve the identified needs of clients throughout the state; minimize the barriers to accessing these assets
3. Develop internal values, policies and behaviors which encourage and reward entrepreneurship and responsiveness to the needs of clients
4. Strengthen ties to clients, engaging them in meaningful relationships and developing mutually rewarding
partnerships; become engaged campuses
5. Develop academic programs which help students understand the application of their knowledge at places of employment and in the larger society
6. Put in place those mechanisms to ensure their end of the "flexibility with accountability" agreement is upheld

Private Sector

1. Work with institutions to ensure educational providers understand expectations regarding skills and knowledge of college graduates
2. Collaborate with institutions in ensuring students gain an appreciation for application of their learning – internships, mentorships, etc.
3. Participate in statewide efforts to expand and diversify the economy of the state

VII. Summary of Accountability Measures

The Roundtable on Higher Education also identified a total of 84 potential accountability measures for which the University System would be held accountable. Those 84 accountability measures were condensed into 34 measures linked to the six cornerstones and presented in the Roundtable Report. Progress toward each of the agreed-upon accountability measures is included in an annual accountability report, which is presented to the Interim Committee on Higher Education and distributed to other key stakeholders of higher education. As stated in the Roundtable Report: "It is the intent these accountability measures, as agreed upon, replace the accountability factors and expectations being developed independently by various entities."

VIII. Complete Roundtable Report

Results of the roundtable study, including the cornerstones, specific recommendations and accountability measures, are published in a report titled A North Dakota University System for the 21st Century. This report is available through the North Dakota Legislative Council, the North Dakota University System Office or any of the 11 NDUS campuses. The report also is available on the Web at: www.ndus.edu

APPENDIX B

NDSU Major Themes

(http://www.ndsu.nodak.edu/legislators/major_themes.shtml)

Mission:

With energy and momentum, North Dakota State University addresses the needs and aspirations of people in a changing world by building on our land-grant foundation. (Approved: State Board of Higher Education Jan. 15, 2004)

Vision:

We envision a vibrant university that will be globally identified as a contemporary metropolitan land-grant institution.
(Approved: Staff Senate, April 14, 2004; Student Senate, April 18, 2004; and University Senate, April 19, 2004)

Core Values:

NDSU is guided by the following key values and principles:

Land-Grant
We reflect and serve geographically and culturally diverse populations. We share institutional success across the university. We anticipate and welcome growth and service that will occur in ways yet to be conceived. We embrace our unique complexities as a land-grant university on the Northern Great Plains. We remain committed to serving people globally.

People
We derive strength and vitality from each other and from the diverse communities we serve. We care about the current and future welfare of our students, staff, and faculty. We promote excellence through individuals participating in decisions, and value cooperation for the common good.

Scholarship
We are an engaged university and acknowledge and pursue scholarship of all forms, including discovery, teaching, integration, and application. We uphold the rights and responsibilities of academic freedom.

Teaching and Learning
We provide a superior teaching and learning environment within and outside of the traditional classroom. We promote and value liberal, graduate, and professional education in a collegial environment where divergent ideas can be shared. We foster an environment that promotes life-long learning with individually defined goals.

Ethics
We maintain our integrity through principled action and ethical decision-making.

Culture
We will be the land-grant university that we want to be by welcoming and respecting differences in people and ideas. We support the goals of the North Dakota University System and value collaboration with colleges and universities around the world. We foster accessibility to our programs and services.

Accountability
We have a special relationship with, and are accountable to, the people of North Dakota. We actively strive to contribute to our regionÍs economic prosperity and to improve the quality of life. (Approved: Staff Senate, April 14, 2004; Student Senate, April 18, 2004; and University Senate, April 19, 2004)

Major Themes:

It's About People
At NDSU, student learning is facilitated by faculty and staff guidance. Increased investments in people are critical to attracting and retaining quality faculty and staff, thereby increasing NDSU's educational standards. As part of this increased investment, faculty and staff salaries will be increased to the mid-range of professional peers. NDSU can continue its progress toward being at the midpoint of our peer institutions by being creative in funding its salary pools. Sources of new money will be invested in people through graduate and undergraduate enrollment growth and growth in research activities.

Students are Paramount
NDSU will increase student enrollment to 12,000 students, including increasing graduate student enrollment to at least 15 percent of total student enrollment. While NDSU exists to serve multiple stakeholders, service to students is paramount. This is accomplished by providing a superior learning environment in and out of the classroom.

