

REVISED 1/20/05 (NM)

Criterion Two: Preparing for the Future

Criterion Statement: The Organization'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.

Core Component 2A

The organization realistically prepares for a future shaped by multiple societal and economic trends.

Bullet 1: NDSU's planning documents reflect a sound understanding of NDSU's current capacity.

The North Dakota University System convened a Roundtable in June 2004. "The impact and benefits of the Roundtable on Higher Education have changed the way North Dakota University System colleges and universities do business. Members of the NDUS discussion group said the roundtable has resulted in increased enrollment, economic growth, shared goals and objectives, and a common vision for the University System. The flexibility provided by the Legislative Assembly has allowed the 11 institutions to be more responsive. The roundtable has resulted in a higher level of trust among all stakeholders, and the state now has a better understanding of higher education. The report, "A North Dakota University System for the 21st Century: The Report of the Roundtable for the North Dakota Legislative Council Interim Committee on Higher Education is found at <http://www.ndus.edu/reports/>.

NDSU incorporated this planning document when setting its goals. President Chapman, in his October 14, 2004 State of the University address noted that NDSU has achieved nearly all of the original goals declared when he came to campus five years previously. The new goals are more qualitative, establishing NDSU as a national model of a contemporary land-grant university.

Colleges and departments base their planning documents on the directions set by the University System and NDSU.

Bullet 2: NDSU's planning documents demonstrate that attention is being paid to emerging factions such as technology, demographic shifts, and globalization.

Technology:

Technology is pervasive throughout NDSU. It touches faculty, staff, and students. Technology planning takes place at all levels of the organization and is coordinated throughout the North Dakota University System.

North Dakota's University System consists of eleven separate, yet strongly linked campuses. With a Chief Information Officer, they share a vision to meet key information technology goals set forth by the North Dakota University System Technology Plan. Those goals directly support long-range objectives of the state Board of Higher Education and the Higher Education Roundtable. Those goals are:

Improve NDUS IT- enabled business processes and services

Implement, with state government, the new financial/student accounting/human resources management system known as ConnectND.

Begin work to improve library services and enhance library management capabilities in 2002-2003.

Significantly expand IVN videoconferencing services within the NDUS, state and local government, K-12 schools and nonprofit organizations.

Support NDUS infrastructure needs.

Offer reliable, cost-effective and appropriate NDUS network services.

Provide middleware tools and data to help people use networked resources and services with security and privacy more easily.

Enable libraries to provide easy access to licensed electronic information.

Provide IT architecture leadership.

Improve or enhance NDUS collaborative efforts to increase efficiency and cost effectiveness.

Fully implement NDUS help desk.

Improve communications with all stakeholders of NDUS-CIS services.

Collaborate with NDSU campuses, K-12, state and local governments and libraries to identify appropriate learning and research support systems.

Work with ODIN libraries to expand digital holdings.

Promote Internet2 and advanced networking.

Provide training and support for network videoconferencing user groups.

Provide and manage resources to align with NDUS strategic goals.

Identify new, or re-purpose existing, resources to enhance current services, and initiate new services.

Provide professional staff to meet NDUS needs.

The CIO had five advisory councils. Members include administrators and staff from NDSU. Information Technology Services (ITS), provides broad, campus wide technology support services for NDSU and is also the HECN South Site, and so provides networking, administrative and general computing services to the North Dakota University System.

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, This increased access is most visible in the videoconferencing arena, where before the inception of the

network the Interactive Video Network linked the eleven institutions of the NDUS with the state capitol and the state hospital. Now there are over 300 higher education, K-12 and state and county government sites linked together for meeting and classes.

The ConnectND project (www.nodak.edu/connectnd) is being implemented across the University System and state government offices. This Enterprise Resource Planning project is upgrading outdated processes and is expanding services for all state government employees, campus employees and students using PeopleSoft software. This project is partially funded by the state legislature and by a student fee.

For more information on the activities and initiatives of the Common Information Services see http://its.ndsu.nodak.edu/about/pubs_policies/index.shtml.

Information Technology Services is the Technology link between the North Dakota University System and NDSU. Using the NDUS Information Technology Plan (www.state.nd.us/itd/planning/doc/2002-plans/215.pdf) as well as NDUS's Information Technology Plan (www.ndsu.edu/its/about/documents/Information_Technology_Plan.doc), and the Statewide Information Technology Plan (www.state.nd.us/its/planning/doc/2002/fullplan.pdf) provides a cohesive approach to Information Technology planning and facilitates the optimum use of valuable resources.

NDSU assesses all students a technology fee. Proposals are submitted to a technology fee committee, evaluated and awarded based on merit. Committee members are faculty, staff and students.

To support emerging technologies ITS has invested heavily in infrastructure, security and backup. Examples include a comprehensive centralized backup for all servers, an expanded storage infrastructure including SAN, a major upgrade of core network switching equipment, a conversion of all campus buildings to switched 10/100 to the desktop, a bandwidth management system for regulating students in residence halls, and a second computer room in Research 1 that mirrors data from multiple servers.

NDSU is striving to achieve Carnegie Doctoral/Research University-Extensive Classification. Technology is an important component in that effort. Along with the improved infrastructure to support faculty and researchers, NDSU is a member of Internet2 and participates in some of its projects, and developed the Research and Technology Park (RTP).

In building the RTP, NDSU "seeks to expand its role in the development and commercial application of technology as a means to greater diversification and growth in the economies of North Dakota and western Minnesota and to aid in the transfer of its technical and scientific research into the global economy. Currently Phoenix International is conducting research and development and employs 300 engineering and research personnel, and Alien Technology has announced that it will build a nanotechnology research and production facility to support its radio frequency identification projects. NDSU has built two buildings housing Polymers and Coatings and the Center for

Nanoscale Science and Engineering. A third building is planned to support research and technology incubation. NDSU has strong programs in polymers and coatings, engineering and electronics and computer science. The single overriding goal of the RTP is the creation and expansion of businesses that use the scientific and technical knowledge of NDSU's faculty and students. It is projected that the annual state and local tax collections resulting directly from construction and occupancy of Phoenix International and the construction of Research 1 and 2 combined with a \$ 100 million research budget would reach \$ 9.3 million.

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 will have a website up and running by mid 2004 where individuals can access information and resources around numerous topics including entrepreneurship, leadership development, community development, public issues education, rural and small business development, and business retention and expansion information. These resources are available to help communities when needed. Kathy Tweeten with the NDSU Extension Service is the Director of the Center for Community Vitality.

The NCA 1996 site visit had a concern that "additional instructional and research equipment is needed in selected areas." NDSU has addressed this concern in several ways. Many classrooms are permanently equipped with computers, projectors, document cameras, and Internet access and roving carts are available in all classroom buildings for checkout if the room does not have permanently installed equipment. Computers in the student labs (clusters) are on a three-year replacement cycle, and departments are initiating their own replacement cycles. The Research and Technology Park has a heavy investment in technology to support its projects. All students in the residence halls have high-speed Internet access. In September 2003 ITS Network Services completed the wiring of campus so each jack has 10/100 Mbps access. Many instructors use technology to support and enhance their classes. Examples include PRS systems to encourage active students learning to Blackboard to assist with classroom management.

Demographic shifts:

The North Dakota State Data Center, located at NDSU, is the demographic unit for the state. It monitors the changing patterns of demographic and economic shifts. Published findings are reported bimonthly and are available from the web site at www.ndsu.nodak.edu/sdc. Examples of their documents include, "Portrait of Higher Education Enrollment in the North Dakota University System: 1994-95 to 2000-01."

NDSU surveys its students and conducts a college student inventory, a student satisfaction survey, a student engagement survey, and a retention survey. Examples of these results are found at <http://www.ndsu.edu/oia/>

Globalization:

As a land-grant institution NDSU has always had a strong vision of its role in the state and region. 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” the focus of NDSU is outward. Agriculture’s Experiment Stations and Extension Offices are one example.

Another example is NDSU’s Research Park. In building the NDSU Research and Technology Park (RTP), NDSU “seeks to expand its role in the development and commercial application of technology as a means to greater diversification and growth in the economies of North Dakota and western Minnesota and to aid in the transfer of its technical and scientific research into the global economy. Currently Phoenix International is conducting research and development and employs 300 engineering and research personnel, and Alien Technology has announced that it will build nanotechnology research and production facility to support its radio frequency identification projects. NDSU has built two buildings housing Polymers and Coatings and the Center for Nanoscale Science and Engineering. A third building is planned to support research and technology incubation. NDSU has strong programs in polymers and coatings, engineering and electronics and computer science. The single overriding goal of the RTP is the creation and expansion of businesses that use the scientific and technical knowledge of NDSU’s faculty and students, It is projected that the annual state and local tax collections resulting directly from construction and occupancy of Phoenix International and the construction of Research 1 and 2 combined with a \$100 million research budget would reach \$9.3 million.

A third example is its membership in Internet2. Internet2 is an international organization and high performance network, led by the higher education research community. 98% of the Carnegie Doctoral/Research University – Extensive are I2 members. Access and membership is currently available for NDUS and K-12 organizations. It is designed to support:

- Research and education
- Testing and development of new technologies
- Highly reliable and secure information transmission
- Economic development

Through the Sponsored Education Group Participant (SEGP) program research institutions sponsor other higher education institutions, K-12 schools, museums, libraries, arts councils, and similar consortia. NDSU and UND sponsored the other 9 NDUS institutions and North Dakota’s K-12 schools. NDSU is taking the lead to sponsor the Flatlands Disability Network.

NDSU provides Internet2 leadership to the NDUS and the K-12 schools in North Dakota by providing consulting expertise, membership on several Internet2 working groups, and participation in Internet2 projects (e.g. the Megaconference <http://www.megaconference.org/>).

Bullet 3: NDSU's planning documents show careful attention to NDSU's function in a multicultural society.

In the fall of 2004, NDSU is working on a strategic plan for diversity. President Chapman stated, "Diversity is about respect. Diversity is about making sure that all people feel welcome at the table of human interaction. Diversity is about being a great land-grant university. We cannot be a great national university if we do not welcome all." One of the accreditation's working groups focused on diversity. Their report is found at <http://www.ndsu.edu/ndsu/accreditation/DiversityFocusGroup.htm>.

The Senate General Education Committee requires that all students take a global studies class (<http://www.ndsu.nodak.edu/ndsu/deott/gened/index.shtml>)

A campus Climate Survey on diversity was conducted. The results are at www.ndsu.nodak.edu/diversity.

Bullet 4: The organization's planning processes include effective environmental scanning.

Environmental scanning is defined as the acquisition and use of information about events and trends in an organization's external environment, the knowledge of which could assist in planning for the future.

The evidence of effective environmental scanning can be seen in numerous areas of the university. Selected areas will be elaborated on in the next several paragraphs.

Extension Service – Documents that provide information on how the mission, program areas, program delivery, staffing and funding look into the future are located at www.ext.nodak.edu/extwhite.htm. The extension document that looks at the entire system of land grant university extension service organizations is at www.nasulgc.org/cferr/board. This document brings a framework to the state extension planning process as it provides direction for statewide future planning. The documents located at www.ext.nodak.edu/program/fy04statePOW.htm include the State Plan of Work for the Extension Service. Eight program areas in the Extension Service use this document to provide direction for their program areas.

The State Board of Agriculture Research and Education (SBARE) have planning documents located at www.ag.ndsu.nodak.edu/sbare/mission/htm. The planning documents from SBARE reflect the direction of the North Dakota Agricultural Experiment Station as well.

The North Dakota Agricultural Products Utilization Commission (APUC) has planning documents located at www.growingnd.com/services/commission.

In prior accreditation documents, advice and suggestions on developing and implementing a plan to coordinate all outreach programs at NDSU was given. Our sub committee felt that some coordination is happening as well as diversity of activities among the colleges on campus.

Numerous documents and publications at NDSU talk about the future of the university from an organization perspective as well as an individual perspective. Examples of these types of documents and publications can be located at the following websites.

www.ndsu.edu/ndsu/news/magazine/vol01_issues01/news1.shtm. The publication is called NDSU Magazine and the article highlights Dr. Chapman, President of NDSU, talking about the future of NDSU.

Several articles in In-Forum talk about the future of NDSU. The names of the articles include:

Effort to grow state continue.
Spintronics comes to NDSU.
Girls learn tech lesson.
College faculty decry salaries.
The state of NDSU very good.

All of these articles discuss some aspect of NDSU and how it is looking into the future to change something and to adopt changes that are occurring. In-Forum articles are located at www.in-forum.com.

Bullet 5: The organizational 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. This original ideal pervades NDSU and provides the supporting framework to its plans and initiatives. To describe all the initiatives NDSU has participated in would be impossible in this document, so projects will be described that demonstrate how NDSU has been innovative and has brought beneficial and thoughtful change, not only to NDSU, but regionally as well.

Currently North Dakota has a rural health care crisis. Twenty-six rural community pharmacies have closed and twelve additional pharmacies are at risk of closing. There are other pharmacists who wish to retire, and not all of them have replacements. The college of Pharmacy received a federal grant from HRDS/OAT to implement a statewide telepharmacy program in North Dakota to save rural pharmacies from closing. Working with the North Dakota Board of Pharmacy, procedures were developed to allow pharmacists to electronically supervise a technician at a remote site, and allow that person to dispense prescriptions. The licensed pharmacist also uses videoconferencing equipment for patient consultation.

The College of Agriculture received a TOP grant from the Department of Commerce in the fall of 2000. Approximately 20 internet-based video conferencing sites were established at various locations across the state. The grant also supported portions of several positions—two of these positions were directed at helping faculty, specialists,

researchers, agents, administrators and staff effectively uses the technology for classes, conferences, and meetings. This project was a collaborative effort among several NDSU offices, the ND Information Technology Department, and the ND Interactive Video Network. The Project also received in-kind support from several communities and businesses.

The overall goal of ND EPSCoR is to increase the competitiveness of North Dakota for merit-based grants and contracts in support of science and technology research from federal funding agencies. There are several indications that EPSCoR is transforming the science and technology infrastructure of ND:

Increased number of PhD-level scientists and engineers

Increased proposal submission rate for merit-based grants and contracts

Increased proposal success rate for merit-based grants and contracts

Increased student reports that EPSCoR influenced their choice of a science and technology career

Enhanced productivity and profitability of existing technology-based businesses

Facilitated establishment of new high-technology business

Examples of successful EPSCoR initiatives are:

Dr. Kalpana Katti, Assistant Professor of Civil Engineering, received ND EPSCoR support for researching nacre, which led to NSF-funded research. Katti is studying how nacre, the inner layer of seashells, is constructed so that its structure at the nanoscale level can be used in the manufacturing of structures that are strong, tough, light in weight, and damage resistant.