Leveraging Support
NDSU, as described in the report of The Roundtable for the North Dakota Legislative Council Interim Committee on Higher Education, will take increasing responsibility for securing the financial resources needed to provide service and education for the people of North Dakota. NDSU plans to accomplish this by leveraging its resources through strategic partnerships with North Dakota, national and global businesses.

Programs
NDSU is an investment by the people of North Dakota in individual and collective economic well being and quality of life. For this reason, the university will aggressively engage in statewide collaborative efforts with North Dakota businesses and with member institutions of the North Dakota University System. NDSU will use emerging technologies to expand capabilities to meet student demand in the university's traditional areas of focus including

agriculture, engineering, applied sciences and extension, as well as expansion into new academic areas and professional fields. NDSU will emphasize increasing the university's international focus to enhance North Dakota's competitiveness in the global economy.

Stature
NDSU will advance to the level of Doctoral and Research University-Extensive in the new Carnegie classification system. Reaching the Extensive classification will require the graduation of 50 or more doctorates in at least 15 academic disciplines per year. NDSU will build public support for its mission and higher education by increasing public awareness of the many services the university provides.

APPENDIX C

NDSU Distance and Continuing Education
DE Courses
Spring Semester - 2006

Architecture (ARCH)
394   Computational Methods   3 cr.   Web-based
Mahalingam

Biology
315   Genetics   3 cr.   Web-based   Helms

Botany
315   Genetics   3 cr.   Web-based   Helms

Child Development & Family Science (CDFS)

No.	Title	Cr.	Format	Instructor
135	Family Science	3 cr.	Web-based	Philbrick
182	Wellness & Aging	3 cr.	Web-based	Philbrick
194	CDA Mod 1: Safe Healthy Learning	2 cr.	Print-based	Anderson
194	CDA Mod 2: Child Development	2 cr.	Print-based	Anderson
194	CDA Mod 3: Social Emotional Dev.	2 cr.	Print-based	Anderson
194	CDA Mod 4: Working with Families	2 cr.	Print-based	Anderson
294	Infant & Toddler Caregiving (1/20-5/1)	3 cr.	Web-based	Beach
357	Personal & Family Finance	3 cr.	Web-based	Perkins
475	Children & Families Across Cultures	3 cr.	Web-based	Light
477	Financial Counseling	3 cr.	Web-based	Perkins
476	Child Exploitation & Abuse	2 cr.	Print-based or Web-based	Light
479	Children as Witnesses: Assessing Issues	2 cr.	Print-based or Web-based	Light
472	Family Trauma & Burnout	2 cr.	Print-based or Web-based	Light
474	How Women Changed America	2 cr.	Web-based	Light
473	Teens at Risk	2 cr.	Print-based or Web-based	Light
488	Exceptional Child & Family	3 cr.	Web-based	Light
494	Early Childhood Nutrition (1/20-5/1)	2 cr.	Web-based	Beach
675	Children & Families Across Cultures	3 cr.	Web-based	Light
688	Exceptional Child & Family	3 cr.	Web-based	Light
IS/793	Children & Families Across Cultures	3 cr.	Web-based	Light

IS/793 Child Exploitation & Abuse	2 cr.	Print-based or Web-based	
			Light
IS/793 Children as Witnesses: Assessing the Issues	2 cr.	Print-based or Web-based	Light
IS/793 Family Trauma & Burnout	2 cr.	Print-based or Web-based	
			Light
IS/793 How Women Changed America	2 cr.	Web-based	Light
IS/793 Teens at Risk	2 cr.	Print-based or Web-based	
			Light

Communication (COMM)

110	Fundamentals of Public Speaking	3 cr.	Web-based	Child
110	Fundamentals of Public Speaking	3 cr.	Web-based	Gullicks
308	Business and Professional Speaking	3 cr.	Web-based	McIntyre
313	Editorial Processes	3 cr.	Web-based	Collins
636	Issues in Mass Communication	3 cr.	Web-based	Collins
700	Research Methods in Comm.	3 cr.	Web-based	Littlefield
725	Communication & Change	3 cr.	Web-based	Littlefield
750	Qual. Research Methods in Comm (sec. 1)	3 cr.	Web-based	Littlefield

Computer Science (CSCI)

114	Microcomputer Packages (sec. 7)	3 cr.	Web-based	Johnson
116	Business Use of Computers (sec. 7)	4 cr.	Web-based	Kotala
159	Computer Science Problem Solving (sec. 2)	3 cr.	Web-based	Rahman

Economics (ECON)

| 105 | Elements of Economics | 3 cr. | Web-based | Gustafson |
| 202 | Principles of Macroeconomics | 3 cr. | Web-based | Gustafson |

Education (EDUC)