Dr. Brian Slator, Computer Science Professor, received a ND EPSCoR Seed Grant to help launch his interactive, educational software-development career. Slator uses a field-trip approach in his software programs that provide students with exciting role-based learning experiences. Game titles include Virtual Cell World, Dollar Bay, and Geology Explorer.

Dr. G. Padmanabhan, Chair and Professor of Civil Engineering, Dr. Robert Pieri, Professor of Mechanical Engineering, and Dr. Carol Davis, Vice President of Turtle Mountain Community College (TMCC) have collaborated on an initiative to increase Native American participation in science, engineering, and mathematics (SEM). The ND EPSCoR Faculty Laboratory and Innovative Teaching Enhancement (FLITE) program supports the initiative through workshops for tribal college faculty and students on new and innovative SEM topics and purchase of equipment and supplies that remained at the tribal colleges. Curriculum development also is being enhanced by new videoconferencing capabilities supported by ND EPSCoR's Biomedical Research Infrastructure Network (BRIN).

North Dakota continues to be more competitive for merit-based grants and contracts:

Average funding rate for competitive NSF proposals, % change between 1989-1993 and 1994-1998: **26.5%** (**2nd highest** in nation)

Total NSF funding, % change 1990-1998: **307%** (**2nd highest** in nation)

Twelve NSF CAREER awards were received by ND EPSCoR-supported principal investigators since 1998

ND EPSCoR-supported principal investigators were awarded over **\$31 million** from 1999-2001.

President Chapman accepts proposals from faculty and staff for professional development grants of up to \$1000 to be used for travel to one professional conference.

The University Senate Faculty Development Committee invites faculty to apply for funds that will support instructional development projects and projects to assess student learning. Individual faculty may apply for up to \$2,500 to support instructional development endeavors. Groups of faculty, either within a discipline or across disciplines, may apply for up to \$4,000 to support interdisciplinary development or departmental endeavors. The projects may be for any instructional improvement but preference will be given to those which include Cooperative Learning and/or improvements using technology in the classroom.

Bullet 6: The organization incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue.

The land grant mission of NDSU is critical to the university's planning process. Dr. Chapman talks about the land grant mission to do research, educate, and do outreach at numerous speeches and public appearances. An interview with Dr. Chapman in the fall 2000 NDSU Magazine talked about the future of NDSU. The interviewer asks Dr. Chapman questions about the direction of the Wellness Center, Animal Research Center, and the Research and Technology Park, NDSU as an economic driver for North Dakota, faculty salaries, aging population of North Dakota and how it will affect NDSU, and fiscal responsibility. The NDSU Magazine is located at www.ndsu.edu/ndsu/news/magazine.

The book, *Our Purpose is to Serve* by David B. Danbom, is an excellent resource on the mission of the 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 takes the reader through the growth of the NDAES as the organization matured and changed throughout the 1900's.

An issue that came up in prior accreditation reviews was the pervasiveness of the land grant mission at NDSU. Do all faculty, staff, and students know and understand what the land grant mission means for NDSU? Are decisions made based on the land grant mission? The conclusion of the subgroup was the mission and understanding of what a land grant university means is not well known throughout the various segments of NDSU.

The NDSU Libraries have an extensive collection of materials on NDSU's and the region's history and heritage. The Regional Center for the North Dakota Institute for Regional Studies is an organization that promotes the history and heritage of NDSU. Information on this organization can be found at www.lib.ndsu.edu/ndirs.about.index.html.

Bullet 7: NDSU clearly identifies authority for decision making about organizational goals.

Governance structure is integrated into all academic and non-academic divisions of North Dakota State University (NDSU). From central administration to academic colleges, from University, Staff, and Faculty Senates to the Development Foundation and Intercollegiate Athletics, there are policies, procedures, and mechanisms for governance at all levels of campus life.

State Board of Higher Education

North Dakota State University is a member of the North Dakota University System (NDUS) that is governed by the State Board of Higher Education (SBHE). The nine-member board is the policy-setting body for the system, and consists of seven citizen members who serve four-year terms and who are appointed by the governor. Included in the board also are a student appointed by the governor for a one-year term, and one faculty advisor who is selected by the Council of College Faculties. The SBHE carries out its constitutional responsibilities through a comprehensive set of policies and administrative rules and regulations.

Governance at any of the North Dakota State Colleges and Universities, at the highest level, begins with the State legislature. This body of elected officials makes decisions concerning budgets and procedures concerning our institution. Most of these decisions are funneled through the State Board of Higher Education (SBHE) and the Chancellor. The SBHE consists of members appointed by the Governor. The SBHE has an extensive policy manual and applicable SBHE policies are available on the web at <http://www.ndus.edu/>. The major change in this area since the last NCA visit has been the creation of the "Roundtable" cornerstones and the accountability measures that have been identified.

The Roundtable on Higher Education, a group of 61 state leaders from the public and private sectors, established new expectations for the University System (1999-2000). 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 identified on which to build a university system for the 21st century, and accountability measures were identified to use in determining how well roundtable expectations were being met. Cornerstones include:

1. Economic Development Connection
2. Education Excellence
3. Flexible and Responsive System
4. Accessible System
5. Funding and Rewards
6. Sustaining the Vision

In 2001 the Legislative Assembly passed SB 2003, which took major steps toward implementing the roundtable recommendations. The legislation granted the University System "flexibility with accountability." In this legislation the system was empowered to act more entrepreneurially and, at the same time, was provided with consensus concerning accountability measures for benchmarks. In October 2001, the SBHE approved the addition of accountability measures it deemed necessary to provide guidance in establishing effective policy for the system's 11 campuses. Campuses must report in accordance with these accountability measures each year. In 2002 also, there were changes made to the process for approval of new programs, including soliciting reports from external consultants.

NDSU Institutional Governance

North Dakota State University operates as an autonomous entity within the NDUS. Management of individual institutions is the responsibility of the campus CEOs. In the case of NDSU, the management of the University is the responsibility of the President. Information on policy and budgetary issues is brought to the NDSU campus in a couple ways: through regular communication between the President and the Provost and Vice President for Academic Affairs (P&VPAA); the Chancellor and the SBHE, and; through the Council of College Faculties (CCF). CCF, officially constituted in 1992, though active even earlier, serves as a liaison between the SBHE and the University Senate, and consists of elected faculty members from each of the state's Universities and Colleges. NDSU has three representatives.

On the University campus itself, the ultimate decision-maker is the University President. He is advised by various people (Internal Auditor, General Counsel, etc.), and groups of people (President's cabinet, President's Council, etc.). There are six Vice Presidents: P&VPAA, Vice President for Student Affairs; Vice President for Research, Creative Activities & Technology Transfer; Vice President and Dean for Agriculture, Food Systems, and Natural Resources; Vice President for Business Finance, and; Vice President for University Relations. NDSU Institutional Governance information, which includes all the Offices and Departments under each Vice President's supervision may be accessed at: <http://www.ndsu.edu/policy/>.

College Governance

Each of the seven Colleges at NDSU is headed by a Dean; in addition, there is also a Dean of the Graduate School and a Director of University Studies. Each dean interacts on a regular basis with his or her Council of Heads/Chairs. The dean, in conjunction with this group and the faculty, formulates policies and procedures governing the college, including tenure and promotion, grievance procedures, etc. The operation of all levels within the University is outlined in the NDSU Policy Handbook, including equal opportunity guidelines, and may be accessed at: <http://www.ndsu.edu/policy/>. Criminal disclosure forms are required for all faculty, staff, and students who are hired at NDSU after 2002. Information concerning individual colleges is available at the following website: <http://www.ndsu.edu/ndsu/vpaa/depts/academic.shtml>.

University Senate

The University Senate is truly 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 the Constitution and Bylaws. 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 formula used for determining the number of senators from each college is that there should be about one senator for every ten full-time faculty members; this ratio may be adjusted slightly to maintain approximately 45 faculty Senators total. Each year, the Senate elects a new Presiding Officer Elect, who serves as an apprentice the following year. At that time, the Presiding Officer Elect will become the Presiding Officer. The University Senate meets approximately once each month during the academic year.

The Presiding Officer is advised by the Executive Committee, which comprises selected representative from each academic College, a Past Presiding Officer, the P&VPAA, a representative from CCF, an *ex officio* member, the Presiding Officer Elect, the Staff Senate President, and the Student Government President. The Executive Committee meets two weeks prior to each University Senate meeting, and after discussing issues and policies from the various University Senate Committees, determines the agenda for the next University Senate meeting. Also, the Presiding Officer meets separately with the President and the P&VPAA every month to help the flow of information. There are a number of standing and special committees of the University Senate whose membership and function are outlined in the Constitution and Bylaws. The Bylaws themselves are reviewed and revised periodically to reflect current exegeses. Further information on University Senate and its policies and procedures may be viewed at: <http://www.ndsu.edu/univsenate/>.

The mixed body of Senators wherein faculty members have to vote openly in front of Administrators (who make decisions upon their PT&E) provides some cause for concern, since faculty members do not feel comfortable voting differently from the Administrators. To ameliorate the situation, efforts were made in mid 1990's to establish a Faculty Senate that would exclude administrators as members of the Senate. While this effort failed, it nevertheless resulted in the establishment of a Faculty Caucus that could convene any time faculty wanted to discuss important issues exclusive of the administration. While there have been no Faculty Caucuses during the past two years, a number of Open Forums have been held to discuss issues of interest to faculty.

University Senate: Faculty and Administrators of North Dakota State University accept the responsibility of collaboratively determining and recommending policies affecting the educational and research activities of the University subject to the laws of the State of North Dakota and to the polices and directives of the North Dakota State Board of Higher Education. Faculty are elected for membership on the Senate. Permanent administrative membership on the University Senate is the President, the Provost and the Vice President

for Academic Affairs, Dean of each College, Dean of Graduate School, and Director of the NDSU Extension Service. Representatives of the Staff Senate and Student Senate also are members. The Senate determines University-wide policies and regulations in the areas of resident instruction, research, and outreach. Each college, school, and division shall govern itself, subject to review and action by the Senate when actions of the individual college, school, or division conflict with University-wide policies and regulations.

Student Senate

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: <http://www.ndsu.nodak.edu/ndsu/studentgovernment/>. Among its various and varied activities, the Student Senate has

- Implemented a new financial software package (Penny)
- Developed www.ndsu.edu/bisonweb (Panorama)
- Rededicated the Memorial Union
- Encouraged compliance of over 200 CSO Organizations.
- Created new CSO Organization Packets and CSO Database (Activity Credit on Transcripts)
- Helped create new travel option for students through the MAT Transit System
- Started the Police Picnic to encourage community building
- Developed NDSU Alumni Booklet
- Engaged in Outreach activities such as FM Chambers, GNDA, New Economy Initiative, City Government, Governors Office, Department of Commerce, Local Business

The most significant aspect of student participation and governance at NDSU has been the Student Government’s involvement with the North Dakota Student Association (NDSA) and its strong presence, especially during the biennial state legislature meetings on budgetary matters.

In addition, the NDSU Student Senate has been an active, engaged, and involved body in two projects: the Memorial Union expansion and the building and expansion of the Wellness Center.

In advancing its mission, the Student Senate is also engaged in developing: a new plan to distribute Student Activity Fee, a Business Internship Program, Internship in a Box (www.ndinterns.com), Business Development Fund, State budgeting for programs, and Entrepreneurial 5:01 Society. Additional information on Student Senate is available at: <http://www.ndsu.edu/bisonweb/info/senate/senate.php>.

Staff Senate

The NDSU Staff Senate was established with the encouragement and approval of the President of the University 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 by which Staff Senate operates are outlined in the Constitution and Bylaws, refer to our website: http://www.ndsu.edu/staff_senate/.

Membership in Staff Senate consists of approximately five percent from each category of broadbanded staff. Sixty-one senators make up the various categories of the Senate: Professional, Technical, Office, Crafts & Trades, and Service. Each member serves a two-year term, and may not serve more than three consecutive terms.

Elections for vacant senator positions are held in April of each year. Should a senator resign in mid-term special elections may be held at the call of the Executive Committee and the Election Committee.

The Executive Committee is the steering committee of Staff Senate and consists of the President, the President-Elect, the Secretary, the Treasurer, the Membership Officer, three members-at-large, and the Director of Human Resources as an *ex officio* member. The Staff Senate President meets periodically with the NDSU President. Staff Senate members serve on one or more Staff Senate committees. These committees are outlined in our website. Staff Senate also has representatives on University Senate, and on several other committees throughout campus.

Staff Senate has participated in accomplishing a number of goals over the years as part of the University's overall governance structure. Among these are:

- to promote healthy lifestyles, a chapter of Weight Watchers has been established on campus and a reduced membership rate for staff at the Health & Wellness Center;
- to contribute to a knowledgeable workforce, motivational seminars, tuition waivers and staff scholarships are available;
- to help recruit and retain staff by offering spouse and dependent tuition discount, Policy 133.1;
- to improve communication, a website technician updates the Staff Senate website with current minutes, events, and the annual reports;
- to recognize co-workers and students for customer service, continuous improvement, teamwork, integrity, and quality, Staff Senate sponsors a Campus Kudos program.

Staff members have taken advantage of the \$1000.00 professional development grant offered by the President's Office.

Core Component 2B

The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Financial Resources

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 our educational programs now and in the future. As of 2003, operating revenues at NDSU had increased by 40% since the last accreditation period. As a comparison, the Consumer Price Index increased by about 15% for the same period. This growth was achieved primarily through tuition and fees (50% increase) and grants and contracts (88% increase). These changes show signs of continuing as evidenced by the NDUS Strategic Plan and Accountability Measures Report. The following discussion outlines this growth and development in four major resource areas: State appropriations, tuition and fees, grants, and contracts, and gifts.

State Appropriations:

The following table summarizes the State general funds appropriated to NDSU for the five biennia since the last accreditation period.

<u>Biennium</u>	<u>State Funds</u>
2003-05	\$76,604,661
2001-03	\$80,163,939
1999-01	\$74,921,622
1997-99	\$68,993,481
1995-97	\$62,383,630

As can be seen, state appropriations have increased each biennium except for the last one. The 2003-05 biennium was one general belt-tightening across the state and most agencies were asked to submit budgets that were 95% of the previous year's budgets. This reflected a short period of decreasing state revenues. The budget situation for the 2005-07 biennium is looking considerably brighter as the state as just recorded a record year for consumer spending and state sales tax receipts. However, University administrators have been told to prepare for a period of time in which state appropriations might show a general proportional decline.

Tuition and Fees:

Tuition and fee revenues at NDSU increased roughly 50% over the previous 6 years and will be increasing at an even higher rate in the current biennium. The past increase reflects modest increases in tuition of about 5% to 6% per year and an increasing student

enrollment from about 9,500 students in 1996 to about 12,000 today. In the current biennium, tuition will be increasing at about 16% per year. These increases are in anticipation of the proportional decline in state appropriations and are intended to allow NDSU to maintain the strength of its existing programs while funding the expansion of programs across the University, particularly at the doctoral level.