460	Adolescent Readers	3 cr.	Print-based	Duffield
475	Content Area Reading	2 cr.	Print-based or Web-based	Light
494	Strategies for Strugg. Readers	1 cr.	Web-based or Print-based	Light
IS/494	Critical Thinking	3 cr.	Print-based or Web-based	Light
IS/494	Memory Development	2 cr.	Print-based or Web-based	Light
IS/494	Middle Childhood & Adoles Developmt	2 cr.	Print-based or Web-based	Light
IS/494	Philosophy & Found. of Middle Level	3 cr.	Print-based or Web-based	Light

494	Philosophy & Foundations	1 cr.	Web-based or Print-based	
			Light	
IS/494	Teaching with the Brain in Mind	2 cr.	Print-based or Web-based	
			Light	
660	Adolescent Readers	3 cr.	Print-based	Duffield
720	Supervision of Student Teachers	2 cr.	Web-based	Wageman
775	Content Area Reading	2 cr.	Print-based or Web-based	
			Light	
IS/793	Critical Thinking	3 cr.	Print-based or Web-based	
			Light	
IS/793	Memory Development	2 cr.	Print-based or Web-based	
			Light	
IS/793	Middle Childhood & Adoles Develop	2 cr.	Print-based or Web-based	
			Light	
IS/793	Middle Childhood & Adoles Dev. II	1 cr.	Print-based or Web-based	
			Light	
IS/793	Philosophy & Foundations of Middle Lvl	3 cr.	Print-based or Web-based	
			Light	
IS/793	Teaching with the Brain in Mind	2 cr.	Print-based or Web-based	
			Light	

English (ENGL)

120	College Composition II	3 cr.	Web-based	Johnston
220	Introduction to Literature	3 cr.	Web-based	Cavins
320	Practical Writing	3 cr.	Web-based	Sandland
321	Writing for Engineers	3 cr.	Web-based	Harvey
333	Fantasy and Science Fiction	3 cr.	Web-based	Sullivan

Health, Nutrition, and Exercise Sciences (HNES)

HPER 100	Concepts of Fitness and Wellness	2 cr.	Web-based	Liguori
HPER 217	Personal and Community Health	3 cr.	Web-based	Ary
111	Wellness	3 cr.	Web-based	Liguori
210	Human Sexuality	3 cr.	Web-based	Benson
210	Human Sexuality	3 cr.	Print-based	Moraghan
NUTR 240	Principles of Nutrition	3 cr.	Web-based	Brunt

History (HIST)

103	U.S. to 1877	3 cr.	Web-based	Isern
730	Readings in US History/Coyote Culture	3 cr.	Web-based	Isern
790	Grass Roots History	3 cr.	Web-based	Isern

Mathematics (MATH)

099	Elementary Algebra $310	3 cr.	Web-based	Staff
102	Intermediate Algebra $310	3 cr.	Web-based	Staff
103	College Algebra	3 cr.	Web-based	Staff
104	Finite Mathematics	3 cr.	Web-based	Staff

Music

108	Roots of American Popular Music	3 cr.	Web-based	Alexanko

Plant Science

110	World Food Crops	3 cr.	Web-based	Deckard
315	Genetics	3 cr.	Web-based	Helms

Political Science (POLS)

115	American Government	3 cr.	Web-based	Kalk

Psychology (PSYC)

111	Introduction to Psychology	3 cr.	Web-based	Hegstad
210	Human Sexuality	3 cr.	Web-based	Benson
210	Human Sexuality	3 cr.	Print-based	Moraghan
270	Abnormal Psychology	3 c.	Web-based	Hegstad
370	Forensic Psychology	3 cr.	Print-based	Barrett
381	Understanding Suicide and Its Impact	3 cr.	Print-based	Barrett
382	Self-Injury: Recognition & Treatment	3 cr.	Print-based	Barrett
480	History and Systems	3 cr.	Web-based	Council
680	History and Systems	3 cr.	Web-based	Council
IS/793	Self-Injury: Recognition & Treatment	3 cr.	Print-based	Barrett
IS/793	Understanding Suicide and Its Impact	3 cr.	Print-based	Barrett

Sociology (SOC)

110	Introduction to Sociology	3 cr.	Web-based	Corwin
202	Minorities and Race Relations	3 cr.	Web-based	Corwin
412	Sociology of Sex Roles	3 cr.	Web-based	Corwin
431	Environmental Sociology	3 cr.	Web-based	Goreham
631	Environmental Sociology	3 cr.	Web-based	Goreham

Zoology

315	Genetics	3 cr.	Web-based	Helms

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