New student fees since the last accreditation period have been substantial, and reflect an attitude on the part of our students that they are willing to take more than their part in maintaining the quality of their education and ensuring adequate resources and facilities in the future. In 1997 students voted to approve a \$38 per semester increase in fees to finance the construction of a wellness center on campus. In 2002, a university-wide fee of \$42 per semester was added (with general approval from students) to finance the ConnectND administrative system for higher education. In the spring of 2003, students voted again to approve two proposals for increasing student fees to finance an expansion of the students union and the Wellness Center. Most notable about the student-approved fee increases is that many students will be paying a portion of the cost of improvements, but will be gone before they are done. This, we believe, reflects a long-run view on the part of the students that they want the quality of the institution from which they receive their diploma to be maintained well into the future.

Grants and Contracts:

Most of the growth in grants and contracts had occurred in the past few years. Shortly after President Joseph Chapman started as NDSU President in June of 1999, a goal was established to double the research grant and contract revenue over a five-year period. As of this writing, it appears that he had met his goal. 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 41% for quite some time, due to grantor limitations and a history of waiving F & A costs, NDSU's overall recovery rate on F & A costs was about 5 %, but has been increased to about 11% in fiscal year 2002. Of these F & A reimbursements, NDSU's internal allocation allows for 42% to be allocated back to the generating colleges or units. In comparison to other universities, 42% is considered to be relatively generous.

Gifts:

While gifts for operating purpose do not constitute a large percentage of total revenues at NDSU (about 2%), that are an important source of funding that primarily supports scholarships, endowed faculty, and some private research or public service activities. Gift revenues have increased by 66% from 1996-2003, and are likely to be much higher by the end of the current biennium, as we are in the silent phase of a capital campaign that shows signs of being very successful. Since 1996, gift funds were used to fund the construction of the Ellig Track Complex, Ehly Hall, and a major portion of the Sudro Hall addition. Future capital projects to be funded primarily from gifts are the new College of Business Administration Building and Bison Sports Arena renovations.

It should be noted that other physical additions and renovations have been funded by state appropriations and other sources, such as the addition to Minard Hall, the replacement of the Bison Court Apartment Complex, and miscellaneous infrastructure improvement (pavement, water steam). State funds will also be used to renovate Ceres Hall in the coming year. It should also be mentioned that NDSU has a substantial list of projects that are designated by the North Dakota University System (NDUS) as “deferred maintenance.” These projects are designed to maintain existing infrastructure to keep it up to minimum standards and have been put on hold for lack of funding. As NDSU entered the 2003-2005 biennium, the dollar value of deferred maintenance projects was just over \$21 million.

Plans for Resource Development:

All planning for financial and physical resource development at NDSU is coordinated at the state level by the North Dakota University System (NDUS) and is summarized in various documents such as the Resource Guide, the State Board of Higher Education’s (SBHE) Strategic Plan and periodic reports by the Roundtable on Higher Education. The Roundtable has established various “Cornerstones” by which the performance of the University System as a whole, and individual universities within the system can be judged. The NDUS publishes an annual Accountability Measures Report that summarizes this performance.

In the most recent Resource Guide, the NDUS lists the principles that it uses in planning for future financial resource development. These 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. Furthermore, campuses should be rewarded and recognized for behavior consistent with these principles and should be given the flexibility to set price. Campuses should retain their current state general fund appropriation as a base, and biennial appropriations should be provided to address parity or inflationary operating cost increases. Equity differentials based on peer comparators should be regularly addressed. Campuses should be given the flexibility to allocate resources in a manner consistent with the priorities established in their campus strategic plan. Finally, The SBHE should request and the Legislature should provide dedicated appropriations for the maintenance and replacement of facilities and infrastructure. (Resource Guide, December 2002, section 10, pp. 6-6.1)

Based on these criteria the SBHE adopted operating benchmarks (combined state appropriations and tuition revenue) for each campus to use in developing biennial budget requests. For the 2003-2005 budget request this benchmark was \$11,692 for NDSU. The Board also developed target funding proportions of 60% state funds and 40% 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% of the total benchmark, and that the State’s share of the total was 49.8% (Page 42). The same report indicated that State appropriations for NDSU were 55.9% of the peer benchmark (Page 44).

NCA 1996 Site-visit Noted Concerns:

1. *“An inadequate proportion of the institutional budget is committed to library acquisitions and services.”*

Although flat budgets continued for a few years after the 1996 visit, the University administration began directing supplemental funds to the library FY 1999. This supplemental funding continues and has steadily increased over the years:

\$100,000 FY 1999

\$100,000 FY 2000

\$150,000 FY 2001

\$250,000 FY 2002

\$350,000 FY 2003

\$350,000 FY 2004

NDSU students have also helped address this need. In November 2003 the NDSU Student Government voted to assess each student a library fee of 83¢ per credit (up to \$10) per semester.

The library has effectively amplified all of these funds by capitalizing on the changing nature of scholarly communication and taking advantage of group or consortial 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 eJournal titles and only one major index database incorporating full text articles. Currently NDSU Libraries subscribes to over 1,000 electronic journals (out of approximately 4000 active subscriptions). However, this number is greatly amplified through various consortial purchases, publisher packages, aggregators, and most fruitfully, by harvesting full-text articles from our various indexing databases such as InfoTrac, ABI/INFORM, CINAHL, etc. These efforts push our total to over 6,000 eJournal titles available to researchers. Group purchases have also pushed the number of eBooks to over 7,500.

2. *“Additional instructional and research equipment is needed in selected areas.”*

NDSU has addressed this concern in several ways, all of which are discussed in Core Component 2A. From a Financial Resources point of view, the Technology Fee has been especially effective addressing this concern. In the fall of 1995 the ND State Board of Higher Education required all campuses to start collecting a Technology Fee, to be used to pay back a campus networking infrastructure revenue bond over a ten-year period and also to fund other needed technology items on the campus. Within constraints set by the state board, each campus determines the amount of the fee collected and the best use of the funds. The Technology Fee Advisory Committee meets periodically during the academic year to discuss and formulate recommendations about supporting projects that improve the information technology capabilities on campus through the appropriate use of the technology fee. Generally the committee seeks proposals twice yearly and solicits technology actions plans that directly benefit and improve the quality of education and campus life of the NDSU student body. After reviewing the proposals, the committee

then recommends allocation of funds to Craig Schnell, Provost and Vice President for Academic Affairs.

Human Resources

Effective utilization

Salary studies

Recruitment efforts – faculty

Broadbanding for effective utilization of faculty

Challenges:

_____ Faculty salaries

Salary competitiveness. Although NDSU significantly increased salaries in the last eight years, most notably in the two years comprising the current biennium, it still finds it tough to compete with peer institutions. NDSU has conducted annual salary studies in the past that indicate that our salaries for typical tenure-track faculty tend to be between 80 percent and 90 percent of the average for a group of peer institutions that were identified by college deans in the fall of 1996.

Salary inversion still a problem; i.e., highest paid faculty tend to be the highest ranked and most recently hired.

Future salary increases. Campus Administrators have become increasingly resourceful in financing salary increases with internal reallocations exceeding state appropriations in the recent past years. NDSU's ability to continue this "creative financing" to address market and equity issues.

Graduate Student Stipends

Generally not comparable to other schools and vary greatly between departments. Stipends in some departments are non-existent.

Developments to meet future changes

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

Professional development grants

Each year President Joseph Chapman offers Professional Development Grants (up to \$1,000) to faculty and staff to help defray the costs to attend conferences, workshops, training sessions, etc. These are in addition to departmental support for travel, which varies greatly.

Staff Senate sponsored workshops and training sessions.

The Staff Senate actively sponsors and promotes various workshops, training sessions, and programs to help develop one of the University's most valuable assets. Examples from recent years include these from 2002-2003:

Meditation (a presentation by Ronni Arensberg – NDSU Counseling Center)

Family Night Out event

Fish Conference

Exercise America program

Offerings in 2003-2004 include:

Is There Just Too Much Seminar (Heidi Frie and Trish Tallakson – NDSU Counseling Center)

Power of a Positive Attitude (Teresa Sonsthagen – Animal and Range Science)

Blue Cross/Blue Shield Health Plan Overview and *Walking Works* program (BC/BS representatives)

10K-A-Day Program

Technology professional development/training

NDSU ensures faculty and staff have the opportunity to keep up-to-date with trends in technology. Various groups address this need. The ITS Training Group provides training on various end user software packages. The software includes, but is not limited to: PageMaker, PhotoShop, Elements, Word, Excel, Access, PowerPoint, DreamWeaver, Contribute, PageCenter, Eudora, Corporate Time, Web Graphics, File Management, Acrobat, and other requested software training. The schedule and descriptions of training offered, along with the ability to sign up for a session, is posted on the ITS web page each semester at: <http://www.ndsu.nodak.edu/its/training/training.shtml>. Also offered by ITS is 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 while promoting autonomous learning.

Fringe Benefits

Fringe Benefits for faculty and staff vary but include health and life insurance, long-term total disability, various retirement packages (TIAA / CREF, etc.), 10 paid holidays each year, annual leave, sick leave, family medical leave (unpaid leave of absence with health insurance continued by NDSU), counseling and referral service available to employees and their dependents, and educational opportunities (individual tuition waiver for three classes per calendar year; tuition discounts for spouse and eligible dependents). All benefits are fully listed at http://www.ndsu.nodak.edu/hr/comp/staff_benefits.shtml and http://www.ndsu.nodak.edu/hr/comp/faculty_benefits.shtml

Faculty Development Committee

The Faculty Development solicits faculty to apply for funds that support instructional development projects and projects to assess student learning. Individual faculty may apply for up to \$2,500 to support instructional development endeavors. Groups of faculty, either within a discipline or across disciplines, may apply for up to \$4,000 to support interdisciplinary development or departmental endeavors. The projects may be for any

instructional improvements but preference will be given to those which include Cooperative Learning and/or improvements using technology in the classroom. Start-up funds for new faculty; monies from Provost and department

Other Awards

NDSU also offers three awards 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.

Ozburn Economic Development Award

This award is established to stimulate NDSU faculty to assist the state in the area of economic development.

Efficiency in Government Award

This award sponsors studies to increase efficiency in state, county, or city government in North Dakota. Applicants should partner with individuals in government

Community Projects Award

This award sponsors studies for betterment of the community in the area of social concerns; e.g., MADD, crime stoppers, graffiti removal, alcohol-related issues, etc.

NCA 1996 Site-visit Noted Strengths and Concerns:

NCA 1996 Site-visit noted Strengths:

“There are many opportunities for faculty development.”

These opportunities continue.

“The Teaching Support Center and outreach services enjoy wide acceptance by and support of the faculty.”

This continues.

NCA 1996 Site-visit noted Concerns:

“There is inadequate faculty participation in the developmental leave program.”

The use of professional development grants has increased significantly over the past five years with an average increase rate of about 73 percent per year.

Physical assets

NDSU also ensures educational quality with new or renovated facilities.

New or renovated facilities

Wellness Center

Minard addition

Sudro Hall renovation/addition

Ehly Hall (new building)

New dorms

Downtown campus

Main Library – flood restoration and renovation

NDSU Research and Technology Park

Located on 40 acres just north of NDSU, the Research and Technology Park is a place where university researchers (including faculty, staff, and students) and private industry can combine their talents to develop new technologies, methods and systems. Since its groundbreaking on May 19, 2001, both educational and business personnel have been excited about the possibilities for collaboration that the Park presents. The Park is in the planning stages of developing an entrepreneurial program to stimulate economic growth in the region. The goal is to turn local ideas, often generated at the university, into high-tech businesses.

Center for High Performance Computing

North Dakota State University (NDSU) is highly recognized in the IT (Information Technology) arena for having received international recognition for software development (e.g. data mining) and for being leaders in bringing advanced networking capabilities to rural areas. NDSU is now in a position to leverage its strengths in meeting the IT needs of federal government agencies such as Customs, Immigration and Naturalization Service (INS), Departments of Energy and Defense, National Institute of Standards and Technology and the National Science Foundation.

A few of the goals for the Center for High Performance Computing (CHPC) at the NDSU Research and Technology Park are to:

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, and 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 - data mining - of Dr. William Perrizo, an NDSU computer scientist, and his project team of graduate students,
 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 such as the U.S. General Services Administration, Department of Defense, Customs, National Institute of Standards and Technology, Immigration and Naturalization Service and the National Science Foundation.

Center for Nanoscale Science & Engineering (CNSE)

The mission of the NDSU Center for Nanoscale Science and Engineering (CNSE) is to engage in pioneering, interdisciplinary research and technology development on materials whose functional design starts at the atomic-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. CNSE thrives on multi-sector collaborations that enhance the

technological and industrial base of North Dakota and the country, and lead to new career opportunities for current and future North Dakota citizens.

Planning processes

History of achieving planning goals and responsive to change

Creating new delivery systems

PRS

Instructional software: Blackboard, etc.

Electronic Journal, Books, databases

Moving to higher degree levels

move to Division I

Establishing new instructional sites

Downtown campus for Art and Architecture studios

Distance Education

Recruiting and admitting new student bodies

State Board of Higher Education (SBHE)

Roundtable on Higher Education

Recommendations encouraged to flexibility, generate additional revenues, etc.

Annual NDSU Program Review Committee Data [indicating funding appropriate to production].

Accountability Measures Report

President's State of the University Addresses

Technology strategic plans

NDUS System IT plan/policies--

ND University System IT Plan

ND Statewide Technology Plan

Campus IT plan/policies

NDSU IT Plan

NDSU Information Technology Visions

Campus IT survey

Department/unit technology plans

NDSU policy development--CITPG/TEL

"45 mile goal" for North Dakota--Legislative Roundtable

NCA 1996 Site-visit noted Strengths:

"The assessment program is well-developed and faculty participate at all stages."

This continues.

CORE COMPONENT 2C

The organizations ongoing & evaluation & assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The organization demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.

North Dakota State University is evaluated every ten years as a self study. This is an evaluation to be accredited as a University. Time to figure out our strengths, weakness and plans for the future. It is a process that evaluates all aspects of the University.

North Dakota Agricultural College (NDAC) was first accredited in 1915 by the North Central Association (NCA) as an institution that awarded four-year and master's degrees. After a time when the (then) Board of Administrators became overly involved in the institution's activities, accreditation was withheld from April 7, 1938 until March, 1939. Five doctoral programs were initiated in 1959 and in 1960 NDAC became North Dakota State University. The NCA extended NDSU's accreditation in 1966 to include these doctoral programs. After the most recent comprehensive review in 1996, our accreditation was renewed by NCA and our next comprehensive evaluation was scheduled for the 2005 - 2006 academic year.

Each Division Unit has some form of evaluation for the unit. Briefly summarized below are those evaluation processes.

Office of the President

<http://www.ndsu.edu/ndsu/administration/president/>

In the area of the President there is not an annual report process.

The President meets with the department heads and annually conducts the responsibility review. The assessment/evaluation is an on-going process.

Office of the Provost & Vice President for Academic Affairs

<http://www.ndsu.edu/policy/352.htm>

Office of the Vice president & Dean of College of Ag, Food Systems & Natural Resources

<http://ag.ndsu.nodak.edu/ag-vp/vp-page.htm>

Office of the Vice President for Business & Finance

<http://www.ndsu.nodak.edu/ndsu/vpbf/vpbf.shtml>

In the area of the Vice President for Business and Finance there is not a formal evaluation process.

The Vice President meets with the managers as a group monthly, and individually on a weekly basis or as needed. The assessment/evaluation is an on-going process. Each respective area is also reviewed and discussed during the manager's responsibility review. A manager retreat is held once a year. Each of the Vice President's managers verbally updates the rest on what has taken place during the year, but nothing is written down.

Office of the Vice President for Research, Creative Activities & Technology Transfer
<http://www.ndsu.edu/ndsu/vprcatt>

Office of the Vice President for Student Affairs
<http://www.ndsu.edu/vpsa/index1.shtml>

In the area of Vice President for Student Affairs department Directors are responsible for annual reports to the Vice President. Annual reports reflect the year's progress and challenges within each individual unit. This unit follows a set of guiding principals:

1. We interact with students in a caring, supportive, developmental manner. The delivery of our services is done with our students' best interest in mind and we continually measure student satisfaction with those services.
2. We have an important advocacy role to play in helping students who have problems with the university, whether it be to advocate better procedures and processes or to help mediate interpersonal conflict.
3. Our activities complement and support the institution's mission with enhancement of student learning and personal growth as our primary purposes and, whenever possible, we seek out partnerships with the academic community to support student learning and personal growth.
4. Since the involvement of students in co-curricular activities contributes to their personal growth and has been identified as a positive contributor toward student success, we have a role to encourage involvement.
5. Organizational development is a high priority. Strong organizational development contributes to good staff relations and good student relations.
6. Assessment and evaluation of what we do are important elements toward improving what we do. The use of developmental concepts assists our assessment and evaluation.
7. Managers are responsible for supporting a work environment that is conducive to staff and organizational development. Staff play a very important role in our relationship with students. The hiring of staff with skills and abilities related to their work and the evaluation and development of staff are critical elements to accomplish our goals.

Office of the Vice President for University Relations
http://www.ndsu.edu/university_relations/

The efforts of the Office of the Vice President for University Relations undergo continual evaluation, with some of these efforts easily quantifiable and other efforts qualitative in nature.

As the communication arm of the central administration of North Dakota State University, our products are produced for diverse audiences and with a variety of desired outcomes. We seek to influence audience understanding of and attitudes towards the university. We can measure some of these outcomes, though often we can simply suggest relationships between products and outcomes. For example, University Relations, in conjunction with the Division of Student Affairs, creates viewbooks, catalogues and other admissions materials. We can count how many of these items are produced and how many prospective students we communicate with, but we cannot establish with certainty the effectiveness on a specific prospective student of these materials. Many factors play a role in an individual student's decision to attend a given university and we cannot isolate all these variables, but we can see validation of our efforts in enrollment figures that show that an increasing number of students are enrolling at NDSU.

University Relations, in conjunction with alumni and development colleagues, produce a variety of products for prospective donors and former students. We know that charitable contributions to the university are increasing, but we cannot say it is the product of any one communication activity.

Public attitudes are difficult to measure, but with growing enrollment, increasing contributions, awards for publications design, national news coverage of our activities, and growing public affirmations and collaborations, I conclude that there is a positive relationship between the efforts of the Office of the Vice President for University Relations and these desired outcomes.

In addition to unit and college evaluation processes the University as a whole conducts individual evaluations and performances.

Please refer to policy: <http://www.ndsu.edu/policy/167.htm>

Staff Senate self-evaluations

Evaluation of Staff Senate is conducted by several yearly reports summarizing individual committees of the Senate. Personal or group evaluations are not conducted at the present time. A survey could be put in place to help evaluate Staff Senate as a whole. Help confirm the purpose of the Senate and the successes accomplished.

University Faculty Senate self-evaluations

University Senate self-evaluations

Evaluation of University Senate is conducted by one annual report summarizing accomplishments and challenges of the University Senate. Personal or group evaluations are not conducted at the present time. A survey could be put in place to help evaluate

University Senate as a whole. The survey/assessment tool would help confirm the purpose of the Senate and the successes accomplished.

Student Senate self-evaluations

Evaluation of Student Senate shows up in the Senates' Resolutions. Resolutions continue to evaluate the quality of Student Senate.

Refer to the website(<http://www.ndsu.edu/bisonweb/pages/2005/senate/sendocssr05.php>) for past resolution documents. are not conducted at the present time. A survey could be put in place to help evaluate University Senate as a whole. The survey/assessment tool would help confirm the purpose of the Senate and the successes accomplished.

The organization maintains effective systems for collecting, analyzing, and using organizational information.

Pam will fill in:

- 1) Maintenance system for informational data
 - a. Office of Institutional Research & Analysis
 - b. Office of Accreditation & Assessment
 - c. Internal Review Board
 - d. Counseling & Disability Services
 - e. Enrollment Management
 - f. Extension Services

Appropriate data & feedback loops are available & used in the organization to support continuous improvement.

Open forums are a valuable asset on campus for disseminating information campus wide. Open forums are used widely by all departments and units on campus. Electronic mail is also an avenue for feedback and communication loops. Electronic email has increased

feedback and communication loops 110% campus wide. Employee and student list serves are a wonderful way to create communication loops.

Posted meeting minutes from senates. Staff senate, Student Senate and University Senate all post meeting minutes on their respective web sites. Information from all meetings is available for all employees to view. Feedback is always welcome from all senates.

President's Cabinet minutes are available for employee review at the web-site listed below:

http://www.ndsu.edu/ndsu/cgoodyea/cabinet_minutes/

The Group Decision Center facility was established in 1998 to further our resources in the feedback and data loops. Outlined below is the history of the Group Decision Center.

In 1998, North Dakota State University initiated the Group Decision Center (GDC) with Cargill as the major corporate contributor to the Group Decision Center (GDC). The GDC a technology laboratory consisting of 22 participant PC workstations, a network server, a lead station and a data projector, opened its doors September 1, 1998. The purpose of the GDC is primarily for student and faculty development and secondarily for research and service. The GDC provides the only student-focused facility using GroupSystems software in the Northern Plains. The activities of the GDC provide students with 1) an introduction to electronic discussion system; 2) training in the use of GroupSystems software and 3) classroom discussions, program feedback for curriculum accreditation, clubs/organizations and research projects resulting in hands-on experience with state-of-the-art technology. In addition to the development of student skills, the GDC is used by faculty and administration for planning, evaluation, research, and community service. The research conducted in the GDC is closely tied to its purpose of education and service.

The use of "electronic discussion" in the GDC maximizes the efficiency of a group by allowing everyone to share ideas simultaneously and anonymously.

At NDSU the focus of the GDC applications enhances the land grant mission of NDSU -- teaching, research, administration and outreach at the same time as it broadens Cargill visibility on campus and off campus.

For additional GDC's Campus Impact and Social Impact Reports please go to the Annual Activity Reports for more details. [2004 GDC Activity Report](#)

Source cited from the GDC history page on the world wide web (<http://www.ndsu.edu/gdc/ndsu/history.shtml>)

Periodic review of academic and administrative sub-units contributes to improvement of the organization.

- g. Program Review Committee
- h. Student Assessment Committee
- i. SROI (Student Rating of Instruction) students rating courses not teachers

2004 NDSU Reaccreditation

Criterion III

Sarah Beck – student comments and report

When I first began to collect information on how teachers and courses are evaluated, I emailed each college and asked for copies of any evaluation forms used in their college. I heard back from six of the colleges.

At the end of every semester students are asked to complete a form, which evaluates the instructor and the course. All departments use the standard form called, “Student Rating of Instruction”, also referred to as a SRI. The SRI asks students to rate six criterion: their satisfaction with the instruction of the course, the instructor as a teacher, the ability of the instructor to communicate effectively, the quality of the course, the fairness of the procedures for grading this course, and their understanding of the course content. The responses are very good, good, in between, poor, and very poor. After the standard six questions, the department or teacher may ask that students answer additional questions on the same form.

In addition to only asking students to evaluate the instructor and course at the end of each semester, departments are encouraged to ask for student feedback throughout the semester.

All of the colleges at NDSU use the standard SRI form, and only the College of Business Administration, College of Pharmacy, and nursing program reported that an

additional form is used. None of the colleges reported that there were any procedures set up for evaluation during the semester.

I feel that each college at NDSU could achieve greater student satisfaction by having a more thorough evaluation form, used at the completion of every semester. This form would ask more questions regarding: the availability of the instructor, the effectiveness of the teaching strategies, the clarity of the course content as laid out by the instructor, the relevance of the textbook, professionalism of the instructor, how well examinations reflected course content. With the number of foreign professors at NDSU, it would also be wise to ask the students how easily it was to understand the instructor. These are only suggestions, and all of them are asked on the College of Business Administration, College of Pharmacy, and nursing program supplemental evaluation forms. I do not feel that six questions can accurately reflect the quality of the instructor or the course.

I also feel that there should be procedures set up and used during the semester to evaluate the instructor and course. Often time students feel that by approaching an instructor with a concern, they may or may not be looked favorably upon by the instructor in the future. Perhaps by having an anonymous, electronic questionnaire online or on Blackboard, students could give instructors suggestions of what areas they could improve on, or address any other concern they may have. I have personally been in class where the instructor does not do a good job at teaching, the teaching materials are not relevant, and the grading is not fair. Yet the teacher could not be approached anonymously, and they would not receive feedback until after the semester.

I feel that any failure of an instructor or department to make necessary changes, based on the results of student evaluations, fail in one of two categories: (1) students don't always give honest or accurate feedback, or (2) the instructor does not take into consideration any of the feedback from the students, and make changes in the future. I also think that instructor and course evaluation results should be available to students, so that they can look at the information when considering what classes to take, and what instructor to take the class from. Overall, NDSU does do a good job in terms of asking for student feedback of the instructor and course.

Promotion and tenure procedures per college

Colleges may follow the general policy on tenure and promotion.

Policy 352; <http://www.ndsu.edu/policy/352.htm>

Colleges may have individual policies on tenure and promotion; this is an option, not a requirement.

College of Agriculture, Food Systems, and Natural Resources (COA, FS, and NR)

<http://www.ag.ndsu.nodak.edu/policy/promotio.htm>

College of Human Development and Education

<http://www.ndsu.nodak.edu/hde/handbook/hndbk-pte.shtml>

College of Pharmacy

<http://www.ndsu.edu/pharmacy>

College of Science and Mathematics

<http://www.ndsu.edu/scimath/faculty.shtml>

College of Engineering and Architecture

<http://www.cea.ndsu.nodak.edu/pte.html>

College of Business Administration

<http://www.ndsu.edu/cba/faculty/committees/index.shtml>

College of Arts, Humanities and Social Sciences

<http://www.ndsu.edu/ahss/office/College%20Handbook.pdf>

College of University Studies this college does not promote of tenure faculty

- e) Yearly annual report per college
- f) Yearly individual employee reviews

The organization provides adequate support for its evaluation and assessment process.

1. Self Steering Committee funds in place for this assessment
2. President's Office supports of assessment committee

Core Component – 2D

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Planning for NDSU is done at higher levels in the governance structure (i.e., the State Board of Higher Education (SBHE) and the State Legislature) as well within the University (such as: President and Vice Presidents)

In 1999, a significant development occurred that affected the planning processes within the North Dakota University system. The North Dakota State Legislature passed legislation that created the Roundtable on Higher Education. The Roundtable, a group of 61 state leaders from the public and private sectors, established new expectations for the University System. 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 identified on which to build a university system for the 21st century, and accountability measures were identified to use in determining how well round table expectations were being met. Cornerstones include:

1. Economic Development Connection
2. Education Excellence
3. Flexible and Responsive System
4. Accessible System
5. Funding and Rewards
6. Sustaining the Vision

The vision and expectations identified through the Roundtable's cornerstones is the foundation of the North Dakota University System's Strategic Plan approved by the SBHE in November 2002.

The North Dakota University System's Strategic Plan focuses on meeting the expectations and recommendations of the Roundtable on Higher Education.

The overall goal of the System's plan is to create a university system that meets the rapidly changing needs and opportunities of students and the state, is entrepreneurial in its thinking and action, and where responsible risk-taking and failure are expected and accepted.

The plan includes the following key components:

- Mission statement
- Vision statement
- Beliefs and core values
- Long-range goals
- Objectives for achieving the long-range goals
- Accountability measures
- Long-term financing plan

This plan has been created with input from the University System's major stakeholders, including the executive and legislative branches; the State Board of Higher Education; public and private colleges; and representatives of business and industry.

To go with increased operational flexibility offered by the Roundtable, NDSU has participated in the University System's accountability measures. The accountability measure are intended to demonstrate that the Roundtable's cornerstones and NDSU's Strategic Plan is being implemented in an effective manner. An Annual University System Accountability Measure Report for all campuses is prepared by the System Office.

The Board's Strategic Plan includes a long-term financing plan and resource allocation model. The incorporation of these items in the strategic plan provides a linkage between planning processes and budget processes, both at the system and campus level. These budget plans provide funding to maintain the campus core functions and allocate new budget dollars for items such as: extra class sections, tenure and promotion, market issues, and new faculty positions.

NDSU's 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
- Status

These themes were, in part, established to reflect and support the vision and expectations of the Board and Roundtable. In NDSU's Campus Alignment Plan, Developed in October 2001, ties together the Roundtable's cornerstones with NDSU's Strategic Plan expectations of the Roundtable.

More evidence of NDSU 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. This document also shows an awareness of relationships among education quality, student learning, and the complex external environment.

Other strategic plans exist within NDSU that involve both internal and external constituents:

- Information technology plan (external-High Education Computer Network, State IT Department)
- Athletics (external-Teammakers)
- Experiment Station (external-State Board of Agricultural Research)

- 33 -Sources:

Interview with Paula Thovson, NDSU Budget Director. Gary, did you have this interview??

NDUS Report of the Roundtable: Overview & Summary: <http://www.ndus.edu/reports/>

NDUS Strategic Plan: <http://www.ndus.edu/reports/>

NDUS 3rd Annual Accountability Measures Report: <http://www.ndus.edu/reports/>

NDSU Campus Alignment Plan:

<http://www.ndsu.nodak.edu/president/CampusAlignmentPlan2001-02.pdf>

NDSU Campus Community Planning Survey:

http://www.ndsu.nodak.edu/ndsu/deott/univ_senate/plansurv.pdf

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